

Comparison of the Implementation of the Independent Curriculum in Social Studies Learning in Moving and Non-Moving Schools in Cimahi City (Case Study At SMPN 11 AND SMPN 15 Cimahi)

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ABSTRACT

The purpose of this study was to determine the implementation of the independent curriculum in Social Science learning in the first mover and non-mover schools in Cimahi City. The approach used is qualitative with a comparative study method. The subjects of the study were school principals, social studies educators/teachers and students. The research instruments used are observation, interviews, and documents. Data analysis begins with collecting data, describing raw data, reducing data, categorizing data, and constructing categorization relationships and the results are presented narratively supported by relevant citations. The results showed that the implementation of the independent curriculum in Social Science learning at SMPN 11 as a moving school and SMPN 15 as a non-moving school in Cimahi City especially the ability or competence of educators has similarities although not as a whole. These similarities include the ability to plan learning, carry out learning, and conduct learning assessments. The supporting and inhibiting factors faced in both types of schools have similarities and differences.

KEYWORDS: Independent Curriculum, Social Studies Learning, Moving and Non-Moving Schools

1 INTRODUCTION

Curriculum Merdeka is an educational program that aims to provide freedom to students in determining the educational paths and goals they want to take according to their interests, talents, and needs. This is done in an effort to increase creativity and innovation, provide equal opportunities for all students, develop national character and values, adapt to the times, increase independence and responsibility, and increase and improve their life skills. In addition, the independent curriculum is one of the efforts to restore learning which was previously referred to as a prototype curriculum which was later developed as a more flexible curriculum framework, while still focusing on essential materials and developing the character and competence of students. Thus, this curriculum is expected to create more meaningful and relevant learning for students. Freedom of learning is a form of freedom of learning or freedom of thought, is the right step to achieve ideal education in accordance with current conditions. (Nadiem Makarim, 2023).

Judging from educators, the Independent Curriculum is a curriculum that gives flexibility to them to create quality learning according to the needs and learning environment of students. In addition, it also provides opportunities for educators to be more flexible in developing learning tools and provides freedom

for students to adjust their learning needs and interests. Educators can choose various teaching devices so that learning can be tailored to the learning needs and interests of students (Pelajar Nusantara, 2022). The use of various intracurricular learning methods and media, the material will be more optimal, and students have enough time to explore concepts and strengthen competencies.

One of the subjects in the Independent Curriculum is Social Sciences Learning (IPS). Social studies aims to develop the potential of students to be sensitive to social problems that occur in society and become good citizens (Syllabus, 2022). In addition, social studies also equips students with crucial 21st century skills in the modern era, such as critical thinking, creative, communicating effectively, and collaborating in solving problems, analyzing information, and understanding the complexity of global issues. These skills are becoming vital not only for academic success, but also for students' sustainability in an increasingly dynamic and connected society.

IPS has a wide and diverse scope, which reflects the diversity of social phenomena that exist in the world. Social studies consists of social sciences and humanities, such as history, geography, economics, government, politics, sociology, anthropology, culture and other social sciences. The implementation of the Merdeka Curriculum in social studies learning in Indonesian schools still faces challenges. One of them is the gap between moving schools and non-moving schools, especially in Cimahi City, West Java. Mover schools are schools that are pilots in implementing the Independent Curriculum optimally, while non-driving schools are schools that have not fully implemented the Independent Curriculum.

Moving schools are selected through rigorous selection and given special support from the government. They are expected to be pioneers and models for other schools in the process of implementing the Independent Curriculum. Meanwhile, non-moving schools still experience limited resources, infrastructure, and teacher experience in implementing the Independent Curriculum. This gap may affect the process, outcomes, and impact of social studies learning that is less than optimal. Therefore, this study aims to compare the implementation of the Independent Curriculum in social studies learning in moving schools, namely at SMPN 11 Cimahi and non-moving schools, namely at SMPN 15 Cimahi.

The learning process of the Independent Curriculum refers to or is guided by the Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) Number 16 of 2022 concerning Process Standards in Early Childhood Education, Primary Education, and Secondary Education Levels, which in principle regulates the implementation of the learning process to be effective and efficient through the learning planning stage, learning implementation, and assessment of learning processes and outcomes. This is done to develop the potential, initiative, ability, and independence of students optimally. In addition, it is also guided by Permendikbudristek Number 21 of 2022 concerning Education Assessment Standards in Early Childhood Education, Basic Education Level, and Secondary Education Level.

This research focuses on the implementation of an independent curriculum in social studies learning which includes learning planning, learning implementation, assessment of the learning process, supporting factors and obstacles faced in both types of schools. With this research, it is expected to provide an overview of real conditions in the field related to social studies learning based on the Independent Curriculum. In addition, it is also expected to contribute to the development of education that is more equitable, innovative, and oriented to future skills.

2 METHOD

The approach used in this study is qualitative with a comparative study method. Through a qualitative approach, we can understand in depth the implementation of the independent curriculum in social studies learning in schools, and with the comparative study method, we can compare the implementation of the independent curriculum in moving and non-moving schools. The subjects of the study were principals, social studies educators/teachers and students at moving schools, namely SMPN 11 Cimahi and non-moving schools at SMPN 15 Cimahi who were involved in the implementation of the independent curriculum.

The research instruments used are observation, interviews, and documents. Observations are carried out directly on social studies learning in both types of schools, including lesson planning, learning implementation, learning strategies used, interaction between educators and students, supporting factors and obstacles faced, results achieved, and the use of learning resources relevant to the independent curriculum. Interviews were conducted with school principals, social studies educators, and students using open interview guidelines related to the implementation of the independent curriculum such as elements contained in planning, implementing, and assessing learning. Such is the case with documents, namely collecting or archiving documents related to the implementation of the independent curriculum in moving and non-moving schools. Documents in the form of lesson plans, learning materials, learning notes, and evaluation results and other supporting documents.

Observations, interviews and document collection are carried out before, during, and after educators implement the independent curriculum. The classes observed are class VII in each school. Determination of schools, classes, and conduct interviews based on purposive sampling techniques that allow selecting samples according to predetermined criteria, namely moving and non-moving schools, Grade VII level is the initial condition for students to enter junior high school after graduating from elementary school, and is the beginning of classes starting using the Merdeka Curriculum.

Furthermore, for the determination of educators who teach and are interviewed, those who have understanding and experience in teaching social studies, knowledge of the independent curriculum, and participation in the implementation of the independent curriculum in moving and non-moving schools are selected to become key informants. The selection of interviewed students was carried out by considering academic ability, active participation and less active in social studies learning. By using purposive sampling techniques, you will be able to obtain relevant and representative information about the implementation of the independent curriculum in social studies learning in moving and non-moving schools.

Data collection techniques are carried out in the following ways. Observations were made directly on social studies learning in both types of schools, carried out periodically and recorded matters relevant to the implementation of the independent curriculum. Interviews were conducted with principals, social studies teachers in both moving and non-moving schools. Interviews are conducted individually, recorded and recorded for later analysis. Documents are carried out by collecting documents and archives related to the implementation of the independent curriculum in moving and non-moving schools, in the form of curriculum, syllabus, lesson planning or teaching modules, media used, supporting books, laws and regulations used as guidelines, and archives stored by schools. The dokumen is further analyzed to obtain relevant information. Data analysis techniques use the Sugiyono (2020) model, which begins with collecting data, describing raw data, reducing data, categorizing data, and constructing categorization relationships.

3 RESULT AND DISCUSSION

Before discussing the results of the study, it is necessary to mention the situation of SMPN 11 as a driving school and SMP 15 as a non-driving school allegedly related to the implementation of the learning process in both schools. Both schools have similarities regarding the vision and mission displayed in the teacher's room, field, and other places that seem strategic, this shows the school's commitment in providing clear directions and goals to all school residents. Both schools are displayed motivational writings in various locations, this shows the school's efforts to create a clean, safe, comfortable school environment, and to foster the character of all school residents. In addition, both schools have also supported inclusion policies in an effort to provide equal opportunities for all children to learn.

Furthermore, the difference is in the condition and situation of the buildings in the two schools. The condition of the SMPN 11 Cimahi building is quite adequate, although the available land is insufficient for school development. The principal's room is representative and separate from the educator's and administrative offices, providing privacy for school leaders. Learning support facilities have libraries but

laboratories have not been used because they are used for student learning. Other facilities such as canteens, toilets, parking lots, and yards are very good even though open space as a playground is limited due to limited land. Green open spaces and sports fields are not available, but sports lessons and extracurriculars are still going well by renting a place for sports.



Picture 1. The condition of SMPN 11 Cimahi



Picture 2. Teacher's Room SMPN 11 Cimahi

SMPN 15 Cimahi does not yet have a building, the school rents two locations, namely at SDN Cibeber Cimahi and SMK Pasundan 2 Cimahi, the implementation of learning is carried out during the day after the completion of the use of the two schools. The condition of the classrooms is inadequate and separated, grades 7 and 8 are in the SDN Cibeber building, while grade 9 is in the SMK Pasundan 2 building. Just like in SMPN 11, the principal's room is quite good and separate from the teacher's room and administration. The teacher's room and inadequate administration seemed too narrow. Laboratories and library rooms do not exist, to borrow reading books students use mobile libraries. Other facilities such as canteens, toilets, parking spaces are lacking or can even be said to be inadequate, and yards are poorly maintained. The sports field is only available in the SMK Pasundan 2 building, however, sports activities are still carried out well.



Picture 3. The condition of SMPN 15 in Building 2



Picture 4. Teacher's Room SMPN 15 Cimahi Building 2

The next discussion is as follows:

1. Social Studies Learning Planning

The results showed that social studies educators/teachers at SMPN 11 and SMPN 15 Cimahi had used the Merdeka curriculum. Educators in both schools have prepared lesson plans or teaching modules at the beginning of the semester even since the beginning of the new academic year which is divided into two semesters. Learning planning includes annual programs, semester programs, and lesson implementation plans or teaching modules, while the syllabus uses documents set by the government. The teaching module contains learning objectives, indicators of achievement of learning outcomes, approaches and learning methods, and assessments prepared based on indicators of achievement of learning outcomes competencies. The media used are computers, projectors, and short films or videos. The learning resources used are social studies package books, and other books related to learning materials searched through the internet. Educators in both schools have also developed assessment designs, including question instruments, answer keys, rubrics and assessment criteria, as well as structured self-assignment programs and instruments and unstructured independent activities.

The learning plan prepared by the two social studies educators in both schools is in accordance with Permendikbud Number 16 of 2022, that learning planning includes the learning outcomes of a learning unit, ways to achieve learning objectives, and how to assess the achievement of learning objectives [Article 3 (1)]. In addition, research by Niswah, Yustin, Hayatun, (2022), shows that teachers have prepared integrated social studies learning plans contained in lesson implementation plans as teacher guidelines to achieve learning objectives. Social studies educators in both schools have shown their ability to compile learning planning flows in the independent curriculum, namely understanding learning outcomes, formulating learning objectives, compiling learning objectives and learning objectives, and designing learning (Kemendikbudristek, 2022). Social studies educators in both schools have considered the strategies and learning models used, they consider that the more precise the strategy and model used, the more optimal learning will be. The selection and determination of the right learning model and method is one of the keys to the success of the learning process to achieve optimal learning processes and outcomes (Fajar, Arnie, 2022: 265).

Social studies educators in both schools also have good potential, this can be seen from the commitment of the principal and educators who are proactive in carrying out tasks at school. The educator has planned the teaching task according to the Decree of Distribution of Teaching Duties from the principal. The other documents owned by social studies educators except learning planning are teaching agenda books, resource books for educators and students, student name list books, student learning process value books, and other records related to learning.

2. Implementation of Social Studies Learning

The results showed that social studies educators at SMPN 11 and SMPN 15 Cimahi had something in common, namely carrying out learning in accordance with lesson planning which was prepared including preliminary or preparatory activities, core learning activities, and closing learning activities. In the preliminary stage, the two social studies educators begin learning with greetings, praying, and greeting students, then monitor the condition and environment of the classroom carefully. Students show readiness and enthusiasm in learning. Educators play a role in creating a pleasant learning atmosphere so that they can develop the potential of students (Morrison Roger, 2021, in ? 2023).

Furthermore, at the core activity stage, educators provide an explanation of the learning material, namely "Diversity of the Surrounding Environment" briefly but clearly using learning media. Learning media is anything that can be used to channel messages that can provide stimulation to students so that certain interactions occur in the learning process (Ibrahim, 2005). The media used by both social studies educators is to display videos. Students are actively involved in the learning process and use various learning resources such as social studies textbooks, internet, devices, facts in the surrounding environment, and other books or articles. The use of video media in learning has the potential to increase students' insight in learning and improve their learning outcomes, such as the use of films, videos, slides, radio, television, and the internet to access various information both locally, nationally, and globally (Fajar, Arnie, 2009). The use of video media can also attract the attention of students to focus on ongoing learning. Research (Yuanta, Friendha, 2019) shows that student test results using video media in learning obtain scores above the minimum completeness criteria.

Educators in both schools seemed to have good classroom mastery and strong material mastery. This means that educators have demonstrated competencies that must be possessed by an educator, namely pedagogical competence, personality competence, social competence, and professional competence (Permendiknas Number 16 of 2007: 5).

The assessment process carried out by social studies educators in both schools also has something in common, namely carrying out an assessment of the learning process which includes assessment of attitudes, skills, and knowledge in accordance with learning achievement indicators. Assessment of attitudes and skills is carried out during the learning process when students learn both individually and in groups using assessment instruments and rubrics. As for the assessment of aspects of knowledge, it is carried out at the end of learning. Learning assessment is intended to measure the

achievement of learning outcome indicators that can be done through written assessment (pencil and paper test), performance based assessment (performance based assessment), assignment (project), product or portfolio. (Fajar, Arnie, 2009).

The last stage is closing, even at this stage social studies educators in both schools have the same action, namely ending learning by summarizing or concluding and reflecting. But unfortunately social studies educators in both schools lack or can even be said not to involve students in carrying out reflections or summarizing learning, it is the educator who provides conclusions about the learning process. In the reflection process, educators should provide opportunities or space for students to express opinions on the learning that has been implemented. Reflection is important to do because it is very beneficial for educators and students. The benefits of reflection for educators can describe classroom situations and conditions so that the potential of each individual or group is seen which can then be used as a basis for carrying out continuous evaluation of the learning process. While the benefits of reflection for students are that they can channel opinions or aspirations related to their learning, especially the problems or obstacles they face during the learning process (Harisah, Anis, 2020). Reflection is described as an "active process" that involves the investigation and testing of thoughts or ideas and experiences, the goal of which is to understand and generate new meanings. Reflection is an integrated part of a learning process that helps students develop deep understanding. John Dewey in (Satuguru, 2024). Thus, through reflection, educators and students can improve the quality of the learning process carried out, they can understand themselves better, know their potential and shortcomings, and can plan improvements.

From the entire series of learning carried out by social studies educators in both schools, it is in accordance with the lesson planning contained in the lesson implementation plan or teaching module. This is in accordance with Permendikbud no. 16 of 2022, namely preparing learning plans including analysis of learning materials, the flow of learning objectives, learning objectives, indicators of achieving learning outcomes, determining models and methods and learning strategies, and the distribution of time used. Educators in preparing lesson planning need to pay attention to understanding learning outcomes, formulating learning objectives, compiling the flow of learning objectives and learning objectives, and designing learning (Kemendikbudristek, 2022).

The difference between social studies educators in the two schools can be seen from: First, the methods used by social studies educators. Social studies educators at SMPN 11 use problem-solving learning methods through methods of discussion, lectures, and assignments that produce works or products. Educators think that this model is appropriate to be used to discuss learning material, namely "Diversity of the Surrounding Environment" which in the learning process is carried out through a contextual approach. Through contextual learning, educators are helped to associate the material being learned with the real-world conditions of students so as to encourage them to make connections between the knowledge they already have and their application in life (Nurhadi in Rusman, 2011: 90). Contextual learning is a strategy of carrying out the learning process by relating the concepts learned to real situations so that students understand the concepts and see their relationship with everyday life (Hamruni, 2009). Furthermore, the results of the study (Hamruni, 2015), among others, show that the task of educators in contextual learning is to provide ease of learning to students by providing adequate learning facilities and resources. Educators do not deliver learning materials in rote form, but set up learning environments and strategies that allow students to learn. A conducive environment is very important and strongly supports contextual learning and overall learning success. The second difference is the technical educator in assessing the learning process of the realm of knowledge. Social studies educators at SMAN 11 carry out knowledge assessments through oral tests at the end of learning. The next activity is closing, the educator closes the learning by concluding the learning material. Students at SMPN 11 feel that social studies learning can make a positive contribution to their knowledge, positive attitudes, and skills. Research (Winasih, Wahyu Endah; Parji; Malawi Ibadulla, 2023) shows that Problem Based Learning is effective in increasing student interest and learning outcomes in social studies subjects.

Social studies educators at SMPN 15 Cimahi, use a project-based learning model with a discussion method. As in SMPN 11, in the learning process, educators provide explanations and directions using internet media combined with social studies textbooks. Furthermore, giving tasks to students is to make short films or videos related to the diversity of the surrounding environment. Educators think that the project-based learning model is appropriate to be used to discuss the Diversity of the Surrounding Environment material on the grounds that students can explore the diversity of the surrounding environment and then make a short film, this will have a positive impact on students. Research (Fahlevi, Reza Mahfudz, 2022) shows that the application of the Project Based Learning (PjBL) Model has a positive impact on the development of students' learning abilities. Project-based learning model as a means to achieve competence in attitudes, skills, and knowledge, students are required to solve problems by researching, analyzing, creating or compiling, to presenting learning products based on real experience (Fathurrohman, 2015).

Social studies educators at SMAN 15 assess the learning process by observing students using a list of grades, and then provide questions in writing as a form of post test. The final learning activity is closing, the educator ends the learning activity by concluding the learning and reflecting. Educators seem to pay less attention to the implementation of reflection which basically can be used as a basis for taking corrective steps in improving the quality of learning.

3. Social Studies Learning Assessment based on the Independent Curriculum

The results showed that social studies educators at SMPN 11 and SMPN 15 have similarities in conducting assessments, namely having conducted a comprehensive assessment, covering the realm of attitudes, knowledge, and skills in accordance with the assessment design prepared in the lesson implementation plan or social studies learning teaching module. Both schools conduct learning assessments during the learning process, attitude and skill assessments are carried out when students discuss in groups and do other tasks using discussion and work method assessment rubrics. Knowledge assessment is carried out at the end of the learning process, in addition to conducting knowledge assessment through daily tests (UH) using either written tests or oral tests. Educators also conduct remedial for students who have not completed their learning.

Social studies educators in both schools have fairly complete assessment instruments, such as assessment designs, questions, answer keys, rubrics, and assessment criteria for daily tests (UH), UTS, and UAS. However, there are still shortcomings, namely that there is no documentation of the results of structured assignments and independent activities are not structured. Educators in both schools also have grade list books containing daily, remedial grades, midterm exam results, and end- of-term exam results, as well as grades on various assignments.

The difference lies in the technicalities performed. Social studies educators at SMPN 11 conduct knowledge assessments through oral tests at the end of the learning process. Learners perceive that assessments from educators provide a clear picture of their understanding and progress in social studies learning. Meanwhile, social studies educators at SMPN 15 Cimahi, conduct knowledge assessments through written tests at the end of the learning process.

This data analysis illustrates that social studies educators in both schools have tried to create an optimal assessment process, areas of improvement related to the absence of documentation of structured assignment results and unstructured independent activities. Overall, it can be seen that social studies educators in both schools have tried to create a comprehensive assessment process covering aspects of attitudes, knowledge, and skills. Students provide valuable feedback regarding teacher transparency in providing assessments.

4. Social Studies Educator Supporting Factors in Implementing Social Studies Learning

Supporting factors in implementing social studies learning at SMPN 11 and SMPN 15 are similarities and differences. The similarity is the availability of teaching modules contained in the Merdeka Mengajar Program, a syllabus that has been determined by the Government, devices as a complement to learning administration are easily obtained by social studies educators through the internet or other social media, the availability of educator manuals in carrying out learning, the availability of social studies package books

owned by students, the learning process can be carried out optimally and in accordance with learning planning. the learning model used by educators is interesting, the activeness of students in the learning process, and students have a positive outlook and like social studies lessons. The difference is that SMPN 15 does not yet have a building, library, laboratory, and lack of internet access as a means of learning.

Based on the supporting factors above, it is natural that social studies educators at SMPN 11 Cimahi and SMPN 15 Cimahi can optimally implement social studies learning based on the independent curriculum even though it still needs improvement. It can be explained that the availability of documents and the ease of obtaining various learning tools are very important in increasing the success of social studies learning at the school level. The availability of accessibility devices, such as computers, and internet access, provides opportunities for students to access more diverse and interactive learning resources. With easily accessible devices, educators can take advantage of a variety of learning media, including videos, simulations, and interactive materials, to convey social studies concepts more concretely and interestingly. In addition, this ease of access also allows learners to conduct research independently and develop their digital literacy skills. Thus, easily accessible learning tools will improve the quality of social studies learning, motivate students, and prepare them for a deeper understanding of social studies learning materials in SMP 11 and SMPN 15 Cimahi. This is in line with Dale's (1969) theory of the cone of experience which conveys that the more concrete the experience received by students, the easier it will be for a knowledge to be accepted by students.

The difference is in the condition of SMPN 15 which does not yet have an independent school building, does not have a library, laboratory, and inadequate internet access. But in reality, social studies educators at SMPN 15 can carry out social studies learning well and are equivalent to the ability of social studies educators at SMPN 11.

5. Social Studies Educator Constraints in Social Studies Learning

Like the supporting factors in implementing social studies learning at SMPN 11 and SMPN 15, there are similarities and differences, the obstacles faced by educators also have similarities and differences. The similarity is limited time for educators to plan lessons that focus on an independent curriculum approach that demands creativity and integration with the surrounding environment, evaluation data analysis is less in-depth, incomplete enrichment and remedial programs, incomplete documentation of assignment results and value lists. The difference for SMPN 15 is that there is limited access for students to technological devices and the internet at school. This can limit students in finding the latest information and learning resources through the internet.

4 CONCLUSION

1. Social studies educators at SMPN 11 and SMPN 15 Cimahi have prepared and have a lesson plan or teaching module at the beginning of the semester; have carried out social studies learning including introduction, core, and closing activities; have carried out learning assessments including assessments of attitudes, knowledge, and skills. All of them are in accordance with the independent curriculum.
2. The similarity of factors that support in implementing social studies learning in SMPN 11 and SMPN 15 is the availability of learning tools that are easily accessible and accessible to educators and students. The difference is that SMPN 15 does not yet have a building, library, laboratory, and lack of internet access as a means of learning.
3. The common obstacle faced by educators is limited time to plan lessons that focus on an independent curriculum approach that demands creativity and other assessment tools. The difference for SMPN 15 is that there is limited access for students to technological devices and the internet at school.

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