



Implementation of the Independent Curriculum (Case Study at State Elementary School, Masbagik Utara)

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Abstract

This study aims to understand the implementation of the independent curriculum at State Elementary School 3 Masbagik Utara, which includes planning, implementation, and evaluation. This research is a type of qualitative research with a case study approach. The data sources used in this study are primary data and secondary data, while data collection is obtained from interviews, observations, and documentation. The subjects involved in this research are the school principal, teachers, and students. In this study, data analysis uses the interactive model data analysis technique, which consists of data collection, data reduction, data presentation, and conclusion. The research results show that; a) The planning for the implementation of the independent curriculum at SD Negeri 3 Masbagik has been carried out systematically and collaboratively, planning is done through the preparation of the Annual Program (Prota), Semester Program (Promes), development of ATP, and the Pancasila Student Profile Project, b) The implementation of the Independent Curriculum at SD Negeri 3 Masbagik Utara is carried out actively, adaptively, and in favor of students, where teachers are already using differentiated learning, c) The evaluation of the Independent Curriculum implementation at SD Negeri Masbagik is conducted in two main areas, namely process evaluation and outcome evaluation. Thus, the implementation of the independent curriculum at SD Negeri 3 Masbagik has been carried out well and efficiently.

Keywords: *Implementation; Independent Curriculum*

Introduction

Education is the key determinant of the quality of human resources (HR) and national development. Education is a process transfer of knowledge, transfer of value, and transfer of culture, and transfer of religious. This means that education is the activity of transferring knowledge. Furthermore, education is the process of transferring or instilling values, both cultural and moral, that transform students into knowledgeable and moral individuals (Saryanto et al., 2021).

Educating and being educated are two things that seem similar, but have different meanings. The same is true for learning and teaching. Teaching is not simply explaining or explaining material. It is both an art and a science. Enjoyable learning will excite students and make them want to learn about the world and everything in it. The desire to learn about the world will give rise to questions and ideas. These

questions and ideas will develop into knowledge if they can be proven and believed to be true. Teaching in a comfortable atmosphere will be more enjoyable for both teachers and students. Learning will be more comfortable if students can discuss more with their teachers and can learn outside the classroom, not just listening to the teacher's explanations, but rather developing students' characters who are brave, independent, intelligent, sociable, polite, competent, and not solely relying on a ranking system.

Talking about teachers, we never run out of ideas. The demands on teachers are constantly changing in line with the times and advances in science and technology. Teachers must also prioritize student needs in learning, thereby realizing freedom of learning, as stipulated in the new Ministry of Education and Culture policy. Freedom of learning will be meaningless if not supported by teacher action. A school with complete, luxurious, and sophisticated facilities and infrastructure is truly meaningless without creative, innovative, productive, and professional teachers. School success is the responsibility of all members of the school community (Mulyasa, 2021).

The challenges faced are not only related to the demands of the industrial era but also the COVID-19 pandemic, which has crippled nearly all sectors, including education in Indonesia. Schools have shifted to distance learning (PJJ), resulting in learning lags learning loss. The independent curriculum is not implemented simultaneously, as per the Ministry of Education, Culture, Research, and Technology's policy, which grants educational units flexibility in implementing the independent curriculum. Several programs support the implementation of the independent curriculum, including a program designated as a supporter of the independent curriculum (Indrayana, 2022).

Curriculum (curriculum) holds a key position in education. This is because it is closely related to determining the direction, content, and process of education, which ultimately determines the type and qualifications of graduates of an educational institution. The curriculum encompasses the planning and implementation of education at the classroom, school, regional, and national levels. Changes to the Indonesian education curriculum are another effort to improve the quality of education. Curriculum changes are also made to update the existing education system. The curriculum must essentially be able to meet future challenges in terms of mastering knowledge, attitudes, and skills to be able to adapt to an ever-changing environment.

The Independent Curriculum will begin implementation in 2022, starting with kindergarten, elementary school, junior high school, and senior high school/vocational school. Implementation of the Independent Curriculum in elementary schools begins in grades I and IV. This is based on the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 262/M/2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery (Anawaty et al., 2023).

The Merdeka Curriculum, an innovation in the Indonesian education system, has brought about significant changes in the learning paradigm. This curriculum emphasizes student-centered learning, flexibility, and character development. Implementing the Merdeka Curriculum in schools, such as SDN 3 Masbagik Utara, has become a crucial focus in educational transformation efforts. However, the implementation of the new curriculum has not always been smooth. Various challenges have emerged in the planning, organization, and implementation of the Merdeka Curriculum.

The development of the phenomenon underlying the problem in this research is a shift in the educational paradigm. The independent curriculum is present as a response to the need for education that is more relevant to current developments, a shift from competency-based learning to greater adaptation by schools and teachers. Meanwhile, the readiness of resources in implementing the independent curriculum requires adequate resources, including competent teachers, supporting facilities and infrastructure, and support from the government and community. This resource readiness varies between schools, and at SDN 3 Masbagik Utara, it presents its own challenges.

Elementary School 3 Masbagik Utara has several advantages that make it a superior school for research on the implementation of the Independent Curriculum at the school. This allows teachers to provide more individualized attention to students and implement more personalized learning, creating a comfortable and conducive learning environment. Furthermore, it must support the creation of a positive and effective learning atmosphere for students and have an active learning community consisting of teachers, parents, and the community. This community supports the implementation of the Independent Curriculum by providing various resources and programs that benefit students.

Furthermore, SD Negeri 3 Masbagik Utara has a number of unique characteristics that significantly distinguish it from other elementary schools. One of the most prominent features is the learning process, which focuses not only on academic achievement but also integrates religious values into every learning activity. Furthermore, the school actively involves students in activities. Pancasila student profile strengthening project with themes derived from local culture and wisdom, such as maintaining environmental cleanliness, planting family medicinal plants, and community-based social activities.

Another uniqueness is the existence of creative freedom given to teachers, where teachers can choose learning methods, media, and approaches that suit the characteristics of the students in their respective classes. This makes learning activities more lively, full of variety, and far from monotonous. Teachers at this elementary school also regularly conduct reflection sessions together every weekend to review the week's learning process and discuss more effective strategies, a culture not commonly found in many other elementary schools. Furthermore, the principal's active involvement in classrooms to assist teachers and provide feedback is a strength in building a supportive school culture.

Students at this school also demonstrate high levels of enthusiasm because they feel valued and given the space to express themselves. They are involved in simple classroom decisions, such as choosing learning methods or the type of assignments they wish to complete. The interaction between teachers and students is very close and warm, creating a pleasant and psychologically safe learning environment. With all these unique features, SD Negeri 3 Masbagik Utara is a clear example of a school that not only implements the Independent Curriculum administratively but truly embodies it in the spirit of true independent learning.

Based on the background that has been described, the researcher intends to conduct research with the title "Implementation of the Independent Curriculum in (Case Study at SD Negeri 3 Masbagik Utara)".

Methods

This study aims to describe the planning, implementation, and evaluation of the Independent Curriculum at Elementary School 3 Masbagik Utara. This research will be conducted at Public Elementary School 3 Masbagik Utara, located at Jl. Telaga Urung, Masbagik Utara Village, Masbagik District, East Lombok Regency.

This research is a qualitative research method using a case study approach. Case studies, for in-depth qualitative research on individuals, groups, institutions, and so on, can be conducted over a specific period of time. The purpose of a case study is to discover meaning, examine processes, and gain a deep and comprehensive understanding of a particular individual, group, or situation (Sugianto, 2017).

The data sources used in this study are primary and secondary data. Primary data is data obtained directly from the object or primary source (Leon, A., et al., 2021). This opinion suggests that data can be obtained through sources such as interviews, questionnaires, or documentation. In this case, the primary

data sources were the principal, teachers, and students. Meanwhile, secondary data is data taken from existing data, such as literature reviews or relevant research.

Researchers used data collection techniques through interviews, observation, and documentation. According to Setyadin (2005), an interview is a conversation directed at a specific problem and is an oral question-and-answer process where two or more people face each other physically. Observation is the basis of all science; scientists work based on data, namely facts about the real world obtained through observation (Gora, 2019). In this study, data analysis used an interactive model data analysis technique (Miles & Huberman, in Herdiyansyah, 2010), which consists of four stages: data collection, data reduction, data presentation, and drawing conclusions. To check the validity of the data, Sugiyono (2014) stated that there are several efforts to maintain credibility in research, namely through triangulation steps and using reference materials.

Results and Discussion

This research focused on three main aspects of the implementation of the Independent Curriculum: planning, implementation, and evaluation, involving principals, classroom teachers, and upper-grade students. Data were obtained through in-depth interviews, observation, and documentation.

1. Planning the Implementation of the Independent Curriculum at Elementary School 3 Masbagik Utara

Planning for the implementation of the Independent Curriculum is carried out through a collaborative approach involving school principals and teachers.

1) Analysis of Education Report Cards and School Conditions

An analysis of the educational report cards at Elementary School 3 Masbagik Utara revealed a number of challenges that were a major concern in planning the implementation of the Independent Curriculum. The focus was on students' basic literacy and numeracy achievements, which, according to the report card data, remain low, particularly in the early grades. The principal and a team of teachers involved in this analysis work together to read, understand, and collaboratively discuss data from the educational report cards. This process takes place before the start of the new school year as a first step in developing annual and semester programs. This activity was carried out in the internal environment of SD Negeri 3 Masbagik Utara, specifically in the teacher's room and the school meeting room. This analysis activity was carried out because the school wanted to ensure that the Independent Curriculum-based learning planning was truly relevant to the real conditions of students at the school. The analysis process was conducted through open discussions between teachers and the principal, highlighting important indicators from the educational report card, such as learning participation, student discipline, school culture, and learning climate. The results of this analysis were then used as a basis for developing more contextual and impactful programs directly to students needs.

2) Preparation of Annual Programs (Prota) and Semester Programs (Promes)

Compilation Annual Program (Prota) and Semester Program (Promes) at Masbagik Utara Public Elementary School are strategic steps in directing the implementation of the Independent Curriculum throughout the school year. The document consists of designing and compiling the Prota and Promes, which contain the division of themes, the learning schedule, the implementation time for the Pancasila Student Profile Strengthening Project (P5), and the allocation of time for assessments and remedial activities. The principal and all teachers, particularly senior class teachers who implement the Independent Curriculum, are involved in this development. This development takes place at the beginning of the new school year, usually before learning activities begin. This activity is carried out in the school meeting

room, through discussion forums and early-year work meetings. The development of the Prota and Promes is important because it serves as a guide for the timing and structure of learning implementation, ensuring that all activities refer to the established learning outcomes (CP). The development process is collaborative and flexible, taking into account the students' real-world conditions, including diverse academic abilities and the need for a differentiated approach. In practice, this document is not rigid but can be adjusted if classroom dynamics require adjustments to learning strategies.

3) Determination and Analysis of Learning Outcomes (CP)

Learning Outcomes (CP) are the main reference document that explains the minimum abilities that students must master by the end of the learning phase. Determination and analysis of Learning Outcomes (CP) at SD Negeri 3 Masbagik Utara is the main basis for learning planning that is aligned with the Independent Curriculum, and what is done is to map and understand CP according to class phase, then analyze how students' minimum abilities must be achieved within a certain time period. The key players in this process are the class teacher and the principal, who actively discuss the content of the CP and relate it to the characteristics and abilities of the students. This activity takes place after the annual and semester program development meetings, usually at the beginning of the school year or semester. The analysis process was carried out in the teachers' room and also through online discussion forums organized by the school, so that all teachers have the same understanding. This activity is important because CP is the main reference in compiling learning objectives and ensuring that the learning process does not deviate from the direction set by the Ministry of Education, Culture, Research and Technology. The determination process is carried out by reading the CP documents per phase (Phases A, B, and C), then discussing the context of their application, for example, how CP Phase B can be adapted for students in grades 3 and 4 with different initial abilities. Teachers then formulate CP into more specific objectives to be outlined in the Learning Objectives Flow (ATP) and contextual teaching modules.

4) Preparation of Learning Objective Flow (ATP)

ATP describes CP into a sequence of logical, hierarchical, and contextual learning objectives. The preparation of the Learning Objectives Flow (ATP) at SD Negeri 3 Masbagik Utara was carried out as an effort to describe Learning Outcomes (CP) into more detailed, measurable, and contextual goal steps. The ATP is a series of weekly or thematic learning objectives designed based on the CP according to the students' learning phases. The ATP is developed by classroom teachers, along with the school curriculum team, with guidance from the principal, through a joint working forum. This development takes place after the CP has been analyzed and before the teaching modules are developed, specifically at the beginning of the semester or before starting a new learning unit. This activity takes place in the teacher's meeting room and also through small group discussions among teachers. ATP development is important because it serves as a bridge between CP and classroom learning activities and assists teachers in designing structured and directed learning. The development process involves dividing the CP into weekly objectives, determining success indicators, sequencing learning steps, and linking them to the local context or student needs. Teachers also consider the diversity of student characteristics when developing ATP, so that learning can be differentiated according to each student's learning style and abilities.

The development of teaching modules at SD Negeri 3 Masbagik Utara is a strategic step to implement the Independent Curriculum flexibly and contextually according to students' needs. It is compiled as a teaching module that contains learning objectives, learning activity steps, assessments, and teaching media, which are designed to support the achievement of the Learning Objective Flow (ATP). Those involved in this development are class teachers who independently develop the modules, but still under the guidance of the principal and curriculum team. This activity takes place after the ATP is developed and before the learning process begins at the beginning of the semester or when designing thematic learning units. The development of teaching modules is carried out in the teachers' lounge and

sometimes continued at home by teachers as part of independent assignments. Developing teaching modules is crucial because it provides guidelines for implementing learning that is appropriate to student characteristics and the local school environment. The development process involves taking the objectives of the ATP (Analytical Learning Outcomes), designing active and enjoyable learning steps, adapting media to school conditions, and developing formative assessments to measure the achievement of learning objectives. The resulting teaching modules are not only academically oriented but also incorporate elements of character, Pancasila values, and students' daily lives at school and at home.

The preparation and use of Student Worksheets (LKPD) at SD Negeri 3 Masbagik Utara is an important part of supporting active and contextual learning in accordance with the principles of the Independent Curriculum. The intended meaning is a Student Worksheet (LKPD) designed to contain student activities, such as practice questions, observations, simple experiments, small projects, and self-reflection. The LKPD is compiled independently by the class teacher, based on the Learning Objectives Flow (ATP) and the teaching modules that have been created. The LKPD is compiled and used at the beginning of each week as part of the weekly learning plan, and is used routinely in the learning process. The LKPD is implemented in the classroom during learning, and some of the activities can be done by students at home. The LKPD is compiled because it is a learning medium that helps students learn independently, enjoyably, and allows teachers to conduct direct formative assessments. The LKPD is compiled by referring to the learning objectives established in the ATP. Then, teachers design varied activities that are relevant to the local context, for example, through themes such as family medicinal plants, regional culture, or the school environment. The LKPD is also made interesting, accompanied by pictures, simple instructions, and space for students to express their opinions or observations.

5) Pancasila Student Profile Strengthening Project Planning (P5)

The planning of the Pancasila Student Profile Strengthening Project (P5) at SD Negeri 3 Masbagik Utara was carried out collaboratively as part of the character-based learning strategy within the Independent Curriculum. The planned project is a cross-subject thematic activity aimed at instilling Pancasila values through real-life and contextual experiences. The planning process includes the principal, class teachers, and the school curriculum development team, with student representatives also involved in the theme determination stage. This activity was carried out at the beginning of the semester or before the start of the project unit, so that all school elements were ready for implementation. Planning took place in the school meeting room and through weekly discussions among teachers. This planning is crucial because it ensures that the implementation of P5 is focused, relevant to the students' conditions and the surrounding environment, and aligned with the values to be developed, such as mutual cooperation, local wisdom, or entrepreneurship. The planning process involves first identifying local issues or potential, then determining the project theme (such as protecting the environment or local culture), developing an activity plan, schedule, time allocation, and assigning teacher roles. Each project is also designed to actively involve students through observation, group work, field practice, and presentation of project results in front of the class or school community.

6) Media Planning and Learning Resources

Learning media are designed from the outset to support the achievement of learning objectives and adapt to students' learning styles. Media and learning resources at SD Negeri 3 Masbagik Utara are an integral part of the Merdeka Curriculum implementation strategy, which is oriented towards active and contextual learning. Various types of media are planned, such as learning videos, images, real-life props, local objects, and learning resources from the surrounding environment and the internet. Involved in this planning are class teachers, with support from the principal and the curriculum development team, who jointly compile a list of media relevant to the learning topics. This activity is carried out during the development of teaching modules and ATP, and is revised periodically according to class needs and the ongoing theme. This planning takes place in the teachers' lounge and during learning coordination

meetings. Media and learning resources need to be carefully planned because they play a crucial role in creating an engaging learning environment, fostering student understanding, and supporting differentiated learning. Planning is carried out by adapting media to student characteristics and school conditions, for example, using local plants as aids when learning about environmental themes or using interactive videos when introducing new concepts. Teachers also consider the availability of tools and students' accessibility to learning resources, so that they do not rely solely on textbooks but also utilize the surrounding environment as a living learning resource.

7) Formation of the Internal Implementation and Coordination Team

The formation of an internal implementation and coordination team at SD Negeri 3 Masbagik Utara is a crucial first step in supporting the smooth, structured and sustainable implementation of the Independent Curriculum. The Independent Curriculum implementation team consists of class teachers, subject teachers, the curriculum coordinator, and the principal, as the primary person responsible. The principal is involved in the formation of this team, who determines the structure and members of the team through an official school meeting. This process takes place near the beginning of the school year, immediately after the school decides to implement the Independent Curriculum. The formation and coordination activities take place in the school meeting room and are followed up through weekly meetings in the teachers' lounge. The formation of this team is crucial to ensure a clear division of tasks, coordination between teachers, and ongoing monitoring of curriculum implementation. The internal coordination process is carried out routinely through weekly evaluation meetings, reflective discussions, and progress reports by each teacher to the principal. This team is also responsible for preparing activity schedules, overseeing the implementation of the Pancasila Student Profile Strengthening Project (P5), and ensuring that learning is carried out in accordance with the principles of the Independent Curriculum in each class.

8) Preparation of Assessment Plan (Assessment)

Internal socialization and training at SD Negeri 3 Masbagik Utara is a strategic initial step to equip teachers and educational staff to understand and implement the Merdeka Curriculum effectively. The activities carried out included socialization activities on the basic concepts of the Independent Curriculum and technical training covering the development of ATP, teaching modules, assessments, and implementation of the Pancasila Student Profile Strengthening Project (P5). All teachers and educational staff at the school were involved, with the principal acting as the primary facilitator, assisted by core teachers or teachers who had attended district-level training. These activities were carried out at the beginning of the school year or before the implementation of the curriculum, and continued periodically as needed to reinforce the material. Socialization and training took place in classrooms transformed into training rooms or in school meeting rooms. This activity was important because not all teachers had the same understanding of the Independent Curriculum concept, so a common understanding and internal competency development were needed. Activities were carried out through material presentations, group discussions, learning simulations, and hands-on practice in developing teaching materials. The results of this training were used as a basis for developing more flexible and student-centered learning plans.

The initial analysis was conducted by reviewing education report cards, in accordance with the Ministry of Education, Culture, Research, and Technology (2021) policy, as a tool to diagnose the strengths and weaknesses of educational units. Based on the analysis, SDN 3 Masbagik Utara prioritized improving literacy in the early grades. Planning was also carried out through the development of annual programs and semester programs, learning achievement analysis, and the development of ATP (Analytical Learning Outcomes), teaching modules, and a Pancasila student profile project.

2. Implementation of the Independent Curriculum at Public Elementary School 3 Masbagik Utara

The implementation of the Independent Curriculum at Public Elementary School 3, North Masbagik, demonstrates a concrete effort to implement student-centered learning principles. Based on observations, interviews, and documentation, the curriculum's implementation encompasses the following ten key elements:

1) Implementation of Differentiated Learning

Teachers implement differentiated learning to adapt the learning process to students' abilities, interests, and learning styles. This strategy is evident in student grouping, the selection of learning methods, and variations in material delivery. Learning is conducted individually, in small groups, and in a classroom setting, depending on the characteristics of the material and the students' needs.

2) Flexible Implementation of ATP and Teaching Modules

Teachers implement learning based on the established Learning Objectives Flow (ATP). The ATP serves as a guide in designing daily activities, while the teaching modules serve as a guide for teachers during instruction. The teaching modules are developed independently and flexibly. Not all module activity steps are implemented rigidly, but are modified based on class dynamics.

3) Use of Varied and Contextual Media and Learning Resources

Learning media are selected based on the material and suitability to students' learning styles. Teachers also provide classroom reading corners as additional learning resources.

4) Implementation of the Pancasila Student Profile Strengthening Project (P5)

Students are encouraged to observe, explore, practice, and create products. In P5 activities, students are not only recipients of material but also active participants.

5) Active Involvement of Students

The implementation of the Independent Curriculum at this school emphasizes active student involvement in the learning process. Interviews with students indicate that they feel more engaged and engaged in learning, especially when teachers use media or group activities.

6) Integrated Literacy and Numeracy Strengthening

Teachers integrate literacy and numeracy into various subjects. For example, in IPA students are asked to read articles, in IPS students are asked to calculate distances or selling prices, in P5 students write activity reports and read product labels.

7) Implementation of Formative and Reflective Assessment

Teachers assess not only final results but also students' daily learning processes. Assessment methods include light questions in student worksheets (LKPD), open-ended questions during lessons, students' oral reflections on the lesson, and observations during group work.

8) Adaptive and Enjoyable Classroom Management

Classrooms are designed to be comfortable, safe, and enjoyable. Teachers give students the freedom to move, ask questions, and express themselves, rather than simply sitting passively. Learning is made enjoyable through songs, games, props, and informal discussions.

9) Teacher Collaboration and Joint Reflection

After teaching, teachers conduct individual reflections and discussions with colleagues. These activities are used to evaluate learning strategies and share good practices. The principal facilitates weekly and semester reflections to ensure continuous improvement in the implementation of the Independent Curriculum.

10) Documentation of Learning Activities

Every learning activity, especially innovative and project-based ones, is documented by the teacher.

The implementation of the Independent Curriculum at SD Negeri 3 Masbagik Utara is active, adaptive, and student-centered. Teachers implement differentiated learning by modifying methods, media, and assignments based on student needs. This approach aligns with the principles of student-centered learning (Dewey, 1938) and the theory of differentiated instruction (Tomlinson, 2017), and is reinforced by Dr. Fahrudin, M.Pd., who stated: "Learning in the Independent Curriculum is not just about teaching, but also about facilitating the process of growing students' learning awareness. This is where teachers become the driving force" (Fahrudin, 2023).

The implementation of P5 is also a strength of this school. Local wisdom themes, such as making cucur cakes, are not only relevant but also foster the values of mutual cooperation, responsibility, and creativity, reflecting the values outlined in the Pancasila Student Profile.

3. Evaluation of the Implementation of the Independent Curriculum at Public Elementary School 3 Masbagik Utara

Evaluation is a crucial part of the implementation of the Independent Curriculum because it serves as the basis for decision-making, teacher reflection, and the development of learning improvement measures. Based on research findings, the evaluation of the Independent Curriculum at SD Negeri 3 Masbagik Utara was conducted continuously and comprehensively, encompassing both process and outcomes. These findings are explained in two main sections: evaluation of the learning process and evaluation of student learning outcomes.

A. Evaluation of the Independent Curriculum Implementation Process

1) Class Observation by the Principal

The principal regularly observes classroom learning to ensure alignment between planning and implementation. Observations are conducted informally and formally, at least once a month. The results of the observations are used to provide direct feedback to teachers. Classroom observations by the principal at SD Negeri 3 Masbagik Utara are part of the supervision and guidance to ensure the implementation of the Independent Curriculum is running according to established principles. These observations involve direct observation of the classroom learning process, including the application of differentiated learning, the use of teaching media, student engagement, and the integration of the Pancasila Student Profile values. The principal conducts the observations, regularly visiting classes, particularly upper grades that have implemented the Independent Curriculum. These observations are conducted on a scheduled basis, at least once a month, or at any time during special programs or learning projects. Observations take place directly in classrooms during the teaching and learning process. These observations are crucial for providing direct feedback to teachers, identifying challenges in the field, and encouraging the creation of innovative and student-centered learning practices. The principal conducts observations using a simple observation sheet, records teacher and student activities, and then provides

personal feedback to teachers after the lesson. These observations also serve as evaluation material in school coordination meetings and are used to design training or mentoring needs for teachers.

2) Teacher's Daily Reflection

Teachers conduct daily reflections on the learning process. These reflections are recorded in daily journals, lesson plans, or during discussions with other teachers. Daily reflections include aspects that went well, challenges, and follow-up strategies.

3) Reflection with Teachers and Principals

The school holds regular evaluation meetings, both weekly and after report cards are distributed. In these meetings, teachers and the principal discuss the effectiveness of learning, classroom dynamics, and student achievement at each grade level. Daily teacher reflections at Elementary School 3 Masbagik Utara have become a routine practice aimed at evaluating the learning process and continuously improving teaching quality. These meetings involve recording and reflecting on the day's learning process, including successes, obstacles, student responses, and strategies that were effective or needed improvement. All classroom teachers, especially those teaching the Independent Curriculum (Curriculum Merdeka), conduct these reflections, a practice directly encouraged by the principal. This activity takes place daily after the teaching and learning process concludes, usually in the afternoon before teachers go home. Reflections take place in the teachers' lounge or at home, and the results are often brought to a weekly reflection forum for discussion. Daily reflections are important because they help teachers recognize best practices, adapt their learning approaches to students' needs, and serve as a basis for future improvements. Teachers write reflective notes in notebooks or on school-provided formats, containing guiding questions such as: "What went well today?", "What wasn't optimal?", and "What can I improve tomorrow?" The results of these reflections also serve as the basis for collective discussions at weekly teacher meetings, where teachers share experiences and learning strategies.

4) Evaluation of P5 Project Implementation

The evaluation of the Pancasila Student Profile Strengthening Project (P5) at SD Negeri 3 Masbagik Utara is conducted periodically to measure the extent to which the character-based learning objectives have been achieved and have a positive impact on students. Evaluations include student involvement in the project, achievement of the Pancasila Student Profile values, and the effectiveness of the project's implementation. The evaluation is carried out by teachers as project facilitators, assisted by the principal, who monitors and provides feedback on its implementation. This evaluation is conducted at the end of each project theme or at least at the end of each semester, depending on the duration and scale of the project being implemented. Evaluation is carried out in the classroom through student presentations of project results, reflective discussions, and teacher meetings to discuss the implementation process and results. This evaluation is important to determine the success of the project activities in instilling values such as mutual cooperation, independence, and creativity, as well as to improve project implementation in the future. The evaluation process is carried out through authentic assessments in the form of observations of student work processes, short interviews, portfolios of work, and joint reflections. Teachers record student character development, while the principal reviews the suitability of activities with previously prepared plans.

5) Evaluation of Student Activity and Attendance

Teachers record student attendance and active participation in every activity. Students who are passive or frequently absent are in need of special attention. This is an important indicator of engagement in the learning process. Evaluation of student activity and attendance at SD Negeri 3 Masbagik Utara is part of the ongoing monitoring of student engagement in the Independent Curriculum learning process. What is evaluated is students' daily attendance and active participation in class activities, both during

regular lessons and during the P5 project. The classroom teacher is responsible for this evaluation, who records daily attendance and observes student participation in discussions, group activities, and independent assignments. These evaluations are conducted routinely every day and summarized at the end of each week or month for further analysis. Evaluations are conducted in the classroom during the learning process and recorded in the attendance book and the teacher's diary. This evaluation is important for early detection of students who are becoming inactive, experiencing learning difficulties, or are frequently absent, so that immediate approaches or mentoring can be initiated. Teachers record attendance in an orderly manner, monitor student attitudes and active participation in each activity, and provide special marks or notes for students who are less active. The evaluation results are then discussed in teacher meetings or presented to parents in homeroom teacher meetings to find joint solutions.

B. Evaluation of the Results of the Implementation of the Independent Curriculum

1) Formative Assessment (Learning Process Assessment)

This assessment is used to determine student understanding and determine whether remedial or enrichment is needed. Formative assessment at SD Negeri 3 Masbagik Utara is implemented as an essential part of the Independent Curriculum learning strategy, which focuses on the process, not just the end result. Assessments are conducted throughout the learning process to determine students' understanding of the material, critical thinking skills, and skills being developed. The assessment is carried out by the classroom teacher, who actively observes and records student progress daily through direct interactions, assignments, open-ended questions, and reflection activities. This activity is carried out continuously throughout the learning process, not only at the end of a topic but also at each meeting or study session. This assessment is conducted in the classroom, both during group and individual learning, and sometimes also outside of class when students are involved in projects or environmental observations. Formative assessment is important because it provides a clear picture of student learning progress, allowing teachers to immediately improve teaching strategies or provide learning support as needed. Teachers use a variety of techniques such as light quizzes, question and answer sessions, direct observation, student journals, and reflective discussions to collect learning data. The results of this assessment are not graded numerically, but are used as a basis for providing feedback, designing material reinforcement, and adjusting subsequent learning to make it more effective and student-centered.

2) Summative Assessment (Final Assessment)

Teachers administer final tests, project assignments, or product assessments as summative assessments. Assessment results are recorded in a grade book and used to complete report cards. Summative assessments at SD Negeri 3 Masbagik Utara are implemented as a form of final evaluation to determine the achievement of learning objectives after a specific unit, theme, or learning period within the Independent Curriculum. What is assessed is student learning outcomes based on indicators established in the Learning Objectives Flow (ATP), covering aspects of knowledge, skills, and attitudes. The assessment is administered by the class teacher, who develops assessment instruments based on the teaching modules and learning objectives that have been implemented. This activity is carried out at the end of a theme, the end of a month, or the end of a semester, depending on the type of assessment (daily summative, midterm, or final). Assessments are conducted in the classroom and take the form of written tests, project assignments, portfolios, or presentations of learning outcomes. Summative assessments are important for measuring the extent to which students have achieved targeted competencies, as well as serving as the basis for reporting learning outcomes to parents and making decisions regarding graduation or promotion. Assessments are conducted using a variety of questions tailored to student characteristics, such as multiple-choice, fill-in-the-blank, descriptive, and contextual assignments that encourage critical and creative thinking. The results of these assessments are then summarized by the teacher and reported in the form of a learning report card.

3) Student Reflection

Student reflection at SD Negeri 3 Masbagik Utara is part of the reflective learning approach in the Independent Curriculum, which aims to foster learning awareness and self-responsibility in students. This involves students evaluating their learning experiences, including their understanding of the material, their feelings during learning, and their attitudes and collaboration in class. All students, both individually and in groups, reflect, guided by the class teacher, who poses reflective questions at the end of each lesson. This activity occurs at the end of a daily learning session, the end of a P5 project, or after completing an important learning activity. Reflection takes place in class, both verbally and in writing, through media such as reflection journals, self-evaluation sheets, or group discussions. Student reflection is important because it helps students understand their strengths and weaknesses, develops metacognition, and encourages improvement and greater motivation to learn. Teachers guide students with guiding questions such as "What did you learn today?", "What did you like most or find most difficult?", and "What will you improve on tomorrow?". The results of these reflections are often used by teachers as input to adjust learning strategies and provide more personalized support to students.

4) Learning Portfolio

Reflection notes: This portfolio serves as an authentic evaluation tool and evidence of student engagement in the learning process. Learning portfolios at SD Negeri 3 Masbagik Utara serve as a form of documentation of student learning progress, emphasizing the comprehensive learning process and outcomes within the Independent Curriculum. The portfolios include student work such as project assignments, worksheets, reflection notes, drawings, creative works, and assessments that reflect the achievement of learning objectives. The portfolios are compiled by the students themselves, with guidance from their class teachers, ensuring direct involvement and responsibility for their learning process. Portfolio collection and management are carried out continuously throughout the semester, with evaluation or reorganization typically occurring near the end of a theme or the end of the semester. Portfolios are stored in the classroom in physical form (folders or folders) or digitally, if possible. Portfolios are important because they provide a concrete picture of each student's learning progress, encourage self-reflection, and serve as an authentic assessment tool that focuses on the process, not just the final grade. Teachers guide students in selecting work that best represents their process and achievements, label or annotate each work, and periodically hold portfolio discussions or conferences with students and parents to monitor learning progress.

5) Final Semester Assessment Report

End-of-semester assessments not only list numerical grades but also include descriptive narratives about student progress. Teachers also provide notes and recommendations for reinforcement or development. The end-of-semester assessment report at SD Negeri 3 Masbagik Utara is prepared as a form of accountability and official information regarding student learning outcomes during one semester of the Independent Curriculum implementation. The report reports student learning outcomes in knowledge, skills, and attitudes based on formative and summative assessments conducted by teachers throughout the semester. The report is prepared by the class teacher based on assessment data collected from various sources, including student assignments, project results, portfolios, and classroom observations. The report is compiled at the end of the semester, after all learning and assessment activities have been completed. The report is compiled in the teachers' lounge, then printed and delivered to parents in the form of an official report card. This report is crucial as a final evaluation, providing feedback for parents and providing a basis for decisions such as class promotion, reinforcement, or further learning interventions. Teachers summarize all assessment results, assess student progress holistically, and then write them in the Independent Curriculum report card format, which includes descriptions of competency achievements, not just numbers, to provide a complete picture of the student's learning process and outcomes.

Evaluation at SD Negeri 3 Masbagik Utara is conducted in two main areas: process and outcome. Process evaluation consists of classroom observations by the principal, daily teacher reflections, weekly evaluation meetings, and feedback from students and parents. Outcome evaluation, on the other hand, consists of formative assessment, summative assessment, and student reflections and presentations. Teachers at this school have conducted assessments using a reflective and authentic approach. This aligns with the approach developed by Black & Wiliam (2009), which states that formative assessment has a significant impact on improving the quality of learning when used to refine teaching and learning strategies.

Conclusion

Based on the results of research conducted through observations, interviews with the principal, teachers, and students, and a review of supporting documents, it can be concluded that the Independent Curriculum Planning at SD Negeri 3 Masbagik Utara was carried out in a structured, collaborative, and data-driven manner. The implementation of learning at SD Negeri 3 Masbagik Utara has adopted an active, differentiated, and enjoyable learning approach. The implementation includes differentiated learning, the application of teaching modules and LKPD, and the implementation of the P5 project, which is carried out thematically with an exploratory and participatory approach. The use of contextual media and learning resources, such as educational videos, cardboard calculators, visual images, and the school environment. Active student involvement, where students not only listen but also play an active role in discussions, practices, reflections, and independent exploration.

Evaluation of the implementation of the independent curriculum is conducted comprehensively and continuously, involving teachers, principals, and students. The learning process is evaluated through principal observations, daily teacher reflections, regular discussions, and student feedback. Process evaluation is used to adjust subsequent learning strategies and methods.

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