



Analysis of Independent Curriculum Management at SMK Palu City in Central Sulawesi Province

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Abstract: Curriculum management involves planning, organizing, implementing, and evaluating to achieve effective educational goals. This curriculum provides freedom to students and teachers in the learning process, with a focus on developing individual learning potential and interests. This is an innovative approach that encourages creativity and flexibility in education. This type of research is qualitative research with five informants selected. Data collection uses observation, interview and documentation techniques. The data analysis techniques used are: 1) Data collection, 2) Data Reduction, 3) Data Presentation, 4) Verification, 5) Conclusion. The indicators used to measure Management are: planning, implementation and supervision. Based on the results of research and analysis conducted by the researcher, it can be concluded that 1) Independent Curriculum Management at SMKS in Central Sulawesi Province can be said to have not been implemented properly. 2) Inhibiting factors in Independent Learning Curriculum Management: a) Budget Limitations, b) Budget Uncertainty, c) Regulation and Bureaucracy, d) Poor Facility Conditions, e) Limited Human Resources. 3) Supporting factors for the Independent Curriculum in Central Sulawesi Province are as follows: a) Availability of Adequate Funds, b) Timeliness of Fund Distribution, c) Transparency and Accountability, d) Government and Stakeholder Support, e) Adequate Infrastructure.

Keywords: Curriculum; Independence; Management

Introduction

The implementation of the curriculum in Indonesia has undergone various changes and improvements, the curriculum has undergone eleven changes starting from 1947 with a very simple curriculum, then until the last one was the 2023 curriculum. Although there have been changes to the curriculum, it is still intended to improve the previous curriculum. Every change that occurs is a policy from the party responsible for education in Indonesia, this is in terms of the Ministry of Education and Culture (Midiaty et al., 2024). The newness of the Independent Curriculum brings several significant innovations, including a focus on essential material,

student independence, technology-based learning, and progress-based evaluation. This curriculum also allows teachers to be more flexible in designing learning and providing learning experiences that are appropriate to the needs and developmental stages of students. The Independent Curriculum reduces the burden of dense material and focuses on the most important essential material to be learned. This allows teachers to provide learning that is more in-depth and appropriate to the developmental stage of students.

Independent learning focuses on freedom and creative thinking. One of the programs presented by the Ministry of Education and Culture in the launch of independent learning is the start of the school driving

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program. This school program is designed to support each school in creating a generation of lifelong learners who have the personality of Pancasila students, (Talubun et al., 2024). With the independent curriculum, it is hoped that students can develop according to their potential and abilities because with the independent curriculum they get critical, quality, expressive, applicable, and progressive learning. "And the change in this new curriculum requires cooperation, strong commitment, sincerity and real implementation from all parties, so that the profile of Pancasila students can be embedded in students (Yusril et al., 2024).

Hana et al. (2023), explains that the curriculum is a number of activities given to students. Most of these activities are presenting learning materials so that students receive, master and develop the learning materials. The implementation of the curriculum in question is more identical to implementation which means implementing. Basically, teachers and students are integral parts and cannot be separated from the entire education and learning system. Teachers as curriculum implementers play an important role in achieving educational goals. Student success depends on the quality and competence of teachers. Competent teachers are better able to create a learning environment, teachers as teachers, class leaders, mentors, environmental organizers, participants, expeditors, planners, supervisors, motivators, and counselors. For the implementation of education in the school to be realized properly, the parties involved in the management of education must know the curriculum. Curriculum and teaching are two things that are closely related. The need for teaching activities means the need for a curriculum, because the curriculum contains everything that must be used as a guideline for learning activities (Sapitri, 2024). The curriculum is essentially a plan that serves as a guideline in organizing the education process. What is stated in the plan is greatly influenced by educational planning. The view on the existence of education is colored by the philosophy of education adopted by the planner. It should be noted that every human being or individual, and educational scientists, each have their own perspective on the meaning of the curriculum. Experts argue that the curriculum perspective can be seen from two sides, namely from the traditional side and from the modern side (Wulandari et al., 2024).

The understanding that says that the curriculum is nothing more than a lesson plan in school, because of the traditional view. According to the traditional view, a number of lessons that students must go through in school are the curriculum, so that it seems as if studying in school is only studying textbooks that have been determined as learning materials. While according to the modern view, the curriculum is more than just a lesson

plan, the curriculum here is considered as something that really happens in the education process in schools (Gozali et al., 2024). This view is based on something factual as a process. In the world of education, this activity if carried out by children can provide learning experiences including studying a number of subjects such as gardening, sports, scouts, even student associations and teachers and school officials can provide useful learning experiences. All learning experiences obtained from school are seen as a curriculum. The two terms of the curriculum above can be explained that what is meant by the traditional or (narrow) meaning is a curriculum that only contains a number of certain subjects to teachers and is taught to students with the aim of obtaining diplomas and certificates. And according to the modern view, what is meant by a modern or broad curriculum is viewing the curriculum not as a group of subjects, but the curriculum is all the experiences that a student is expected to have under the guidance of a teacher. Thus, this experience is not only based on lessons but also life experiences (Luthfi et al., 2024).

The curriculum has two equally important sides, namely the curriculum as a document and the curriculum as an implementation. As a document, the curriculum functions as a guideline for teachers and the curriculum as an implementation is the realization of the guideline in the form of learning activities. There is a curriculum, there must be learning and there is also a curriculum. Learning in the classroom is a place to implement and test the curriculum (Wafa et al., 2024). In learning activities, all concepts, principles, values, knowledge, methods, tools, and teacher abilities are tested in the form of actions, which will realize the real form of the curriculum. The realization of the concepts, principles, and aspects of the curriculum all lie in the ability of the teacher as the implementer of the curriculum. Therefore, the teacher is the key to the implementation and success of the curriculum. The teacher acts as the planner, implementer, assessor, and developer of the actual curriculum. The implementation of the curriculum should place the development of student creativity more than mastery of the material. In this regard, students are placed as subjects in the learning process. According to Nana Syaodih, to implement the curriculum according to the design, several preparations are needed, especially the readiness of the implementer. No matter how good the design or curriculum plan is, its success is very dependent on the teacher. Even a simple curriculum if the teacher has high ability, enthusiasm, and dedication, the results will be better than a great curriculum design, but the teacher's ability, enthusiasm, and dedication are low. The teacher is the main key to the success of the curriculum implementation (Ramadina, 2024).

As a teaching organization tool, the curriculum unites various components where one component is interrelated with another component and is an inseparable whole. These components are objectives, content, implementation strategies and evaluation. The objectives of the curriculum are the targets to be achieved by a curriculum. The general objectives of education are outlined from the nation's philosophy, namely Pancasila (Masri et al., 2023). Based on the nature of the educational objectives, they are described as curriculum objectives starting from the institutional objectives of education, the objectives of each subject to instructional objectives. The content of the curriculum is related to scientific knowledge and learning experiences that must be given to students in order to achieve educational goals. To determine the content of the curriculum, it must be adjusted to the level and level of education, developments that occur in society, the development of science and technology, in addition to also being inseparable from its relationship to the conditions of students at each level of education. The curriculum implementation strategy provides instructions on how the curriculum is implemented in schools. Aspects that must be considered in implementing the curriculum are the level and level of education and the teaching and learning process (Meliza et al., 2024).

Curriculum evaluation is seen as a system. Evaluation of curriculum input includes evaluation of resources that can support educational programs such as funds, facilities, personnel, social context, and assessment of students before taking the program. Process evaluation includes assessment of curriculum implementation strategies related to the teaching and learning process, guidance and counseling, administration and supervision, teaching facilities and assessment of Merdeka Belajar learning outcomes (Fazis et al., 2024). The word Freedom has three main meanings, namely: (1) free (from slavery, colonialism and so on), independent; (2) not subject to or free from demands; (3) not bound, not dependent on certain people or parties. While the word "Learning" can be interpreted as an effort to create intelligence (Syaiful, 2016). In principle, talking about how to change someone's behavior. Freedom to learn is freedom to think, especially in the matter of the essence of this freedom of thinking must be in a teacher beforehand. Without happening to the teacher, it is impossible for it to happen to the students.

The perspective of independence itself, is not just obedience or resistance. Independence is something that is fought for, not given. Therefore, the saddest reality of teacher development today is the point where teachers often feel blamed. Not listened to. In fact, in almost all situations, teachers are said to be the key to education.

However, this sentence is actually not a complete sentence. The key is often interpreted as a solution to all problems that can be left alone (Yahya et al., 2024). In this case, the independent learning that the researcher means is one of the learning environment efforts in creating a recreational and enjoyable atmosphere, and free from various obstacles, especially obstacles in the child's psychological field. The independent learning education program initiated by the government includes four main policies, including: (a) National Standard School Exams; (b) National Exams; (c) Learning Implementation Plans and (d) Zoning New Student Admissions Regulations (Hidayati et al., 2024)

The program targets leading to "Independent Learning" include four main policies, namely: (1) National Standard School Exams; (2) National Exams ((3) Expenditure Implementation Plans (RPP) (4) Zoning New Student Admissions Regulations. If we look closely at the various contents and main policies that apply to "independent learning", it can be seen that this is more directed at elementary and secondary education levels. Although in further developments it is more directed at higher education. Of course, the "Independent Learning" program is not a policy that suddenly appeared, but also through a series of long and mature processes (Triyuni et al., 2024).

Method

Research methods are basically scientific ways to obtain data with specific purposes and uses. Scientific methods mean that research activities are based on scientific characteristics, namely, rational, empirical and systematic. Rational means that research activities are carried out in reasonable ways, so that they are accessible to human reasoning. Empirical means that the methods used can be observed by human senses, so that others can observe and know the methods used. Systematic means that the process used in the research uses logical steps (Kusumardi, 2024). This type of research is descriptive and qualitative research. Qualitative research in this writing is research that explains in detail about the Independent Curriculum Management in Central Sulawesi Province. The descriptive approach in this study is used to develop concepts and collect facts and does not conduct hypothesis testing (Ningsih et al., 2024). Determination technique The informants in this study used purposive sampling. According to Inaayatie et al. (2024), Purposive sampling is a method of determining informant b based on certain criteria. The criteria used in this study are as follows: 1) Teachers with permanent employee status at Vocational High Schools in Central Sulawesi Province. 2) Have competence in the field Independent Learning Curriculum Management. 3) Teachers who always

participate in the Independent Learning Curriculum activities. 4) The period of work as a teacher has exceeded twelve months. 5) Based on these criteria, the number of informants in this study was five people, namely 1 school principal as a key informant and four teachers with employee status in Central Sulawesi Province. 6) The data collection required in this study was carried out using several techniques as follows: Observation is a data collection technique by systematically observing and recording the symptoms or phenomena that exist in the research object (Andi, 2024). Interviews are a data collection technique carried out by conducting direct question and answer sessions with respondents Documentation means carrying out documentation in the form of photographs of activities in Central Sulawesi Province (Ropiyah et al., 2024).

The data analysis technique in this study uses opinions Najoan et al. (2024), which can be described as follows:

Data Collection

Data collection is the collection of information that is structured and provides the possibility of drawing conclusions and taking action. The presentation form is text narrative, matrix and chart. In this process the researcher groups the data systematically to make it easier to understand.

Data Reduction

The activity carried out at this stage is organizing the reduced data. The data is initially presented separately from one stage to another, but after the last category is reduced, the entire data is summarized and presented in an integrated manner. By looking at the presentation of the data, it can be understood what is happening and what needs to be done.

Data Presentation

The interpretation of the meaning of the data in this study was carried out as follows, after the data had been grouped, the next step was to interpret the data from the results of interviews with research informants in the field.

Verification

The conclusion activity is a further step from the data reduction and presentation activities. Data that has been reduced and presented systematically will be temporarily concluded. The conclusions obtained in the early stages are usually less clear, but in the next stages they will be more firm and have a strong basis. Temporary conclusions need to be verified. Techniques that can be used for verification are triangulation of data sources and methods, peer discussions, and member checking.

Conclusion

Conclusions are obtained based on verified provisional conclusions. It is hoped that this final conclusion can be obtained after data collection is complete. Drawing conclusions is an activity of a complete configuration. The meanings that emerge from the data must always be tested for their truth and suitability so that the validity of the data is guaranteed, (Hakim et al., 2024).

Result and Discussion

Management Research Curriculum in Central Sulawesi Province In this research, the following indicators are used: Planning, Implementation and Supervision. Details of the results of informant interviews for each indicator in this study are described as follows:

Planning

Associated with Independent Curriculum planning in Central Sulawesi Province in this study, the results of the researcher's interviews with informants are presented, namely Ni Made Deriayanti S. Pd as Vice Principal of Curriculum who was interviewed on Monday, September 19, 2024, at 15.30 – 16.25 WITA, as follows:

The legal basis for the Independent Curriculum in Central Sulawesi Province is the Regulation of the Minister of Education, Culture, Research and Technology Number 12 of 2024. Then the planning mechanism for the Independent Learning Curriculum is (a) Analyzing learning achievements to compile learning objectives and flows, (b) Planning and implementing diagnostic assessments, (c) Developing teaching modules and, (d) Adapting learning to the stages of achievement and characteristics of students . Furthermore, the activities planned in the Independent Learning Curriculum are (a) Diagnostic assessment. Teachers conduct initial assessments to identify the potential, characteristics, needs, development stages, and stages of student learning achievement. (b) Planning and (c) Learning.

The opinion of the informant above in the context of planning the Independent Curriculum can be implemented well according to standard operating procedures , this is in accordance with the opinion of Hanifah et al. (2024), that in implementing each policy, standards need to be set as guidelines, instructions, demands and references for policy implementers so that they know what needs to be prepared and done, who the targets are and what results they want to achieve from implementing the policy. Therefore, standards and targets become part of the mechanism that must be implemented in an institutional organization , which is

in fact a representation of the state in implementing good policies in implementing a policy regulation.

Implementation

To add information regarding the implementation of the Independent Curriculum in Central Sulawesi Province In this study, the results of the researcher's interview with the informant, namely Gifor , S. Kom as a Productive Teacher are presented. who was interviewed on Thursday, September 18, 2024, at 08.35 - 09.20 WITA, as follows:

The implementation of the Independent Curriculum is through a diagnostic assessment and learning planning. Then the activities included in the Implementation of the Independent Curriculum such as Determining the vision and mission and objectives Independent Learning Curriculum (Interview in the Productive Teacher's Office).

The opinion of the informant above is in line with the opinion of Ningsih et al. (2024) who said that government power can come from access to information owned by leaders who are considered very valuable by their followers. As a government leader, most of the information about the organization he leads is found in the government leader himself. Thus, the Implementation of the Independent Curriculum is the source of all information regarding the curriculum.

To add information regarding the Implementation of the Independent Curriculum in this study, the results of the researcher's interview with the informant, namely Melin Krisnawati S.Pd. are presented. as a Chemistry Teacher who was interviewed on Tuesday, September 17, 2024, at 13.07 - 14.20 WITA, as follows:

The Implementation of the Independent Curriculum In my opinion , it is good, it just needs to be further developed in understanding the independent curriculum. Activities included in the Implementation of the Independent Curriculum at SMKS Kristen BK Maranatha are teacher competency development activities, curriculum development activities, P5 activities and activities that focus on students. (Interview in the Chemistry Teacher's Workroom).

Supervision

To add information regarding Independent Curriculum Supervision in this study , the results of the researcher's interview with the informant, namely Melin Krisnawati S.Pd. are presented. as a Chemistry Teacher who was interviewed on Tuesday, September 17, 2024, at 13.07 - 14.20 WITA , as follows:

Independent Curriculum Supervision Mechanism is: (1) Monitoring and observation stages through discussion, interviews and documentation. (2) Planning, implementation, and behavior of learning outcomes in class and (3) Evaluation then compiled in the form of a

report. Activities included in the supervision of the Independent Learning Curriculum such as Visits, interviews, observations, documentation , evaluations. (Interview in the Chemistry Teacher's Workroom).

The opinion of the informant above in the context of Independent Curriculum Supervision has been carried out according to standard operating procedures, this is in accordance with expert opinion, Widodo (2007), that in carrying out supervision, standards need to be set as guidelines, instructions, demands and references for policy makers so that they know what needs to be prepared and done, who the targets are and what results they want to achieve from the supervision. Therefore, standards and targets become part of the mechanism that must be implemented in an institutional organization , which is known as a representation of the state in the implementation of supervision. which is good in implementing a regulation, especially concerning the Supervision of the Independent Curriculum in Central Sulawesi Province.

Conclusion

Based on the results of research and analysis conducted by researchers About Management Independent Curriculum in Central Sulawesi Province then it is concluded as follows: Independent Curriculum Management in Central Sulawesi Province it can be said; (a) Independent Curriculum Planning has been implemented well. (b) Implementation of the Independent Curriculum has been implemented well and (c) Supervision of the Independent Curriculum has not been implemented well. Inhibiting factors in Independent Curriculum Management are as follows: (1) Budget limitations, (2) Budget uncertainty, (3) Regulation and bureaucracy, (4) Poor facility conditions, (5) Limited human resources Supporting factors in Independent Curriculum Management at Maranatha Christian Vocational School can be described as follows: (a) Availability of Adequate Funds, (b) Timeliness Fund Distribution, (c) Transparency and Accountability, (d) Government and Stakeholder Support, (e) Adequate Infrastructure.

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Conflicts of Interest

We declare that there is no conflict of interest in the research and publication of this scientific work.

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