



The Effect of Implementation of Independent Curriculum on Learning Interest and Character of Elementary School Students

Sulfadli*, Supartinah¹

¹Program Pendidikan Dasar, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia.

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Corresponding Author:

Sulfadli

sulfadli.2022@student.uny.ac.id

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Abstract: The purpose of this study is to find facts that are compatible with the implementation of the independent curriculum on learning interest and also the character of elementary school students who have carried out the learning process by implementing the independent curriculum itself, this research uses the survey method with data collection techniques using observation and also questionnaires while for The population of this study is 10 teachers and 22 grade IV students. The analysis includes validity and reliability tests, normality tests, linearity tests and hypothesis tests with the research results showing a significant influence between the implementation of the independent curriculum on students' interest in learning and character values with a sig value of 0.000 where <0.05 , this shows that the implementation The independent curriculum has brought many changes and influences on elementary school students, including the interests and character of students. Therefore, teachers need to use more learning processes with independent curriculum designs in each class and schools can prepare facilities and infrastructure so that they can produce optimal learning processes so that they get the expected results in accordance with the goals of the school itself and improve the quality of existing education in Indonesia.

Keywords: Character; Curriculum implementation; Elementary school; Students learning interest

Introduction

Education is one of the important needs for human life. Education also has an important role in preparing quality human resources. Through education, the aspirations of a nation can be realized for the younger generation, especially for those who are still receiving formal education in schools (Andari, 2022) (Utami & Gafur, 2015). Education carried out by individuals consciously or unconsciously, both planned and unplanned, is an effort to create a good and effective learning process to educate students in developing their potential (Nuraisyah et al., 2021). According to Law number 20 of 2003 Chapter 1 article 1 paragraph 1 concerning the national education system it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality,

intelligence, noble morals, and skills needed by himself, society, nation and state (Hafizha et al., 2022).

The goal of students undergoing the educational process is changes in behavior, attitudes and understanding of the material concepts provided by the teacher (Handayani et al., 2021). Therefore, each level of education has an important role in the success of students in pursuing their education, but regardless of the learning process, where interaction occurs between students and teachers as educators (Mulyani et al., 2021). However, elementary school has the most basic and very important role in determining a person's success in moving to the next level of education. This is because at the elementary school level, a student undergoes the most basic education and will become a foundation for the next level of education (Putri Ningrat et al., 2018). (Hasanah et al., 2018) said that one of the elements in learning activities are students who are directly involved in learning activities to do something that makes them interested and happy (Halim et al., 2022).

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Then the curriculum is a tool to achieve educational goals, as well as a guideline in the implementation of education (Sudirman et al., 2020). In the education system in Indonesia, education has undergone curriculum changes eleven times, starting in 1947, with a very simple curriculum and then finally the 2013 curriculum (Sumarsih et al., 2022). Curriculum development is periodically developed to adapt to developments in science, information, technology and the needs of the times (Juhaela et al., 2021; Barao et al., 2022). This is because the education sector has always been a concern for the Indonesian government (Madhakomala et al., 2022).

The independent curriculum as an alternative curriculum overcomes learning setbacks during the pandemic which gives freedom of "free learning" to learning implementers, namely teachers and school principals in compiling, carrying out the learning process and developing curricula in schools paying attention to the needs and potential of students (Alimuddin, 2023). The Independent Curriculum was first coined by the Minister of Education and Culture, namely Nadiem Makarim in 2019, this was motivated by the research results of the Program for International Student Assessment (PISA) which was carried out in 2019 with the results of the assessment of students in Indonesia only occupying the sixth position from below, so that with the results of this study the Minister of Education and Culture sparked a new curriculum concept (Madhakomala et al., 2022). This is because developments and adjustments to the curriculum must also be carried out in order to improve the quality and quality of existing education, because education is an effort to rise for equity and increase the potential of students to achieve the desired quality of education. (Arviansyah & Shagena, 2022; Wahyudi et al., 2022).

Then interests have a very important role in students' lives. Interest is defined as a feeling of liking and interest in something based on one's own desires (Ramadhani & Hanggara, 2019). Basically interest is the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest (Safitri & Nurmawanti, 2018). Interest describes the suggestion or in a person for a particular purpose. Learning is a process of effort carried out by a person to obtain a process of behavior change carried out by a person through experience and training which has been carried out by himself as a whole as a result of experience in interactions between teachers and students (Hasibuan & Siregar, 2021; Heriyati, 2017). Interest can also be defined as an attraction shown by someone to an object (Putri & Rifai, 2019). Interest really determines students' learning outcomes, therefore teachers must always provide

attraction to students in the learning process. This is in line with Andira et al. (2022) who say that students' interest in learning really determines their motivation and success in the teaching and learning process because the size of motivation will determine how quickly a job takes place (Hanggara & Zendato, 2017).

Interest in learning has an important role in learning activities because if not with this interest in learning students will not be serious about learning, because interest in learning is a desire, interest in learning and the desire in students to know and understand the material they are studying seriously. so that the knowledge gained is more meaningful (Islamiah, 2019; Rohman et al., 2021; Rosnidar et al., 2021). Therefore, when students have an interest in the learning process, it will be easier for students to be trained to think critically, creatively, carefully and logically which makes students able to achieve well, then the driving factors that exist within the individual (Sirait, 2016; Anggraeni et al., 2022). Because learning according to Slameto (2003) psychologically is "a process of change, namely a change in behavior as a result of interaction with the environment in meeting the needs of his life or learning is a business process carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment" (Sukmawati & Arifanti, 2022). From the several opinions above regarding interest in learning, a factor that also influences student achievement and learning outcomes is the interest in learning from the students themselves to participate in the learning process because interest in learning can be interpreted as pleasure in learning (Whatoni & Sutrisno, 2022).

One of the things that becomes the teacher's assessment of their students is the character or behavior of the students themselves. Character education is applied starting from basic education units to a higher level, namely universities to further strengthen national character because character education is a means to advance democratic life, as well as reflects human character as a personal characteristic in social life (Setiawan, 2021; Muhtar & Dalyono, 2020). Because the collapse of moral values in people's lives today also has a negative impact on the values and attitudes of children at this time (Risvan Akhir Roswandi, 2022). Student character education has been developed for hundreds of years in Europe, America and Asia, but the development of student character education based on local wisdom has not yet been found in concrete form, the value of character education can be instilled in students by families and educational institutions, especially formal education (Mujiburrahman, 2022; Hidayat et al., 2022). Therefore the importance of character education in elementary school students because character is instilled

in the formation of the character of students as a whole, integrated and balanced according to graduate competency standards because character values in students generally provide provisions to students (Harianto et al., 2020; Latifah et al., 2022).

Islam (2017) states that strengthening student character aims to form individuals as citizens who have global competitiveness in accordance with the demands of scientific and technological developments and the dynamics of society in the era of the industrial revolution 4.0 (Jamaluddin et al., 2022). Character education must be a top priority in the world of education today, considering that many problems that arise are actually carried out by some students in this country, such as the phenomenon of "sophisticated" cheating, brawls between students, and other incidents that do not reflect the behavior of an educated person (Salirawati, 2021). Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim said that strengthening student character education can be realized through various Ministry of Education and Culture policies centered on efforts to realize Pancasila Students (Ismail et al., 2021). character values in students which generally provide provisions for students.

The aim of national education is an effort to form a complete generation that has intelligence, skills and positive character needed to live life in society. Therefore, the role of teachers is needed to form a complete generation (Mubin, 2020). Character education is not a process of memorizing exam question material and techniques for answering them. Character education requires habituation (Ahmad et al., 2021). The meaning of habituation is a way of thinking and behaving that is good and becomes a person's characteristic. Then good character is seen as being able to direct and influence a person or group of people to carry out activities well (Nasrudin et al., 2023). From several views on character education, the author concludes that character is very important at the elementary education level because elementary school students are the generation that will bring change in the future, so character development in students must be pursued as closely as possible according to government regulations.

Several previous studies regarding curriculum implementation where the results of research Hanif et al. (2023) concluded that it was recommended that teachers better understand the independent curriculum to achieve learning goals and increase students' interest in being involved in learning. Then Usanto (2022) the research results showed that the implementation of the independent curriculum succeeded in increasing the average score of students' understanding, especially in PAI subjects, by 10 points. This will be a reference for

researchers regarding learning using the independent curriculum because this curriculum provides freedom for students to carry out activities in the learning process, therefore researchers want to see whether the implementation of the independent curriculum has an effect on interest in learning and also improves the character of elementary school students and the results of this research are to be used as evaluation material in the learning process by using an independent curriculum with the aim of increasing student interest and character.

Method

The type of this research is quantitative research using descriptive survey research methods. According to Sugiyono (2014), the survey method is used to obtain data from certain natural populations, but researchers collect data by distributing questionnaires where researchers do not give treatment as in experiments (Budiana et al., 2020). This research was conducted by examining the effect of implementing the independent curriculum on learning interest and the character of elementary school students. The sample in this study is teachers and also class IV students. While the population in this study were teachers consisting of 10 students and fourth grade students at SDN 11 Ranometo Southeast Sulawesi consisting of 22 students.

Data collection techniques used in this study are observation, questionnaires, and documentation. The method used is a survey then data analysis techniques include validity and reliability tests, normality tests, linearity tests and hypothesis testing. This is done to find out whether there is influence with the specified variable or not.

Result and Discussion

Statistical data analysis was used to analyze the results of a questionnaire about the effect of implementing the independent curriculum on learning interest and character of elementary school students. After completing the data collection procedure, the data is analyzed which includes: (1) verification of requirements analysis, which includes validity and reliability tests, normality tests, linearity tests, and (2) hypothesis testing.

Validity and Reliability Test

Validity and reliability tests were carried out to find out whether the questions in the questionnaire used in the research instrument were valid or not. The reliability test is something that is used to find out whether the research instrument can be relied upon to be used as a means of collecting data or not. The results of the

validity and reliability tests used SPSS Version 26 for Windows.

Table 1. Validity Implementation of the Independent Curriculum

Indicator	Information
0.73	Valid
0.89	Valid
0.82	Valid
0.70	Valid
0.71	Valid
0.86	Valid
0.75	Valid
0.93	Valid
0.89	Valid

Table 2. Reliability Statistic Implementation of the Independent Curriculum

Reliability Statistics	
Cronbach's Alpha	N of Items
.938	9

Table 3. Validity Interest in Learning

Indicator	Information
0.65	Valid
0.67	Valid
0.74	Valid
0.64	Valid
0.43	Valid
0.43	Valid
0.67	Valid
0.63	Valid

Table 4. Reliability Statistic Interest in Learning

Reliability Statistics	
Cronbach's Alpha	N of Items
.888	10

Table 8. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
implementation of the independent curriculum*character values	Between Groups	(Combined)	1014.000	8	126.750	7.042	.284
		Linearity	218.133	1	218.133	12.118	.178
		Deviation from Linearity	795.867	7	113.695	6.316	.297
	Within Groups	18.000	1	18.000			
	Total	1032.000	9				

Table 9 Hypothesis Testing

One-Sample Test							
Test Value = 0							
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
					Lower	Upper	
Implementation of the Independent Curriculum	18.605	9	.000	63.000	55.34	70.66	
Interest to learn	33.882	21	.000	73.455	68.95	77.96	
Character Values	35.062	21	.000	57.045	53.66	60.43	

Table 5. Validity Character Values

Indicator	Information
0.77	Valid
0.58	Valid
0.80	Valid
0.70	Valid
0.63	Valid
0.49	Valid
0.60	Valid
0.62	Valid
0.59	Valid
0.57	Valid
0.76	Valid
0.72	Valid

Table 6. Reliability Statistic Character Values

Reliability Statistics	
Cronbach's Alpha	N of Items
.898	12

In the validity test table, the researcher only attaches questions that are considered valid.

Table 7. Normality test

One-Sample Kolmogorov-Smirnov Test			
Unstandardized Residual			
N			10
Normal	Mean		.0000000
Parameters ^{a,b}	Std. Deviation		9.34278110
Most Extreme Differences	Absolute		.277
	Positive		.277
	Negative		-.173
Test Statistic			.277
Asymp. Sig. (2-tailed)			.029 ^c
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

Based on the normality test output table using the One-Sample Kolmogorov-Smirnov Test, the resulting asymp.sig (2-tailed) significance value is 0.029 where <0.05 . Then this value indicates the probability that the difference between the observed data distribution and the normal distribution can occur randomly and it can be concluded that this data is normally distributed.

Based on the output table 8, the Deviation from linearity sig value is 0.297 where > 0.05 . So it can be concluded that there is a significant linear relationship between the variable interest in learning and student character.

Based on the output table 9, the sig value is 0.000, which is <0.05 . So it can be concluded that there is a significant influence between the Implementation of the Independent Curriculum on Learning Interests and Student Character Values. As we know, the curriculum is a reference in carrying out the learning process at both primary and tertiary levels and implementing this independent curriculum was first initiated by the Minister of Education and Culture, namely Nadiem Makarim in 2019, this was motivated by research results from the Program for International Student Assessment (PISA) which was implemented in 2019 with the results of student assessments in Indonesia only occupying sixth position from the bottom, so with the results of this research the Minister of Education and Culture sparked a new curriculum concept (Madhakomala et al., 2022). The results of this research show that there is an influence on students' interest in learning and also the character of students. This shows that the importance of interest in learning and character in students is in line with what was stated by Sirait (2016) students who have an interest in the learning process will find it easier for students to be trained to think. critically, creatively, carefully and logistically so that students can achieve well and character education is a means of advancing democratic life, as well as reflecting human character as a personal characteristic in social life (Muhtar & Dalyono, 2020). So it is hoped that teachers can further improve the learning process by always providing innovation in learning so that it produces results as expected, namely increasing interest in learning and improving students' character.

Conclusion

The independent curriculum has now been implemented in almost all schools in Indonesia, so teachers must also look at the impact or influence of implementing the curriculum on students' interests and character. Through the results of this research, it is clear that there is an influence of implementation in the learning process on interest and character. students with

results obtained with a sig value of 0.000 where <0.05 . This will be a consideration for educators to make more use of the learning process by adding innovative designs to improve learning interest and also students' character according to expectations by using an independent curriculum.

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Author Contributions

Sulfadli: Conceptualization, Methodology, writing and making the original draft into a formal paper. Supartinah: review, validation, supervision, and resources and motivating authors.

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Conflicts of Interest

The authors declare no conflict of interest.

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