



## Analysis of the Implementation of the Independent Curriculum in Class IV Indonesian Language Subjects in State Elementary Schools 003 MERAL

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### Abstract

Muhammad Rahmat. Analysis of the Implementation of the Independent Curriculum in Indonesian Language Learning for Grade IV at SD Negeri 003 Meral. Department/Study Program of Elementary School Teacher Education, Faculty of Teacher Training and Education, University of Karimun, 2024. This study aims to describe: 1) to analyze the implementation of the independent curriculum in Indonesian language learning for Grade IV at SD Negeri 003 Meral, 2) to analyze the obstacles and challenges in implementing the independent curriculum in Indonesian language learning for Grade IV at SD Negeri 003 Meral, 3) to analyze the efforts to overcome obstacles and challenges in implementing the independent curriculum in Indonesian language learning for Grade IV at SD Negeri 003 Meral. This research is qualitative research. The study was conducted at SD Negeri 003 Meral in April 2024. The subjects of this research are the Principal, Grade IV Teachers, and Grade IV Students. Data collection techniques were carried out using observation, interviews, and documentation. Activities in qualitative data analysis used an interactive model, namely data collection, data reduction, data display, and conclusion drawing. The results of this study indicate that: 1) the implementation of the independent curriculum in Indonesian language learning has been well realized, the planning carried out includes analyzing learning objectives, preparing lesson plans, and creating learning activity programs. The implementation of learning has already applied differentiated learning tailored to students' needs and has designed evaluations in the form of diagnostic, formative, and summative assessments, 2) there are obstacles and challenges such as lack of information, limited reference sources, and time constraints in the preparation of teaching modules and assessments, 3) efforts made to overcome obstacles and challenges include participating in seminars, webinars, and workshops, increasing reference sources, and utilizing the teaching module preparation guidelines provided by the government.

**Keywords:** Implementation, Independent Curriculum, Indonesian Language Learning

## INTRODUCTION

### A. Background

Education is one of the important foundations in Indonesian society to maintain a more educated and knowledgeable future of

Indonesia. everyone has the right to get their rights, especially in education services. In the Republic of Indonesia Law no.20 of 2003 chapter 1 article 1 to actively develop the ability of students in religious spiritual strength, self-control, personality, intelligence, noble values, and skills needed by themselves, society, nation, and state, education is a deliberate and planned effort to create an environment and learning process. is learning.

According to Yayan et al (2019) education is the most important aspect of human life, which means that every Indonesian has the right to get it and is expected to continue to develop in it, so it can be said that learning never ends. In general, education refers to the process that helps everyone grow so that they can continue to live. This shows that education is essential to human existence and growth and cannot be ignored.

Saptono Hadi (2019) Education is very important for the development of individuals and humanity as a whole, as well as efforts to foster humans as individuals and society. Education is the process by which a person develops abilities, attitudes, and behavior patterns under the influence of a predetermined and controlled environment.

This statement emphasizes that education plays an important role in both individual and societal development. Education is defined as the process by which an individual develops his or her abilities, attitudes, and behaviors. Individuals are exposed to carefully selected and regulated environmental stimuli as part of this process.

Education is so important that the right curriculum for all students and schools in Indonesia is needed, the curriculum is the frontline for carrying out educational activities. Without a curriculum, education cannot run as effectively and efficiently as expected. The success or failure of an education is very dependent on the implementation of the curriculum because related to the applicability of the curriculum is a factor that becomes the reason in developing the curriculum, such as future challenges. Students must have the technology and skills to succeed in the future.

In accordance with the decree of the minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 162/M/2021 concerning (the Driving School Program), the driving school program is defined as a program that focuses on improving the overall competence of students to facilitate the realization of the Pancasila learner profile. The ministerial decree explains that the driving school program is a program that seeks to encourage education units to transform themselves to improve the quality of learning in schools, then to transfer to other schools to carry out similar quality improvements. The driving school program is implemented through an independent curriculum where the curriculum applied in driving schools is a refinement of the independent curriculum, namely the independent curriculum by prioritizing student learning outcomes based on the Pancasila learner profile.

The characteristics of the independent curriculum are the development of *soft skills* and character, focus on essential material, and flexible learning (curriculum.kemdikbud.go.id). Development of *soft skills* and character through a project to strengthen the student profile of Pancasila. Focus on essential, relevant and in-depth material so that there is sufficient time to build the creativity and innovation of students in achieving basic competencies such as literacy and numeracy. Flexible learning, flexibility for

teachers to carry out learning in accordance with the achievement and development stages of each learner and make adjustments to the context and local content.

This independent curriculum was implemented at the beginning of the 2022/2023 school year, especially at SD Negeri 003 Meral. In implementing this independent curriculum, not all schools have implemented the independent curriculum. This is influenced by the potential of the region and the students involved. The independent curriculum is applied to children aged 5-6 years in early childhood as well as class I and Class IV at the elementary school education level. Grades VII and X of secondary education. The second year is for PAUD (Early Childhood Education) students from 4 to 6 years of age, SD I, II, IV and V and SMP VII, VIII, X and XI. In the third year, it is implemented for students aged 3 to 6 years at the PAUD level and for students in grades I, II, III, IV, V and VI, in primary schools. Secondary education levels IX, X, XI, XII.

This independent curriculum is still relatively new for teachers and students, the implementation of the independent curriculum in learning and teaching activities is still somewhat confusing for teachers and students. One example is the change in learning materials from Themes (thematic) which combine all subjects to become separate subjects, for example Indonesian language. Therefore, teachers must be more aware of the implementation of the independent curriculum in the learning process at school. Teachers must also understand that the assessment, teaching modules and other components in the independent curriculum and the 2013 curriculum are very different. The independent curriculum is a form of improvement from the 2013 curriculum, of course, there are many responses from several parties, teachers, students, and parents. Of the several parties involved, there are some who support and there are also many who complain about the changes in the independent curriculum that have been implemented at this time.

Based on the results of initial observations made by researchers at SD Negeri 003 Meral, the independent curriculum has been implemented well in accordance with the decision of the minister of education. However, Indonesian language learning at SD Negeri 003 Meral only emphasizes the lecture method or teachers who

must play an active role in conveying learning to students. Here students also use teaching modules and books as keys when learning takes place, students should also play an active role in the classroom. This causes students when doing learning only based on memorization, hearing, and with project activities contained in the Indonesian learning module.

The competencies possessed by teachers require improvement and increase understanding to carry out Indonesian language learning innovatively and creatively in their own way. In this case, teachers must be more persuasive because they are able to make students more active and more eager to do learning. Therefore, by implementing the independent curriculum in Indonesian language learning in class IV of SD Negeri 003 Meral, it is hoped that teachers can provide learning experiences that are fun, happy and meaningful for each student. Teachers can play a key role in helping to implement a new curriculum that is ready to be implemented for students.

Based on the data above, the researcher decided to conduct research with the title "Analysis of the Implementation of the Merdeka Curriculum for Grade IV Indonesian Language Subjects at State Elementary School 003 Meral".

## B. Research Objectives

Based on the problem formulation that has been stated above, the objectives of this study are:

1. To analyze the implementation of the independent curriculum in learning Indonesian Language class IV SD Negeri 003 Meral.
2. To analyze the constraints and obstacles in implementing the independent curriculum in grade IV Indonesian language learning at SD Negeri 003 Meral.
3. To analyze efforts to overcome obstacles and barriers in implementing the independent curriculum in grade IV Indonesian language learning at SD Negeri 003 Meral.

## RESEARCH METHODS

According to J.R. Raco, and Prof. Dr. Conny R. Semiawan, as well as quantitative is a valid method in research. Both of these methods will be able to help researchers to obtain answers to the

problems of a symptom, fact and reality faced, as well as provide new understanding and understanding of the problem after analyzing existing data.

Qualitative research is synonymous with descriptive research. This type of research seeks to find and reveal the truth at a good level through the five senses directly or not. This research emphasizes in-depth discussion related to the symptoms that are the topic of the problem in the research so that in research theoretical studies have a very important role than the procedure for calculating numbers. To obtain data, this research emphasizes the principle of communication both directly such as interviews, and indirectly through questionnaires, observations and literature reviews. Although to find the final result still uses the data analysis process, the analysis techniques used tend to be brief and use a descriptive approach which means describing or telling. Describing and telling in detail the condition of a symptom to find and reveal the truth is the main characteristic of qualitative research.

## RESULTS AND DISCUSSION

### A. Research Results

#### 1. Data Description

##### a. Research Location

SD Negeri 003 Meral established in 1951 is one of the elementary schools in Meral District, Karimun Regency. Located in a strategic environment, SD Negeri 003 Meral is located on Jln. Letjen Suprpto, Sungai Raya Village, Meral District, between the sub-district office and UPT Puskesmas Meral District. The distance to the district capital is about 1 Km, making SD Negeri 003 Meral the only educational institution in the middle that is in demand by the surrounding community, this can be seen from the New Student Admission for the 2023/2024 academic year has increased, namely 100 registrants while 84 students were accepted. in the middle of a community village and open to students with various backgrounds.

SD Negeri 003 Meral has 29 educators and education personnel consisting of 1 Principal, 17 class teachers who have S1 qualifications, 3 teachers of Religious Education and Budi Pekerti subjects who have S1 qualifications, 2 physical education teachers who have S1 qualifications, 1 Librarian, 4 administrative staff and 1 School

Guard. the number of students of SDN 003 Meral is 470 people consisting of 248 boys and 222 girls. The vision and mission of SDN 003 MERAL are as follows:

1. Vision of SD Negeri 003 Meral.

The realization of school citizens who are faithful and devoted, intelligent, creative, mastering science and technology and caring for the environment.

Vision Indicator:

1. Faith and piety: Carry out activities that build a culture of faith and devotion.
2. Smart: Flexible in thinking and adaptable to change,
3. Creative: Encourage student creativity in academic and nonacademic fields.
4. Mastering science and technology: Able to improve knowledge, apply ICT in learning and daily life
5. Caring for the environment: Has responsibility for the cleanliness of the school as well as the preservation of the surrounding nature.

2. Mission of SD Negeri 003 Meral.

1. Carrying out school activities in an effort to increase faith and devotion, praying before and after learning activities, dzuhur prayers, one day one verse, spiritual guidance, reading yasin together, Ramadan pesantren, and reminders of religious holidays.
2. Organizing activities that foster creativity, competitive attitude of students in academic and non-academic fields at school, district and regional levels.
3. Organizing activities that foster creativity, competitive attitude of students in academic and non-academic fields at school, district and regional levels.

4. Use of learning media in teaching and learning activities and other IT-based activities
5. Creating a clean school, beautiful, safe and comfortable environment.

At the time of this research, SDN 003 MERAL's classrooms, teachers' rooms, student bathrooms, teachers' bathrooms, computer room, prayer room, health center, and cafeteria will be renovated for the continued convenience of the school population.

2. Description of Research Results

This study aims to analyze the implementation of the independent curriculum for grade IV Indonesian language subjects at SD Negeri 003 Meral. Data were collected through interviews with the principal, teachers and students and direct observation of the learning process. The results of interviews and observations were then analyzed to understand how the curriculum was implemented, the obstacles faced, and the efforts made to overcome them.

Further description of the analysis of the implementation of the independent curriculum in grade IV Indonesian language learning at SD Negeri 003 Meral will be discussed below.

a. Description of the analysis of the implementation of the independent curriculum at SD Negeri 003 Meral.

The implementation of the independent curriculum at SDN 003 Meral shows a systematic and planned effort. Based on interviews with the principal, teachers and students, as well as related observations, concrete steps have been taken to ensure that the new curriculum can be implemented effectively.

The principal, Sarwono, S.Pd., stated that the implementation of the independent curriculum at SDN 003 Meral began with concrete steps such as coordination meetings and the preparation of work plans. This shows the school's readiness and commitment in implementing the new curriculum, including learning strategies, teacher training, development of learning materials, and evaluation of the curriculum implementation process.

"Okay, so for the implementation of the independent curriculum at SD Negeri 003 Meral, the school has started implementing it, of course, at the beginning of the school year and we have

taken several concrete steps, including coordinating with all stakeholders in the school, namely with teachers, with administrative staff and we compile a work plan that focuses on the implementation of the independent curriculum itself. "

This shows the school's readiness and commitment in implementing the new curriculum, including learning strategies, teacher training, development of learning materials and evaluation of the curriculum implementation process.

The learning tools used at SDN 003 Meral have been adapted to the independent curriculum. The principal explained that learning tools include teaching modules, student worksheets and digital learning media such as *Chromebooks*.

"Okay, so for the learning tools used, this includes teaching modules, there are student worksheets and digital learning media for this digital learning media in our school there are *Chromebooks*, and these *Chromebooks* can be used by students to study in class besides that, in our school there is a computer lab, even though it is simple there are PCs rather than computers that might be used for learning in our school to develop the independent curriculum in our school and other learning tools. Developing the independent curriculum learning in our school and other learning tools, of course, materials that are more contextual and relevant to the students' environment. "

This shows the adaptations that schools have made to meet the needs of the new curriculum, as well as the facilities provided to help teachers and students adapt.

The school has also increased the frequency of training and technical guidance for teachers. The school principal mentioned,

"Okay, so our school is making several efforts in preparing or implementing this independent curriculum so, the efforts or efforts made by this school, for example, are holding workshops, holding technical guidance, holding training for our teachers, we also collaborate with the education office to get assistance, especially from supervisors, namely understanding and implementing the implementation of the independent curriculum itself so that if we have assistance from this office it will accelerate the school's efforts in implementing the independent curriculum itself "

Assistance from the education office is expected to accelerate schools' efforts to

implement the independent curriculum and improve teachers' understanding and adaptation to the new curriculum.

Teachers at SDN 003 Meral understand the basic principles and concepts of the independent curriculum which emphasizes student independence, learning flexibility and local context. The teacher of class IV.A, Sarinah, S.Pd.SD, stated,

"I will answer from your interview questions. My understanding of the concepts and basic principles of the independent curriculum, first about the concept. In my opinion, the concept of an independent curriculum is a learner-centered curriculum. This means that all learning leads to student learning independence. That is the concept. The principle is that in learning in accordance with the independence, prioritizing the development of character and competence as a whole. That's my opinion."

In planning lessons, teachers use differentiated approaches and methods such as Project- Based Learning (PBL) and Contextual Teaching and Learning (CTL). Sarinah adds,

"In planning learning in the independent curriculum, we must first know the CP. CP is a learning outcome that has been determined by Kemdikburistek. Then from the CP or learning outcomes we reduce it to learning objectives. After getting learning objectives, we determine the flow of learning objectives or ATP. Well, the strategy in learning is that before the lesson plan is made, we must know the assessment. The assessment, so the child is initially assessed, meaning that the child's learning style is determined. Whether the child has an auditory, genetic, or visual learning style. visual learning style. After that, the learning plan is developed. Whether it's using the *project-based learning* method, or using CTL, *Contextual Teaching Learning*, and other approaches." Class IV.B teacher Farhani, S.Pd.SD, also emphasized the importance of tailoring learning to students' needs.

"I will plan my learning to focus more on the needs and interests of the students. The specific strategy I use is a differentiated approach, where the material I will deliver will be relevant and interesting to students. I will also use PBL and PJBL methods to engage students' involvement in learning."

Ms. Farhani also uses methods such as PBL and PJBL to engage students in learning. Teacher observations show that they have a learning

outcomes (CP) document, design a flow of learning objectives (ATP), and compile teaching modules in accordance with the curriculum. Teachers also use relevant learning media and apply learning methods in accordance with the demands of the curriculum.

From the interviews with the students, the results were quite positive. Students showed good readiness, interest and motivation to learn. Andra Pradipto

Hirmawan, a grade IV student, stated, "Good, it's more fun to study now."

Faika Nurmarwah revealed that although she was initially confused, she eventually felt that she understood the independent curriculum more quickly. Observations show that learners' cognitive, social and moral development is also considered good, learners show that they have good readiness, interest and motivation to learn. Learners showed good cognitive, social and moral development and a sense of responsibility for their tasks. With continuous improvement, it is expected that the implementation of the independent curriculum at SDN 003 Meral can run more effectively and optimally.

In conclusion, the implementation of the independent curriculum at SDN 003 Meral went well and received positive responses from teachers and students. The school has taken concrete steps to implement the curriculum, make adjustments to learning tools, and use learning strategies based on student needs.

b. Description of constraints and obstacles in implementing the independent curriculum in Grade IV Indonesian language learning at SD Negeri 003 Meral.

The implementation of the independent curriculum in Indonesian language learning at SD Negeri 003 Meral involves various processes and interactions between teachers, students, and the curriculum that has been developed. In this analysis, we identify the obstacles and barriers faced in implementing the curriculum based on interview and observation data.

The principal of SDN 003 Meral, Sarwono, S.Pd., revealed some of the main obstacles in implementing the independent curriculum.

"The difficulties faced in our school are diverse, perhaps the need for adaptation to new learning methods that must be adapted to the independent curriculum itself, and the lack of initial understanding of the concept of the independent curriculum."

In addition, Sarwono also highlighted inhibiting factors such as the lack of training for teachers and the limited resources and time available for the implementation of the new curriculum.

"Obstacles can include a lack of understanding of the independent curriculum or insufficient training required, teachers' and students' adaptation to curriculum changes, and limited resources and time."

Grade IV teachers also feel similar constraints. Sarinah, S.Pd.SD, homeroom teacher of class IV.A, stated,

"Okay, inhibiting factors. The inhibiting factor, firstly because this curriculum is new, so my understanding as a teacher about this independent curriculum is little, minimal. That's one of the inhibiting factors. Second, I am not good at good at making teaching modules, because this is the first year our school has implemented the independent curriculum."

"The inhibiting factor is from the students. Maybe because there is still an impact of COVID, children are less enthusiastic about learning. Then children lack interest in this Indonesian language learning. Children lack interest in reading, listening, observing, unlike in IPAS learning."

In addition, Sarinah also mentioned that students' low enthusiasm, perhaps due to the impact of the COVID-19 pandemic, as well as a lack of interest in Indonesian language learning are additional challenges.

Farhani, S.Pd.SD, the homeroom teacher of class IV.B, also revealed time constraints as the main obstacle.

"The that I often face at the time, limited time in designing innovative and interesting learning for students."

"The inhibiting factor that I experience is the limited time in designing innovative learning, that's all."

This time limitation affects teachers' ability to develop creative and innovative learning according to the demands of the independent curriculum.

Observations of teachers show that they have difficulties in implementing project-based

learning. This learning requires more intensive time and preparation, and teachers often have difficulty organizing project activities that involve all students effectively. However, teachers at SDN 003 Meral have Learning Outcomes (LCA) documents, designed Flow of Learning Objectives (ATP) and developed teaching modules that are in line with the curriculum. They also use relevant learning media and apply learning methods that meet the demands of the curriculum.

Observations of grade IV students show that they have good readiness, interest and motivation to learn. Although students stated that they felt happier with the independent curriculum and understood the materials more quickly compared to K-13, there were some initial challenges to overcome. Students needed time to adapt to the new format and materials, although they showed a positive response to the learning approach used.

Andra Pradipto Hirmawan, a grade IV student, stated, "Good, it's more fun to study now."

Faika Nurmarwah revealed that although she was initially confused, she eventually felt that she understood the independent curriculum more quickly. Nur Aifa also added that she felt happier learning with the new curriculum despite some initial difficulties.

Overall, the implementation of the independent curriculum at SDN 003 Meral shows positive potential, but there is still room for improvement in helping students and teachers adapt to curriculum changes. Principals, teachers, and students stated that although there are some obstacles and barriers, concrete efforts such as training, technical guidance, and improved facilities have been made to support the implementation of the Merdeka Curriculum. With increased understanding, resources, and appropriate support, it is hoped that the implementation of the independent curriculum can run more effectively and provide optimal results.

### c. Description of Efforts to Overcome Constraints and Obstacles in Implementing the Merdeka Curriculum in Grade IV Indonesian Language Learning at SD Negeri 003 Meral.

The implementation of the independent curriculum in Indonesian language learning at SD Negeri 003 Meral involves various processes and

interactions between teachers, students and the curriculum that has been developed. Based on interview and observation data, we identified efforts to overcome the obstacles and barriers faced in implementing the curriculum.

The school principal, Sarwono, S.Pd., revealed the efforts that have been made to overcome obstacles and barriers in implementing the independent curriculum. One of the main efforts is the implementation of *Kombel* (Learning Group), which is a forum for teachers to exchange experiences and knowledge related to the independent curriculum.

"And to overcome this, we continuously hold a discussion, it can be said that it is group work or to be precise, in our school, it is a *combo* where they or our teachers exchange experiences with each other, who have gained knowledge, who have gained experience, then they give it to other teachers and that is where the sharing between teachers and teachers and we or I as leaders in this school we also have to know and participate with them in the implementation of this independent curriculum so that all teachers can implement this independent curriculum as well as possible. "

In addition, Sarwono mentioned that support from the government, such as the provision of *Chromebook* facilities, and parental involvement were also very helpful. The school has also increased the frequency of training and technical guidance for teachers.

"Supporting factors include support from the government, availability of facilities such as *chrombooks*, and parental support."

This ensures that teachers are ready and able to implement the independent curriculum more effectively.

Teachers at SDN 003 Meral also showed commitment in overcoming the obstacles they faced. Sarinah, S.Pd.SD, the homeroom teacher of grade IV.A, highlighted that many teachers at the school have completed learning topics on the independent teaching platform recommended by the Ministry of Research and Technology to deepen their knowledge of the independent curriculum.

"the supporting factors that already exist in our school, many teachers have completed the learning topics on the *merdeka Mengajar* platform recommended by the Ministry of Research and Technology to deepen their knowledge of the

merdeka curriculum. Even me, I have only completed two topics. Secondly, the supporting factor, thank God, the guidebook in our school, SDT gameral, is sufficient. That is, one student gets one book."

"The supporting factor is in terms of facilities. In terms of facilities, the school already has Chromebooks, there is already internet, there are already computers or computer labs. Then we teachers already use projectors to teach, it can make it easier to implement the independent curriculum because IT is supported in our school."

Farhani, S.Pd.SD, the homeroom teacher of class IV.B, mentioned that support from the school is the main factor in supporting the implementation of the independent curriculum. Farhani also emphasized the importance of student enthusiasm and parental support in the learning process.

"The main supporting factors are the support from the school of course, and the availability of adequate learning resources."

"The supporting factors that I get are the enthusiasm of the students themselves and of course there must be support from parents when outside learning."

The observation results show that teachers have prepared learning materials and strategies in accordance with the independent curriculum. Teachers have a Learning Outcomes (CP) document, design the Flow of Learning Objectives (ATP), and develop teaching modules in accordance with the curriculum. They also use relevant learning media and apply learning methods in accordance with the demands of the curriculum. However, it is noted that some teachers have difficulties in implementing project-based learning as it requires more intensive time and preparation.

From interviews and observations of students, the majority of students feel happier and find it easier to understand the material with the independent curriculum. Andra Pradipto Hirmawan, a grade IV student, stated, "Good, it's more fun to learn now."

Faika Nurmarwah revealed that although she was initially confused, she eventually felt that she understood the independent curriculum more quickly. Nur Aifa also added that she felt happier learning with the new curriculum despite some initial difficulties.

Overall, there are significant efforts from various parties at SD Negeri 003 Meral to overcome obstacles and barriers in implementing the independent curriculum in grade IV Indonesian language learning. Communities became an important platform for teachers to share and support each other, while support from the government and parents strengthened the implementation of the curriculum. Enhanced training and technical guidance helped teachers better understand and implement the new curriculum.

With the support and cooperation of all parties, the implementation of the independent curriculum at SD Negeri 003 Meral is expected to run more effectively and provide optimal results. Continuous support and infrastructure improvements will go a long way in ensuring the success of this curriculum implementation.

#### B. Discussion

Based on the findings of observations, interviews, and documentation on the application of the independent curriculum in class IV Indonesian language learning at SDN 003 MERAL, it seems that it is running as intended in the provisions of the independent curriculum. So, the research discussion can be described as follows:

1. Analysis of the implementation of the independent curriculum in Indonesian language learning in Class IV SDN 003 MERAL.

The implementation of the independent curriculum for Indonesian language learning in grade IV has gone well; teachers have developed teaching modules based on CP, TP, and ATP. Indonesian learning activities include various activities such as observing, writing, exploration, discussion, and practice. As an Indonesian language teacher, I also provide learning assessments (formative, summative, and diagnostic).

Students feel happier and more open to using the self-education program because the subjects are isolated and more exercises. With the implementation of this independent education program, students in general will be more dynamic, this can be seen when learning and adding experience in the classroom while directing questions and answers to the material presented by the educator. In their delivery, educators are also more detailed. If later there are students who feel



they do not understand the material presented by the teacher, then students can ask again. teachers also conduct assessments to differentiate student abilities through the preparation of developmental and summative assessments. Therefore, students are more interested in using the independent education program compared to the previous education program.

Based on the above discussion, in accordance with Ministerial Decree Number 262 / M / 2022 Amendment to Decree of the Minister of Education, Culture, Research and Technology Number 56 / M / 2022 concerning Guidelines for Curriculum Implementation in the context of learning recovery, structuring students' interests, talents and abilities as well as coordinating the workload and linearity of certified educators is not sufficiently considered and needs to be changed. Merdeka Belajar / Freedom to Play activities chosen must provide a pleasant experience and can improve children's achievement, activities must be supported by using real learning resources in the child's environment. Technology and children's book support can provide learning resources that do not actually exist. It is also in accordance with the results of research conducted by Ujang Cepi Barlian,

Siti Solekah, and Puji rahayu in the *Journal of Educational and Language Research* (2022: 1-14) that teachers have made independent curriculum learning planning in the form of learning tools in accordance with the guidelines for making independent curriculum learning tools, namely analyzing Learning Outcomes (CP) to foster learning. Objectives and progress of learning targets, compiling demonstrative assessments, creating teaching modules that adapt learning to the stages of achievement and quality of students and preparing developmental and summative evaluations. Have implemented a free education program that begins with completing demonstrative assessments, understanding project-based demonstration modules, learning in class according to student attributes, and conducting developmental and summative evaluations. Have conducted an appraisal to understand the implementation of the free education plan, including completing an analytical evaluation.

2. Constraints and obstacles in implementing the independent curriculum in grade IV Indonesian language learning at SDN 003 MERAL.

The implementation of the independent curriculum in grade IV Indonesian language learning at SDN 003 MERAL encountered various obstacles and challenges because it was new, so many teachers were still confused, and the application of the independent curriculum required a long adjustment period. In addition, there is still a lot of news or information that is not clear about the requirements for independence so that it makes teachers want to explore it further.

The implementation of the independent curriculum also experiences difficulties during teaching and learning activities, especially in learning resources which are only based on LKS books and package books, resulting in limited learning references utilized by teachers. The obstacles and obstacles in implementing the independent curriculum include the lack of information regarding learning criteria according to the independent curriculum, there are several subjects that do not yet have textbooks, and limited time in making teaching modules, limitations in learning according to the independent curriculum, namely differentiated learning.

There are still several obstacles in implementing the independent curriculum, such as what happened at SDN 003 MERAL, where teachers have to make adjustments to learning based on the independent curriculum, and teachers who are not ready to fully implement the independent curriculum. This is in accordance with the findings of Angga's research (2022) "Implementation of the Independent Curriculum in Improving the Quality of Education", which contains a discussion of the impact of implementing an independent curriculum on teachers and students, with the result that the impact felt by teachers in implementing an independent curriculum is 1). Teachers must be creative and original in their teaching approaches, materials, and practices, and 2). The mentality changes in carrying out learning.

3. Efforts to Overcome Obstacles and Obstacles in Implementing the Merdeka Curriculum in Grade IV Indonesian Language Learning at SDN 003 MERAL.

Efforts made to overcome the obstacles and limitations encountered during the implementation of the independent curriculum in grade IV Indonesian language learning at SDN 003 MERAL, namely by expanding sharing with other school class teachers who have implemented the independent curriculum. In addition, teachers also attended further training and seminars on the independent curriculum.

In addition, the school often holds meetings. In these meetings, teachers discuss the challenges or obstacles they face in the classroom. If there are any concerns, these will be discussed in the meetings. The problems will be discussed collectively and solutions will be developed. With this approach, problems in the classroom will be solved outside the classroom.

Teachers also look for more references or schools facilitate assessment implementation guidebooks, so that the implementation of the assessment runs well. Teachers make lesson plans in advance so that they can study them in advance so that learning in class IV can run well and can meet student learning needs.

This is in accordance with the results of research conducted by Faridah Ariyani in the Problematics of Implementing the Independent Learning Curriculum in Class IV at SD Negeri 5 Gombong, Kebumen Regency (2022: 46) Efforts made by teachers in overcoming obstacles and obstacles in implementing the independent curriculum in class IV by attending meetings with KKG, attending training, writing material on the board, students taking notes, continuing class projects at home, seeking information about assessment and attending training on implementing the independent learning curriculum.

## CONCLUSION

Based on the research findings and discussion of the results of data description in accordance with the research focus on the application of the independent curriculum in Indonesian language learning in class IV SD Negeri 003 Meral, the following conclusions can be drawn

1. Analysis of the implementation of the independent curriculum in Indonesian language learning class IV SD Negeri 003 Meral. SD Negeri 003 Meral has successfully implemented an

independent curriculum for Indonesian language learning.

Teacher preparation in carrying out the process of teaching and learning activities includes analyzing learning outcomes (CP) to develop learning objectives and the flow of learning objectives, planning diagnostic assessments, developing teaching modules tailored to learning based on students' achievement stages and characteristics, and planning formative and summative assessments. In addition, teachers also differentiate between learning objectives and assessment.

2. Constraints and obstacles in implementing the independent curriculum in grade IV Indonesian language learning at SD Negeri 003 Meral.

The obstacles and constraints encountered by teachers in implementing the independent curriculum in Indonesian language learning are the lack of information that teachers can get because they are just starting to adapt to the independent curriculum, the reference sources used are still limited, namely there are not many platforms or media that can be used as a reference in compiling assessments or teaching modules, limited time to compile teaching modules and make diagnostic and summative assessment questions, and learning the independent curriculum learning that will be delivered in the classroom because it is new and needs to adapt to students in the classroom.

3. Efforts to overcome obstacles and barriers in implementing the independent curriculum in grade IV Indonesian language learning at SD Negeri 003 Meral.

Efforts are made through deliberations, training activities, meetings with parents, *workshops*, attendance at seminars and webinars, teachers looking for further references, or schools facilitating guidebooks for implementing assessments, to ensure assessments are implemented effectively. Teachers make lesson plans in advance so that they can analyze them and ensure that class IV learning runs smoothly and meets students' needs.

## LITERATURE

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