



Implementation of the independent curriculum based on differentiated learning at SDN 2 Tombatu

Laura Wihelmina Gabby Sumampouw¹, Harol R Lumapow², Shelty D M Sumual²

¹Department of Education Management Masters Study Program, Postgraduate Program, Manado State University, Tondano, Indonesia

²Master of Education Management Study Program, Postgraduate Program, Manado State University, Tondano, Indonesia

Abstract

This research aims to describe the implementation of an independent curriculum based on differentiated learning, supporting and inhibiting factors for the implementation of an independent curriculum based on differentiated learning, as well as the results of implementing an independent curriculum based on differentiated learning at SDN 2 Tombatu. The method used in this research is a descriptive qualitative method. The object of the research is the implementation of learning supervision at SDN 2 Tombatu, Tombatu District, data collection techniques through observation, interviews and documentation studies. Data analysis techniques use data reduction techniques, data presentation and conclusions. The research results show that the implementation of the independent curriculum is based on differentiated learning. Thus, the implementation of the Independent Curriculum with a differentiated learning approach at SDN 2 Tombatu school, where the learning process is tailored to the needs of students and teachers have the freedom to choose various tools that are tailored to students' readiness, interests and learning styles, can achieve student wellbeing which has an impact on increasing competence.

Keywords: Independent curriculum, differentiated learning

Introduction

The development of industry 4.0 means that science is undergoing rapid transformation in all fields, including education. As time goes by, education continues to develop and the curriculum has undergone several changes. After independence, it was noted that the curriculum in Indonesia had changed approximately ten times. This curriculum change was carried out not because of the rumor "change minister change curriculum" but because of the demands and developments of the times, currently our children are a digital native generation so this demands a change in the curriculum. Likewise, when Indonesia and the world were faced with the Covid 19 pandemic which had an impact on the world of education, according to education observers, learning loss occurred. Apart from that, the fact is that the condition of education in Indonesia is not yet at a level that can be said to be good. "based on the results of the 2019 PISA (Program for International Student Assessment) survey, a test designed by the Organization for Economic Co-operation and Development (OECD). The PISA assessment assesses the extent to which 15 year old students, who have almost completed their basic education, have mastered the core learning substances at school, namely reading, mathematics and science. The results obtained in 2018 placed Indonesia in 74th place, namely sixth from the bottom. "Indonesian students' reading ability with a score of 371 is in 74th position, Mathematics ability is 379 and is in 73rd position, and science ability with a score of 396 is in 71st position" (Ministry of Education and Culture 2019). This PISA score places Indonesia in a very worrying position.

The Merdeka Curriculum is a government policy to reduce learning loss during the pandemic, and was developed as a more flexible curriculum framework, while focusing on essential material, character development and student competence. One important aspect of the Merdeka

Curriculum is differentiated learning. Differentiated learning is a series of reasonable decisions made by teachers that are oriented to student needs (Tomlinson, 2001). The differentiated learning approach that focuses on students is in line with what KHD conveys about servant education. Serving is not in the literal sense. But how do teachers (according to KHD), make their students as learning subjects (student oriented). This means how learning in classrooms can provide more portions to students. Learning should start from students and end with students. In other words, learning should be from students, by students and for students. That is the true meaning of freedom to learn. If this can be implemented in classrooms, the learning process will be more enjoyable and meaningful. Because students feel that the entire learning process is part of themselves, with all its processes and stages. As a result, there are no more sleepy, lazy and bored students. So this creates an educational climate in schools that is more humane, without pressure, without coercion, and of course learning that is exciting and fun. or learning so that it is student-centered. so that students can study subject matter according to their abilities, likes and needs so that they do not get frustrated and feel like they have failed in their learning experience (Breux and Magee, 2010; Fox & Hoffman, 2011), so that it can be in line with philosophy of Ki Hajar Dewantara, that education (opvoeding) provides guidance for all the natural strengths possessed by students so that they are able to achieve safety and the highest, both as a human being and as a member of society.

In the process of "guiding", the behavior and growth of a child's nature, KHD describes the role of an educator like a farmer or gardener. Children are like plant seeds that are sown and planted by the farmer or gardener on the land provided. Children are like ears of corn that are planted. If corn is placed in fertile soil with good sunlight and irrigation, even though the corn seeds are poor (less quality)

seeds, they can grow well because of the farmer's attention and care. Likewise, on the contrary, even though the corn seeds that are sown are good quality seeds, but they grow in dry land and do not receive irrigation or sunlight and the farmer's 'cold hands', the corn seeds may grow but not optimally. Educators act as "guardians" in providing guidance and direction so that students do not lose direction and endanger themselves. A 'pamong' can provide 'guidance' so that students can find their independence in learning. so that students can achieve the expected competencies (Kemdikbud, 2021). 21st century competencies were socialized by the Ministry of Education and Culture (2017) as 4C, namely creative thinking skills, critical thinking and problem solving, communication and collaboration. Differentiated learning is a very important way of thinking about the teaching and learning process in the 21st century. There are three approaches to differentiated learning, namely content, process and product. 1) Content differentiation is what students learn, related to the curriculum and learning materials. 2) Process differentiation is the way students process ideas and information, which includes how students choose their learning style. 3) Product differentiation, namely students show what they have learned (Wasih *et al.*, 2020). This differentiated learning begins with mapping competency standards, planning the learning process, and implementing assessments. Educators act as facilitators in the process of achieving educational goals. The role of educators in implementing differentiated learning is important because educators must have the ability to design learning and implement learning according to the characteristics of their students (Kemdikbud, 2021). Marlina (2019) stated that in traditional classes student differences are considered a problem, not providing opportunities for students to gain meaningful learning experiences.

Teachers teach as if they were only teaching one child in a class consisting of 20-30 children with various unique characteristics that emphasize intellectual intelligence, students' interests are rarely paid attention to, students' learning profiles are rarely paid attention to, assessments are carried out at the end of the lesson to find out who has mastered the material, the teacher who solves the problem, the teacher who sets the assessment standards for the entire class, etc. In assessment, teachers also pay less attention to differences in children's learning styles, which are rigid in sticking to a learning outcome determined by the teacher. Students are given little or no freedom in demonstrating their learning outcomes. Education must realize that every child is unique and has different characters. We must have noticed animals such as fish, birds, chickens and cats. When we force a cat to fly, we will forever see that the cat is stupid because it cannot fly. Therefore, educators as the spearhead of learning must change their teaching perspective towards learning that is able to accommodate the diversity of students. It would be a shame if the learning carried out only became a formality without any results being brought by the students as provisions for the future.

With current demands on how learning patterns must be changed, a teacher must continue to reflect for better education. Differentiated learning is learning that has a framework that each student has diverse and unique characteristics. Therefore, teachers are required to have competence in order to be able to concoct more interesting and meaningful learning insights. Interesting learning is

learning that is tailored to the students' enjoyment and learning pattern tendencies. Meanwhile, meaningful is learning that is expected to bring about changes after learning, both in attitude aspects, knowledge aspects and skill aspects. Thus, a teacher must not only strive for learning that is simply enjoyable, but must also strive to achieve the learning objectives themselves. Thus, learning must be designed, including a variety of content, processes and products. Educators should provide varied treatment according to children's needs, so that each child's learning needs can be met. In the end, students will be able to learn according to their respective abilities (Sutaga, 2022) ^[9]

The existing phenomenon is based on initial observations at SDN 2 Tombatu, which shows that the learning activities carried out are still centered on the teacher, students only hear the teacher's explanation, the role of the teacher is the only source of learning, the use of learning media in the teaching and learning process is still conventional so that it has an impact on the lack of motivation and interest of students in participating in learning, students are lazy, bored in participating in learning. The teacher has not provided reflection/feedback on the learning process that has been carried out. The learning designed by teachers does not meet the learning needs of each individual regarding readiness, interests, and learning profiles, thus having an impact on student learning outcomes that are not optimal. Teachers teach as if they were only teaching one child in a class consisting of 20-30 children with various unique features that emphasize intellectual intelligence, students' interests are rarely paid attention to, students' learning profiles are rarely paid attention to, assessments are carried out at the end of the lesson to find out who has mastered the material. Based on the above phenomena, this research aims to determine implementation, analyze supporting and inhibiting factors for implementation, and describe the results of implementing an independent curriculum based on differentiated learning at SDN 2 Tombatu.

Method

This research uses a qualitative approach with descriptive methods, the main aim of conducting descriptive research is to create systematic, factual and accurate descriptions, images or paintings regarding the facts, characteristics and relationships between the phenomena being investigated. This research looks at the reality in the field regarding differentiated learning at SDN 2 Tombatu. The data collection techniques used were interviews, observation, document study (Agustianti, 2022) ^[1]. The instrument in this research is a human instrument assisted by using interview guidelines, observation guidelines, document study guidelines. The data analysis technique uses the Miles and Huberman model which includes 3 stages, namely data reduction, data modeling (data display), and conclusion drawing/verification. In this research, triangulation was carried out to obtain the validity of the data. The triangulation techniques in this research are source triangulation and technique triangulation. Triangulation was carried out through interviews, direct observation and indirect observation. Source triangulation can be achieved by (1) comparing interview results with the contents of related documents; (2) compare data from observations with data from interviews, and (3) compare what people say in public with what people say in private.

Results and Discussion

A. Results

SDN 2 Tombatu strives to continue to move towards educational transformation implementing the Independent Curriculum based on differentiated learning even though implementation in the field still encounters obstacles. Below the author will explain the research findings based on the results of observations, interviews and documentation studies.

1. Implementation of the Independent Curriculum Based on Differentiated Learning

After conducting observations, interviews and documentation studies, researchers found several things related to the implementation of the Independent Curriculum based on differentiated learning at SDN 2 Tombatu as follows:

- a. The implementation of the Independent Curriculum is carried out in stages. Classes 1, 2, 4 and 5 have used the Merdeka Curriculum and classes 3 and 6 are still using the 2013 curriculum, so that in the learning process the differences between classes that have implemented the Independent Curriculum and those that have not are very visible. Classes that have implemented the Independent Curriculum have implemented differentiated learning strategies, namely: Content differentiation, Process differentiation, Product differentiation. The results of implementing the Independent Curriculum based on Differentiated Learning have an impact on students who are enthusiastic about learning or student wellbeing,
- b. Have an Educational Unit Operational Curriculum document which is a reference for implementing learning that has been prepared independently and adapted to the characteristics of the educational unit.
- c. There are infrastructure facilities available that support learning, namely study rooms, LCDs, school yards, school gardens, as well as chromebooks which are digital learning tools.

2. Inhibiting and Supporting Factors for the Implementation of the Independent Curriculum Based on Differentiated Learning at SDN 2 Tombatu

Based on observations, interviews and documentation studies, researchers found the following:

Obstacle Factors

In terms of competency development, teachers have not utilized the Independent Teaching Platform provided by the government as a reference for teachers to understand the Independent Curriculum optimally. Also differentiated learning through independent training and other references that develop teaching practice.

Teacher competency that still needs to be developed is related to the use of diagnostic assessment results for the learning process according to student needs, the learning process is still teacher-centered, apart from that, the teacher's ability to utilize digital media is still limited to the use of learning videos accessed from YouTube.

Supporting facilities for learning activities are inadequate. The role of parents in the mentoring process in developing children's interests, talents and learning processes.

Supporting Factors

- a. SDN 2 Tombatu has a learning community as a forum for collaborating, learning and sharing related to the learning process by implementing In House Training (IHT) to improve the quality of existing education.
- b. As a learning leader, the principal encourages teachers to continue to develop themselves by participating in webinars and teacher working groups which are held at the district level. Also carrying out In House Training (IHT) activities regarding differentiated learning.
- c. There is one teacher who is temporarily taking part in driving teacher education and the accompanying supervisor at the school is the driving teacher
- d. To overcome inadequate learning facilities, the school has budgeted through BOS funds, in addition to submitting proposals for assistance in procuring ICT equipment, procuring new classrooms and procuring school furniture.

3. Results of the Implementation of the Independent Curriculum

Based on interviews and documentation studies, researchers found the following:

- a. The differentiated learning approach has had a positive impact on the learning experience, namely providing motivation and enthusiasm for students in participating in learning
- b. With this differentiated approach, teachers better understand each child individually and become closer to them.
- c. Through differentiated learning in schools, it has brought positive adaptations in the learning process, children feel happy learning and it will be meaningful for them.
- d. By implementing the Independent Curriculum based on differentiated learning, it shows that there is an increase in student learning outcomes.

B. Discussion

Guided by the results of observations, interviews and documentation studies, researchers analyzed and described the data using relevant theoretical studies to obtain the implementation of an independent curriculum based on differentiated learning at SDN 2 Tombatu.

1. Implementation of the Independent Curriculum Based on Differentiated Learning at SDN 2 Tombatu

Ki Hajar Dewantara explained that the aim of education is: "to guide all the natures that exist in children so that they can achieve the highest safety and happiness both as human beings and as members of society." Therefore, educators can only guide the growth or life of natural forces. existing in children, in order to improve the behavior (not the basis) of life and the growth of the child's natural strength. In 'guiding', children are given freedom, but educators act as 'guardians' in providing 'guidance' so that children can find their independence in learning. This has been implemented at SDN 2 Tombatu where the KOSP which was prepared independently and collaboratively has been adapted to the conditions and unique potential that exist in the area to accommodate the various existing diversity including students.

Likewise, the learning process carried out at SDN 2 Tombatu, namely differentiated learning, is intracurricular learning where the learning process is adapted to the needs of students. Teachers have the freedom to choose various devices that are tailored to students' readiness, interests and learning styles so that children will achieve student wellbeing which has an impact on increasing competence. This is in line with Basir *et al.*, 2023 ^[2], who stated that the concept in the Independent Curriculum is teacher flexibility to carry out differentiated learning based on the abilities of students, also in line with the opinion of Breaux and Magee, 2010; Fox & Hoffman, 2011; Tomlinson, 2017 regarding differentiated learning, namely a teaching and learning process where students can learn subject matter according to the abilities and needs of each student.

The steps for implementing differentiated learning carried out by teachers in the classroom are in line with the opinion of Gustap Elias *et al.*, 2021 ^[5], namely:

1. Carry out learning needs mapping/diagnostic tests, namely at the beginning of the semester, carry out diagnostic tests, observations, interviews or surveys using questionnaires, related to students' learning styles and learning interests. Then, when starting the learning material, the teacher carries out an initial test. This is done to determine the level of readiness of students regarding the material to be studied.
2. Plan differentiated learning based on the mapping results by providing various choices in terms of strategies, materials and ways of learning.
3. Evaluate and reflect on the implementation of differentiated learning in the classroom.

Examining the learning process carried out at SDN 2 Tombatu, it can be concluded that the implementation of the Independent Curriculum based on differentiated learning has been implemented well.

2. Supporting and Inhibiting Factors for Implementing the Independent Curriculum Based on Differentiated Learning at SDN 2 Tombatu

Launch of Independent Belajar Episode Fifteen: Independent Curriculum and Independent Teaching Platform is a reference for the learning process at SDN 2 Tombatu because this is in accordance with the mandate of Law No. 20 of 2022 concerning the National Education System which states that the curriculum at all levels and types of education is developed with the principle of appropriate diversification. with educational units, regional potential, and students. Strategies for implementing the Independent Curriculum include teachers and school principals learning independently through the Independent Teaching Platform and learning communities. As an education actor, teachers at SDN 2 Tombatu have not yet maximized their use of the Independent Curriculum Platform provided by the government, so the existence of a learning community at SDN 2 Tombatu will be a solution for teachers in maximizing the use of the Independent Curriculum Platform and implementing learning according to student needs.

According to the opinion of Minsih, Rusnilawati, and Mujahid (2019), school principals as motivators do not always provide motivation, but encourage teachers to carry out self-development by participating in various training and training. In leading learning in schools, school principals are

required to carry out developments in terms of school administration, staff arrangements, teachers, students, and school facilities. Especially how to develop or provide the facilities and infrastructure needed by schools to support the implementation of education. This has been done by the principal at SDN 2 Tombatu where teachers are encouraged to be actively involved in Teacher Working Group activities. Also to overcome inadequate learning facilities, the school has budgeted through BOS funds, in addition to submitting proposals for assistance in procuring ICT equipment, procuring new classrooms and procuring school furniture.

SDN 2 Tombatu has made various efforts to continue to improve the implementation of the Independent Curriculum based on differentiated learning, including training, seminars and technological infrastructure development. This shows the school's commitment to creating an effective learning environment, in fulfilling student-focused learning. Collaboration of teachers, students, parents, is determining in achieving better educational goals.

3. Results of the Implementation of the Independent Curriculum Based on Differentiated Learning at SDN 2 Tombatu

The results of the implementation of the Independent Curriculum at SDN 2 Tombatu have brought positive adaptations to the students' learning process. What can be seen is that students feel happy learning, as well as increased independence in learning and interest in learning so that they gain meaningful learning experiences. As well as improving learning outcomes. This is in line with research conducted by Herwina (2019) Biology Scientific Journal, 11(1), April 2022 which states that differentiated learning is able to help students achieve optimal learning outcomes because the products they produce match their interests. According to (Smith *et al.*, 2010) "A good school is a school that is able to provide the best experience for students so that they are prosperous (Wellbeing) because student's well-being influences almost all aspects of optimizing the function of students at school. Khatimah (2015) stated that external factors that influence school's well-being include infrastructure, school management, good interaction between teachers and peers, and support from parents. Internal factors lie within the students themselves, including high learning motivation, high discipline, good cooperation and good initiative to learn. School's well-being will give birth to student's well-being in students after participating in all learning activities at school.

Conclusion

1. Implementation of the Independent Curriculum with a differentiated learning approach in schools at SDN 2 Tombatu has created positive changes in education. There are three differentiation learning strategies carried out, namely content differentiation, process differentiation and product differentiation. The implementation of the Independent Curriculum with a differentiated learning approach at SDN 2 Tombatu has created a more effective and diverse learning environment, which involves students more actively in the learning process. With continued commitment, these positive changes can continue to be improved to achieve better educational goals.

2. Factors inhibiting and supporting the implementation of the Independent Curriculum based on differentiated learning at SDN 2 Tombatu, namely in terms of competency development, teachers have not utilized the Independent Teaching Platform optimally. Teacher competencies that still need to be developed are related to the use of diagnostic assessment results, the learning process is still teacher-centered. Apart from that, teachers' ability to utilize digital media as supporting tools for learning activities is inadequate and the role of parents in the mentoring process in developing children's interests, talents and learning processes. The school has taken various steps to face obstacles, namely SDN 2 Tombatu has a learning community as a forum for collaborating, learning and sharing related to the learning process, as a learning leader the principal encourages teachers to continue to develop themselves following webinars, teacher working groups which implemented at the district level. Also carrying out In House Training (IHT) activities regarding differentiated learning. There is one teacher who is currently taking part in driving teacher education and the accompanying supervisor at the school is the driving teacher. To overcome inadequate learning facilities, the school has budgeted through BOS funds, in addition to submitting proposals for assistance in procuring ICT equipment, procuring new classrooms and procuring school furniture.
3. The results of implementing the Independent Curriculum based on differentiated learning at SDN 2 Tombatu have created a more effective and diverse learning environment. Positive adaptations in the learning process of students make children feel happy learning and it will be meaningful for them (Student Well-being) thus helping students achieve optimal learning outcomes.
10. Wahyuningsari D, Mujiwati Y, Hilmiyah L, Kusumawardani F, Sari IP. Pembelajaran Berdiferensiasi Dalam Rangka Mewujudkan Merdeka Belajar. *JURNAL JENDELA PENDIDIKAN*, 2022;2(04):529–535. <http://www.ejournal.jendelaedukasi.id/index.php/JJP/article/view/301>

Reference

1. Agustianti RP. dkk. Metode Penelitian Kuantitatif, dan Kualitatif. CV. Tohar Media, 2022.
2. Basir MR, Muhaquqoh SS, Pandiangan APB. Pembelajaran Berdiferensiasi Sebagai Strategi Mencapai Tujuan Pembelajaran dalam Kurikulum Merdeka. *Inovasi: Jurnal Ilmiah Pengembangan Pendidikan*, 2023, 1(2).
3. Elisa O. (n.d.). Pengertian, Peranan, dan Fungsi Kurikulum.
4. Farhana I. Merdekakan Pikiran dengan Kurikulum Merdeka. Lindan Bestari, 2022.
5. Gustap Elias SP, Fauzie SKSPGMP, Bayumi APSEMCMMI, Ahmad Zainudin MP, Efriyeni Chaniago SPMP, Hapizoh MP. Penerapan Model Pembelajaran Berdiferensiasi, 2021. Deepublish. <https://books.google.co.id/books?id=6-1EEAAAQBAJ>
6. Juniardi W. (n.d.). Pembelajaran Diferensiasi: Ciri-ciri, Prinsip Dasar, dan Contoh Penerapannya.
7. Sulistiyo U, Ph. D. Metode Penelitian Kualitatif. Salim Media Indonesia, 2019.
8. Sumual S. Teori dan Model Manajemen Pendidikan. Universitas Negeri Manado, Pascasarjana, Program Studi Magister Manajemen Pendidikan, 2022.
9. Sutaga IW. Tingkatkan Kompetensi Guru Melalui Pembelajaran Berdiferensiasi. *Inovasi Jurnal Guru*, 2022;8(9):58–65.