

## **THE ROLE OF THE INDEPENDENT CURRICULUM IN IMPROVING THE QUALITY OF STUDENTS TO MOVE TOWARDS A GOLDEN INDONESIA 2045**

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### **Abstract**

This study aims to analyze the role of the Independent Curriculum in improving the quality of students and identify the positive impact of the implementation of the Independent Curriculum on the learning achievement and quality of students at SDN Banyu Urip 3, Surabaya City, towards the vision of a Golden Indonesia 2045. The data sources used in this study consist of secondary data, including documents related to the Independent Curriculum, student learning outcome reports, and information about the profile of SDN Banyu Urip 3. To collect data, this study uses documentation, interview, and observation techniques, with a focus on the implementation of the Independent Curriculum among students of SDN Banyu Urip 3.

The data that has been collected will be analyzed systematically and objectively using qualitative descriptive analysis techniques. The results of this study will be presented based on data analysis that shows that the implementation of the Independent Curriculum has a positive impact on learning achievement and character development of students. The conclusion of this research will be formulated based on the analysis of the data and findings that have been obtained, which confirms that the Independent Curriculum at SDN Banyu Urip 3 is able to form the profile of Pancasila students who are ready to face the challenges of global competition. Thus, we can contribute to realizing the vision of Golden Indonesia 2045 through the development of quality, competent, and highly competitive human resources.

Keywords: independent curriculum; quality of education; students; Indonesia gold

### **INTRODUCTION**

The "Freedom of Learning" policy is an initiative to improve the education system in our country. This policy includes various ideas that aim to create a dynamic and comfortable educational atmosphere, as well as lead to the creation of an ideal education that is in accordance with the needs of the times. In the context of the Industrial Revolution 4.0, this education is expected to be able to adapt to the changes that occur. The main goal of the "Freedom of Learning" policy is to realize education that is ready to innovate and collaborate in various fields. The use of cutting-edge technology is an important foundation in educational innovation, which includes learning systems, teacher skills, and teaching abilities. In addition, collaboration with technology, the application of virtual learning methods, and the development of creative teaching and learning strategies are also part of this effort (Darise, 2021).

This research focuses on the role of the Independent Curriculum in improving the quality of children's education in Indonesia, especially in efforts towards a Golden Indonesia 2045. This curriculum was created in response to various problems that cause gaps in the quality of education in the country. Some regions still face challenges related to access and quality of education. In addition, a curriculum that is less relevant to the needs of the times and technological developments is also considered one of the obstacles to improving the quality of education. Therefore, the challenge faced by the Indonesian people is how to

maximize the role of the Independent Curriculum in improving the quality of students in order to achieve the vision of a Golden Indonesia 2045.

As a result of this problem, the gap in the quality of education can have an impact on the unequal quality of human resources in Indonesia. This has the potential to hinder the progress of the nation. Students with low quality education will experience difficulties in facing global challenges, such as economic competition, climate change, and technological developments. Therefore, the Independent Curriculum is expected to improve the quality of education and prepare the younger generation to face these challenges. However, it is important to note that the implementation of the Independent Curriculum is still in its early stages and there are still many challenges that need to be overcome.

This has been regulated in the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2022 concerning the Implementation of the Independent Curriculum. The theory that is relevant to the problem is the Pancasila Student Profile Theory which aims to form a Pancasila Student Profile, namely students who have faith, piety, noble character, global diversity, work together, are independent, critically reasoning, creative, and communicative. This research will focus on the analysis of the role of the Independent Curriculum in improving the quality of students in Indonesia to achieve the goal of Golden Indonesia 2045 and was conducted at SDN Banyu Urip 3, Surabaya City, as a case study.

## **METHOD**

In this study, the researcher uses a qualitative research approach and the type of research is a case study at SDN Banyu Urip 3 Surabaya. This analysis aims to provide a detailed description of the implementation of the independent curriculum in improving the quality of students. The methods used are documentation, interviews, and observations used to collect data. Observations were carried out at SDN Banyu Urip 3 Surabaya City, the researcher used a purposive sampling strategy to identify key stakeholders, including students and teachers during the topic selection process. To learn more about how principals and classroom teachers work to produce a golden generation, researchers interviewed them. To get more detailed information about teachers' tactics, researchers used unstructured and open-ended interviews, researchers documented what students learned in class using images. Third, the researcher draws conclusions and verifies them using the presentation of data through observations, interviews, and documentation. At first, the researchers paid attention to the most important parts of the study. The researcher provides a brief narrative report after gathering information on the teacher's methods to produce the golden generation. Researchers can use this information to better understand the situation and plan their future steps, such as collecting and analyzing more data.

## **RESULT**

The results of the analysis related to the role of the independent curriculum show that this curriculum shows significant changes in improving the quality of education through students and the silver of educators in implementing the independent curriculum in the learning process in the classroom and outside the classroom. The Independent Curriculum encourages student learning independence through a more active approach through the process of working on projects and the process of pouring ideas to create predetermined tasks. It can engage students in real, relevant projects, developing students' skills and in-depth understanding in organizing their learning process independently. In addition, this curriculum provides flexibility for teachers to structure learning according to the characteristics of students, thereby increasing their motivation and engagement. With the presence of the independent curriculum, it is hoped

that it can support the achievement of Golden Indonesia 2045 through the quality of the nation's next generation.

The Merdeka Curriculum is an education policy in Indonesia that aims to provide flexibility in the learning process. The role of the Independent Curriculum in improving the quality of students, especially at SDN Banyu Urip 3, Surabaya City, in order to achieve Golden Indonesia 2045, includes:

- a. Flexibility Learning The Independent Curriculum provides space for teachers to design learning that suits the needs and characteristics of students, so as to increase student motivation and involvement;
- b. Active Learning approach with a focus on active learning, students are encouraged to participate in the learning process, conduct exploration, and think critically. This helps them in developing 21st century skills;
- c. character development This curriculum also emphasizes the development of character and moral values, which are important to form a generation that is not only academically intelligent but also has integrity and ethics;
- d. the integration of technology in learning the use of technology in the teaching and learning process is an important part of the Independent Curriculum, helping students to be ready to face challenges in the digital era;
- e. Competency-based assessment. Assessments are conducted not only on the basis of exams, but also through more holistic assessments, such as projects and portfolios, that reflect the student's abilities and progress as a whole;
- f. parental and community involvement, where the Independent Curriculum encourages the involvement of parents and the community in education, thereby creating a learning ecosystem that supports children's development;
- g. preparation for the future. By implementing the Independent Curriculum, it is hoped that students at SDN Banyu Urip 3 can have relevant competencies and are ready to contribute to the development of the nation towards a Golden Indonesia 2045.

## **DISCUSSION**

Social systems theory plays an important role in analyzing the interaction between actors within educational organizations, such as between teachers and students. In particular, in the context of the Independent Curriculum and the Pancasila Student Profile Strengthening Project (P5), this theory helps us understand how organizational structure and existing norms and values can affect behavior and practices when implementing these programs. The P5 project applies a project-based learning approach, which is different from the project-based learning method that is usually carried out in intracurricular activities in the classroom. In order for the potential of the Independent Curriculum to be maximized, several strategies can be implemented. Among them are providing space for students to experiment and develop new ideas, supporting innovation in the learning process, and improving teacher competence through training that focuses on the implementation of the curriculum. In addition, evaluation from the authorities is needed to assess the ability of educators and provide constructive feedback, so that they can be more qualified in carrying out their roles in educational institutions. No less important, the involvement of parents and the community in the student learning process also contributes greatly to the creation of a conducive learning environment.

The picture below is proof that the students have realized an understanding of the values that support the Golden Indonesia generation in 2045.



Figure 1 Implementation of P5 Work Title at SDN Banyu Urip 3



Figure 2 Introduction to Madura Regional Typical Foods



Figure 3 Description of Typical Food of Madura

The Merdeka Curriculum has an important role in supporting the vision of a Golden Indonesia 2045 by forming a young generation that is ready to face the future. The main focus of this curriculum is the development of competencies relevant to the world of work and readiness to face global challenges. Through improving the quality of human resources and cultivating a culture of creative and innovative thinking, it is hoped that various innovations will be born that can advance the nation, especially in the education sector.

The Merdeka Curriculum is a significant step in the world of Indonesian education. Designed to develop students' potential holistically, this curriculum covers intellectual, emotional, social, and spiritual aspects. The emphasis on character formation and the cultivation of moral values is fundamental so that students can grow into responsible, integrity-bound, and respectful individuals. In addition, the curriculum also provides an opportunity for students to explore their artistic and cultural potential, so that they can build a strong national identity in an era of globalization and westernization influences.

## **CONCLUSION**

SDN Banyu Urip 3 is one of the public elementary schools in the city of Surabaya that has adopted the Independent Curriculum. This curriculum is designed to improve the quality of students through participatory and interactive learning methods, thereby creating a more dynamic teaching and learning atmosphere. This method includes group discussions, collaborative projects, and more comprehensive evaluations compared to traditional methods. With the Independent Curriculum, students are encouraged to innovate in solving problems and thinking critically, so that they are ready to face global challenges with an independent and solution-oriented approach. The implementation of the Independent Curriculum at SDN Banyu Urip III has shown various positive impacts that support the vision of a Golden Indonesia 2045. By prioritizing individualism and adaptability, this curriculum equips the next generation to be competitive and independent in facing competition at the international level. Through innovative programs and collaborative projects, students are encouraged to turn their ideas into reality. In addition, the integration of moral and ethical values in every aspect of the curriculum helps to form a strong and responsible student character, in line with the principles of the Indonesian nation.

Overall, the Independent Curriculum at SDN Banyu Urip III proves that a flexible, inclusive, and innovative educational model is very effective in improving the quality of students. The role of this curriculum not only strengthens the academic structure, but also develops the personality and character of students needed to realize a Golden Indonesia 2045.

## **DEVELOPMENT RECOMMENDATIONS**

- a. Teacher Training to improve teachers' ability to implement the Independent Curriculum.
- b. Monitoring and evaluation are carried out periodically or after conducting evaluations to see the effectiveness of the curriculum.
- c. Creative Programs to develop creative programs that can attract students' interest, namely with the right approach, the Independent Curriculum can play a significant role in improving the quality of education at SDN Banyu Urip 3 and preparing students for a better future.
- d. Competency-Based Approach by prioritizing the development of basic competencies that are in accordance with future demands, such as critical thinking skills, creativity, collaboration, and communication.
- e. Integrating technology by utilizing information technology in the learning process to expand students' access and insights. This includes the use of online learning and educational applications.

- f. Contextual learning that is tailored to the teaching material with both local and global contexts. Relevant learning will increase student engagement and help them understand its application in daily life.
- g. Character education by instilling character values such as mutual cooperation, tolerance, and responsibility. This is very important to form a generation that is not only intelligent, but also has integrity.
- h. Socialization and education about the benefits of the modified Independent Curriculum to all stakeholders to reduce resistance to change.

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