

Lack of Facilities as an Obstacle to the Implementation of the Independent Curriculum in the Learning Process at SDN Belitung Selatan 4

Anisa Nurbaiti¹, Evia Nor Rahma², Mahfudzathul Hasanah³, Najwa Maulida⁴, Nur Azkia Salsabila⁵, Aslamiah⁶, Diani Ayu Pratiwi⁷

Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Lambung Mangkurat

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Abstract

The Lack of Facilities as an Obstacle to Implementing the Merdeka Curriculum in the Learning Process at SDN Belitung Selatan 4. Currently, implementing the Merdeka Curriculum in elementary schools requires teachers to be more creative and flexible in their teaching to fully unlock student potential (Kurniawan et al., 2024). Unfortunately, this major shift often runs into real-world challenges on the ground, particularly regarding the quality and availability of supporting facilities (Erroyani, 2022; Ananda et al., 2023). This study was conducted to capture the actual condition of learning facilities at SDN Belitung Selatan 4 and examine the real obstacles that arise in implementing the new curriculum due to these limitations. Using a descriptive qualitative approach, data were gathered through fieldwork observations, in-depth interviews, and documentation with the school principal and teachers. The findings show that learning facilities at the school are indeed very minimal, especially when it comes to concrete learning media, technological (ICT) tools, and another classroom supports (Saputri & Pratikno, 2024). As a direct impact, teachers struggle to run differentiated learning, the variety of teaching media becomes limited, and the execution of the Project for Strengthening the Profile of Pancasila Students (P5) is less than optimal (Ananda et al., 2023; Kurniawan et al., 2024). Despite tight budgets and lack of equipment, the teachers and school management do not just give up; they work around it by maximizing what is available and creating simple, environment-based learning tools. In conclusion, no matter how good the concept of the Merdeka Curriculum is, having adequate facilities remains a fundamental foundation that cannot be ignored if we want it to work successfully in elementary schools (Erroyani, 2022; Saputri & Pratikno, 2024).

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Corresponding Author:

Anisa Nurbaiti

Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Lambung Mangkurat,

Email: 2410125120062@mhs.ulm.ac.id

1. INTRODUCTION

The recent paradigm shift in the curriculum in Indonesia has become increasingly massive in response to the long-standing learning crisis (Suyana, 2024). The government, through the Ministry of Education, Culture, Research, and Technology, officially shifted the orientation of education from being rigid and focused on mastering material to being more flexible, contextual, and student-centered (student-centered learning). The implementation of the Independent Curriculum (Kurikulum Merdeka) came as a response to learning loss following the COVID-19 pandemic. During the pandemic, there was a

decline in student literacy and numeracy competency achievements due to limited learning processes. Therefore, the Independent Curriculum was developed as an effort to restore learning by providing flexibility to schools and teachers in designing learning that suits student needs (Alimuddin, 2023). The implementation of the Independent Curriculum at the elementary school level currently requires teachers to think more creatively and flexibly in designing teaching scenarios so that the unique potential of each child can be optimally developed (Kurniawan et al., 2024). According to Mulyasa (2022), this educational reform should no longer merely touch the surface cognitive realm through memorization, but must encourage the development of competencies in a holistic, independent, and meaningful manner.

However, the transition to the ideal learning environment envisioned by the Independent Curriculum often encounters significant obstacles stemming from the adequacy and availability of supporting facilities (Ananda et al., 2023; Erroyani, 2022). From a theoretical perspective, the success of elementary school students' learning depends heavily on school management, particularly the provision of educational facilities and infrastructure. Learning facilities are not merely complementary physical instruments but vital components that determine the effectiveness of knowledge transfer. Consistent with Sudrajat's (2020) findings, the main obstacles to elementary school reform generally stem from the gap in facilities and the inability of supporting infrastructure to facilitate dynamic exploration methods.

Although the Independent Curriculum offers various advantages in developing student potential, its implementation still faces various challenges in the field (Suswandari et al., 2022). Some of the obstacles frequently encountered include limited supporting facilities and infrastructure, low teacher mastery of technology, difficulties in developing appropriate learning models, and time constraints in implementing project-based learning (Seneru, 2023). One of the main characteristics of the Independent Curriculum lies in the Pancasila Student Profile Strengthening Project (P5), a project-based learning activity that provides opportunities for students to develop competencies and character aligned with the values of the Pancasila Student Profile through contextual learning experiences. However, in its implementation, this P5 activity still faces various challenges, such as difficulties in determining project themes, developing project modules, and managing project implementation that is appropriate to student needs (Budiono et al., 2023a). These conditions indicate that the successful implementation of the Independent Curriculum requires support from various aspects, including the readiness of educational facilities (Priyadi et al., 2024). Facilities and infrastructure are among the educational resources that play a crucial role in supporting the smooth running of the learning process. The availability of adequate facilities not only creates a comfortable and safe learning environment but also supports the effectiveness of curriculum implementation and improves educational quality. Therefore, optimal management of facilities and infrastructure, including planning, utilization, and maintenance, is necessary to effectively achieve educational goals (Setyaningih, 2019).

Previous research conducted by Rahmawatie et al. (2025) at SDN 5 Menteng showed that the main obstacles to implementing the new curriculum centered on limited learning media and slow teacher adaptation. Similarly, a literature study by Restuina and Sulasmi (2026) confirmed that limited educational resources and a lack of supporting infrastructure hindered consistent student exploration activities. Empirically, the lack of adequate classroom infrastructure and technological devices has been shown to limit teachers' innovative capabilities in developing diverse teaching materials (Saputri & Pratikno, 2024).

Although the dynamics of curriculum infrastructure have been widely studied, most previous research has focused more on the impact of facilities on general learning achievement (Tuanany & Triwiyanto, 2024). The scientific novelty of this article lies in an in-depth causal analysis of how limitations in concrete learning facilities and ICT tools (Ningrum et al., 2025). Furthermore, limited classroom facilities can also hinder the implementation of two important aspects of the Independent Curriculum: learning tailored to student needs and the implementation of co-curricular projects. Through a real-life case study at SDN Belitung Selatan 4, this study captures teachers' operational obstacles and documents the school's tactical steps in utilizing the surrounding environment as a medium for independent learning amidst existing budget constraints.

Based on this background, the problem formulation in this study is: what is the condition of the availability of learning facilities and infrastructure at SDN Belitung Selatan 4, and what are the obstacles that arise in the implementation of the Independent Curriculum due to these limitations? Therefore, this study aims to capture the real condition of learning facilities at SDN Belitung Selatan 4, observe directly the concrete obstacles teachers face in implementing differentiated learning and the Pancasila Student Profile Strengthening Project (P5) due to limited facilities, and analyze the school's adaptive strategies in overcoming them.

2. RESEARCH METHODS

This research uses a descriptive qualitative approach with a case study method to obtain a complete picture of the field conditions. We collected data directly through school environmental observations, in-depth interviews, and administrative documentation with the principal and teachers at SDN Belitung Selatan 4 in the even semester of the 2025/2026 academic year. The data analysis technique adopted the interactive model from Miles and Huberman, which includes three stages: data reduction (sorting interview data related to ICT limitations and concrete media), narrative-descriptive data presentation regarding P5 constraints, and drawing conclusions whose validity was tested through source and technique triangulation.

3. RESULTS AND DISCUSSION

3.1. Research result

1. Condition of Facilities and Infrastructure at SDN Belitung Selatan 4

Based on interviews with English teachers at SDN Belitung Selatan 4, it was discovered that the school has provided several facilities and infrastructure to support the learning process. These facilities include laptops that students can use alternately and a Digital Interactive Board (DIB).

Utilizing these facilities significantly assists teachers in conducting instruction, particularly in English. Using PID allows teachers to explore various learning resources, interactive questions, and educational games that can increase student engagement in the learning process.

Table 1. Interview Results on Aspects of Utilization of Facilities and Infrastructure in Learning

No	Indicator	Question	Interview Results
1	Intensity and effectiveness of facility use	How do teachers utilize infrastructure in the learning process?	Teachers utilize several laptops, which students share, and a digital interactive board (PID). In English language

			learning, the PID helps teachers present questions and educational games, making learning more engaging.
2	Intensity and effectiveness of facility use	Is the use of facilities optimal or still limited?	Use of facilities is still limited because the school only has one PID unit, which is used alternately.
3	Intensity and effectiveness of facility use	To what extent are technology-based learning media used?	Technology-based learning media have been utilized to their full potential, especially in English learning through the use of various digital-based educational games.
4	Intensity and effectiveness of facility use	How is the integration of infrastructure in project-based or practice-based learning?	The infrastructure is integrated through the use of a laptop or mobile phone to create a project in the form of a digital poster using the Canva application.

Table 2. Challenges of Deep Learning Implementation

No	Aspect	Findings
1	Deep learning challenges	Teachers face obstacles in the form of limited mastery of students' vocabulary, so that students have difficulty in understanding English sentences in depth.

Table 3. Teachers' Views on Curriculum Development and Deep Learning

No	Question	Interview Results
1	To what extent does the current curriculum move towards deep learning?	The current curriculum has begun to move towards in-depth learning through a student-centered learning approach, but its implementation is not yet optimal because it is still oriented towards completing material and final learning outcomes.
2	What changes are most needed to make the curriculum more supportive of deep learning?	The curriculum needs to emphasize the depth of students' understanding rather than simply completing the learning material.
3	What are your hopes for future curriculum development?	The curriculum is expected to be more flexible, adaptive to students' needs, and encourage contextual learning related to real life.
4	What does ideal deep learning-based learning look like?	Ideal learning provides space for students to discuss, reflect, and explore knowledge in depth with the teacher as a facilitator.

Table 4. Teacher Reflections on the Current Curriculum

No	Question	Interview Results
1	Is the current curriculum ideal for producing superior students?	The curriculum is not yet completely ideal, but it can still be maximized in its implementation.
2	If allowed to improve the curriculum, what would you change?	Reduce material density, increase project-based and practical activities, and simplify teacher administration.
3	What is the vision for the school curriculum in the next 5–10 years?	The curriculum is expected to be more suited to students' needs, developing higher-order thinking skills, character, collaboration, innovation, creativity, and lifelong learning.

Based on this data, it can be seen that the utilization of facilities and infrastructure at SDN Belitung Selatan 4 has supported the learning process, particularly in the use of learning technology. However, the limited number of facilities means that their use has not been evenly distributed across all learning activities.

2. Utilization of Technology in Learning

Interview results indicate that teachers have utilized technology-based learning media to their full potential. In the English language learning process, teachers utilize various educational applications and games obtained from the internet to increase student learning interest.

Furthermore, technology is also used in project-based learning activities. Students are allowed to create digital posters using the Canva application (Shudiq et al., 2024). This activity not only helps students understand the learning material but also fosters creativity and digital skills, which are essential for implementing the Independent Curriculum (Dewi & Sunarni, 2024).

3. Challenges of Deep Learning Implementation

Based on interviews, one of the main challenges in implementing deep learning in English is students' limited vocabulary mastery. This low vocabulary makes it difficult for students to understand English sentences and materials in depth.

This situation impacts the learning process, which requires a deeper understanding of concepts (Tangkearung et al., 2023). Therefore, teachers need to implement various engaging and interactive learning strategies so that students can improve their vocabulary skills and understand the material better (Wasilah et al., 2023).

4. Teachers' Views on Curriculum Development

Based on interviews, teachers assessed that the current curriculum has led to in-depth learning through the implementation of student-centered learning. However, its implementation remains suboptimal because, in practice, learning often focuses on completing material and achieving outcomes rather than on in-depth understanding (Romadona & Arif, 2021).

Teachers also believe that future curriculum development needs to place greater emphasis on developing students' depth of understanding rather than simply completing the material. Furthermore, the curriculum is expected to be more flexible and adaptive to students' needs, while encouraging contextual and real-life-based learning (Setiawan et al., 2021).

Given the freedom to design deep learning-based instruction, teachers expect it to provide more space for students to discuss, reflect, and explore in depth. In this

learning model, the teacher acts as a facilitator, while students actively seek, process, and draw conclusions independently.

5. Hopes for the Curriculum in the Future

Teachers believe the current curriculum is not yet fully ideal for developing outstanding students. Therefore, various improvements are needed, such as reducing the density of material, increasing project-based and practical activities, and simplifying teachers' administrative burdens.

In the next five to ten years, the curriculum is expected to be more suited to the needs of students, develop higher-order thinking skills, strengthen character and collaboration skills, and make schools an environment that encourages innovation, creativity, and lifelong learning (Laili & Pradikto, n.d.).

3.2 Discussion

3.2.1 Limited Facilities as an Obstacle to the Implementation of the Independent Curriculum

Based on interviews with English teachers, it was discovered that SDN Belitung Selatan 4 has several learning support facilities, including laptops that can be used interchangeably by students and a Digital Interactive Board (DIB). These facilities are utilized in the learning process, particularly in English, to display materials, interactive questions, and educational games. Furthermore, technological devices are used in project-based learning activities, such as creating digital posters using the Canva app.

However, research results indicate that the availability of facilities in schools remains relatively limited. This is evident in the inadequate number of devices to support the needs of all students and teachers. The existence of a single PID unit requires its use to be rotated, thus preventing optimal use of learning technology in every class or learning activity. This situation indicates a mismatch between the needs of implementing the Independent Curriculum and the facilities available at schools.

The findings of this study align with the implementation concept of the Independent Curriculum, which emphasizes the importance of supporting facilities and infrastructure in creating flexible, innovative, and student-centered learning (Anita et al., 2025). The Independent Curriculum provides space for teachers to implement project-based learning, utilize digital technology, and provide more contextual learning experiences. Implementing these various activities requires adequate facilities to ensure optimal achievement of learning objectives (Maulidina et al., 2024).

The results of this study also align with research stating that limited facilities and infrastructure are one of the main obstacles in implementing the Independent Curriculum, particularly in the use of learning technology and the implementation of projects to strengthen Pancasila student profiles (Budiono et al., 2023). Other research conducted by shows that schools with limited facilities tend to experience obstacles in implementing learning in accordance with the characteristics of the Independent Curriculum because various learning activities cannot be carried out optimally (Nisa' et al., 2023).

From the perspective of educational management theory, facilities and infrastructure are essential components that support the success of the learning process (Hazimah et al., 2022). The availability of adequate facilities enables the implementation of various learning strategies planned by teachers (Shudiq

et al., 2024). Conversely, limited facilities can hinder the implementation of learning programs because the planned activities cannot be fully realized according to the stated objectives (Lestari, 2025).

Based on research and theoretical studies, it is understood that limited facilities at SDN Belitung Selatan 4 are one of the obstacles to the implementation of the Independent Curriculum. Although the school has attempted to maximize the use of available facilities, the limited number of facilities has prevented the implementation of technology-based learning and various learning activities recommended in the Independent Curriculum (Wulan Dewi & Astuti, 2022). Therefore, increasing the availability of facilities and infrastructure is one of the needs that must be considered to support the successful implementation of the Independent Curriculum in schools (Marno et al., 2023).

3.2.2 Discussion of the Impact on Teachers and Students

Interviews with English teachers at SDN Belitung Selatan 4 revealed that the school has utilized several technology-based learning resources, such as laptops and interactive digital boards (PIDs). Students share laptops, while the PIDs are primarily used in English lessons to display interactive questions, educational games, and engaging digital learning media. Teachers also utilize the Canva app for project-based learning, such as creating digital posters using laptops and mobile phones.

According to the informant, the use of technology-based learning facilities has significantly assisted the learning process, particularly in increasing student interest and participation. However, the use of these facilities is still suboptimal due to the limited number of devices available. This aligns with the opinion of Firdaus and Permana (2024), who stated that one of the shortcomings of the Independent Curriculum implementation in elementary schools is the limited facilities and infrastructure that do not optimally support the learning process.(Firdaus & Permana, 2024).

Furthermore, Mooy and Nawangsari (2024) explained that obstacles to implementing the Independent Curriculum in elementary schools include limited school facilities, teacher preparedness, and varying student conditions. These conditions were also evident in interviews, where teachers had to adapt their learning to the facilities available at school (Mooy & Nawangsari, 2024, 2024).

1. Impact of Limited Facilities on Teachers

Limited learning facilities impact teachers' implementation of the Independent Curriculum. Interviews revealed that the school only has one PID, requiring its use to be rotated. This situation limits teachers' full freedom to implement technology-based learning in each session.

Despite this, teachers continue to strive to utilize existing facilities by seeking out educational games and interactive learning media to increase student engagement in English learning. This demonstrates their efforts to implement creative learning in accordance with the principles of the Independent Curriculum, which emphasizes active and enjoyable learning (Maulidina et al., 2024).

These findings align with research by Pratami et al. (2025), which states that one of the main challenges in implementing the Independent Curriculum is limited learning resources and teachers' readiness to implement differentiated and technology-based learning. Furthermore, Hasibuan et al. (2025) also explain that limited educational resources hinder teachers from developing flexible and interactive learning that meets students' needs (Pratami et al., 2025).

In the interview, the teacher also stated that the biggest challenge in implementing deep learning-based instruction is students' low vocabulary skills. According to him, limited English vocabulary makes it difficult for students to understand English sentences, thus hindering the optimal immersion learning process.

This situation aligns with the research findings of Bella et al. (2025), which stated that the implementation of the Independent Curriculum still faces challenges related to students' diverse learning abilities and schools' readiness to support in-depth learning. Teachers ultimately need to provide more intensive support to ensure students understand the material well (Bella et al., 2025).

Furthermore, teachers also reported that the learning administration is still quite extensive, taking up time from preparing more creative lessons. The resource person hopes that teacher administration can be streamlined so that teachers can focus more on developing student understanding rather than simply completing learning documents.

2. Impact of Limited Facilities on Students

Limited learning facilities also directly impact students. Due to the limited number of technological devices available, students have not had equal opportunities to use digital learning media. Laptop use is carried out in shifts, so technology-based learning activities cannot be fully implemented by all students simultaneously.

Nevertheless, the use of PID and digital learning media provides a more engaging learning experience for students. Educational games and interactive learning can increase student interest, particularly in English. This is supported by research by Hanafi and Samsudin, which states that the use of learning technology can increase interactivity, accessibility, and student engagement in the learning process.

However, limited facilities mean that project-based learning has not been running optimally. In interviews, teachers explained that the learning projects involved creating digital posters using Canva. However, due to limited equipment, this activity has not been fully implemented by all students.

This situation aligns with research by Putri et al. (2025), which explains that the implementation of the Independent Curriculum in schools with limited facilities still faces obstacles such as a lack of teaching aids, learning spaces, and technological facilities. As a result, project-based learning and the development of the Pancasila Student Profile have not been optimally implemented.

Furthermore, students' low vocabulary skills also make it difficult for them to understand English lessons in depth. This requires more intensive guidance

from teachers to understand the material and learning instructions (Putri et al., n.d.).

3. Relation to the Concept of Student-Centered Learning

Interview results indicate that teachers have attempted to implement the concept of student-centered learning. This is evident in the use of interactive games, project-based learning, discussions, and exploratory activities using digital media.

According to the resource person, the ideal deep learning approach provides students with space for discussion, reflection, and in-depth exploration. The teacher acts as a facilitator, while students actively seek, process, and draw conclusions independently.

This opinion aligns with the concept of the Independent Curriculum, which emphasizes active, flexible, and contextual learning. Firdaus and Permana (2024) explain that the Independent Curriculum provides students with opportunities to learn according to their individual needs and potential through more flexible learning.

However, its implementation still faces obstacles such as limited facilities and student preparedness. Based on discussions within the education community on Reddit, several users also reported that the implementation of the Independent Curriculum in the field still faces challenges related to facilities, teacher preparedness, and a mismatch between policy and school conditions (Firdaus & Permana, 2024).

In the interview, the resource person also expressed his hope that future curricula would be more flexible and adaptable to student needs. He believed that learning should emphasize in-depth understanding rather than simply completing material. Furthermore, project-based and hands-on activities should be increased to enable students to develop critical thinking, creativity, collaboration, and problem-solving skills.

4. CONCLUSION

Based on the research results, it can be concluded that limited facilities and infrastructure at SDN Belitung Selatan 4 are one of the main obstacles in the implementation of the Independent Curriculum. Learning facilities such as laptops and Digital Interactive Boards (DIBs) have facilitated the learning process, particularly in the use of technology-based media and project learning, but their number is still limited, resulting in suboptimal utilization. This condition impacts teachers who experience obstacles in maximizing technology-based learning and students who have not received equal opportunities for digital learning. Furthermore, students' low mastery of English vocabulary also hinders the implementation of deep learning. Nevertheless, teachers continue to strive to create creative, interactive, and student-centered learning by maximizing available facilities. Therefore, improving educational facilities and infrastructure, supporting learning technology, and developing a more flexible and adaptive curriculum are crucial to supporting the successful implementation of the Independent Curriculum in elementary schools.

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