

Analysis of the Implementation of the Independent Learning Curriculum in Informatics Subjects for Class VIII Students of Smpk Santo Yoseph Naikoten, Kupang City

Firdolina Jimus¹, Khatrin J. Taku Neno², Diana Y.A. Fallo³

¹²³ Program Studi Pendidikan Informatika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Citra Bangsa Kupang

Email: Firdolinajimus03@gmail.com

Abstract

This study aims to describe: 1) to analyze the implementation of the independent curriculum in Informatics learning for class VIII SMPK Santo Yoseph Naikoten, Kupang City 2) to analyze the obstacles and barriers in implementing the independent curriculum in Informatics learning for class VIII SMPK Santo Yoseph Naikoten, Kupang City, 3) to analyze efforts to overcome obstacles and barriers in implementing the independent curriculum in Informatics learning for class VIII SMPK Santo Yoseph Naikoten, Kupang City. This research is a qualitative research. The research was conducted at SMPK Santo Yoseph Naikoten, Kupang City in July 2024. The subjects of this study were the Principal, Class VIII Teachers, and Class VIII Students. Data collection techniques were carried out using observation, interviews and documentation. Activities in qualitative data analysis using interactive models, namely data collection, data reduction, data presentation, and conclusion drawing. The results of this study indicate that: 1) the implementation of the independent curriculum in Informatics learning has been realized well, the planning carried out is by analyzing CP, compiling TP, and making ATP. The implementation of learning has implemented differentiated learning that is adjusted to student needs and has compiled evaluations in the form of diagnostic assessments, formative and summative assessments, 2) there are obstacles and barriers such as less valid information, reference sources are still few, limited time in compiling teaching modules and assessments, 3) efforts made to overcome obstacles and barriers are by participating in seminars, webinars and workshops, increasing reference sources and utilizing the teaching module preparation guidebook provided by the government.

Keywords: Implementation, Independent Curriculum, Informatics Learning

INTRODUCTION

Education is an important part of human life. With this, everyone has the right to obtain their rights, especially in educational services. Education is a way to change the fate of the Indonesian nation to become more advanced. The Indonesian nation will progress if it has advanced education. Every human being will have the potential to develop through education provided by the Indonesian government or other private institutions in the educational sector (Angga, 2022).

Education can be said to be a process of developing the potential possessed by individuals to be able to live and be able to live life as a whole so that they become educated human beings, both cognitively, affectively and psychometrically. Education plays a big role in preparing and developing human resources (HR) who are skilled and able to compete on a global level. Education is carried out first in the family environment, then in the school environment, and finally in the community environment. (Sasmita, 2018).

Based on the concept of student teaching, namely "Tri Education Centers", Tri education takes place in three environments, namely family, school and community. In a family environment, children receive education about religious knowledge and ethics. In a school environment, a child will acquire knowledge and attitudes. Furthermore, in the community environment, a child is expected to be able to develop his interests and talents. (Sudarto, A.H. 2021)

In accordance with the decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 162/M/2021 concerning (Driver School Program) establishing a drive school program to increase student competency based on the Pancasila student profile.

Freedom to learn is a policy program issued by the Indonesian minister of education and culture to restore the national education system to a legal nature by providing freedom for schools, teachers and students. What is meant

here is freedom to innovate, freedom to learn and freedom to be creative. To implement the "Freedom of Learning" program, it is necessary to transform the school curriculum and learning, transform national education management and transform regional education management and school autonomy. (Afriansyah, H. J. 2020)

Based on observations at the start of the release of the independent curriculum in 2022, the principal of SMPK Santo Yoseph Naikoten, Kupang City stated that he was ready to implement the independent curriculum and filled out the registration form and short survey to collect data on the school's readiness to implement the independent curriculum.

Information obtained during pre-observation by the deputy principal for curriculum at SMPK Santo Yoseph Naikoten, Kupang City stated that when the independent curriculum began to be implemented in 2023/2024, choosing independent implementation changed to class VII and class VIII. for class IX, they still use the 2013 curriculum, therefore, in order to welcome changes to the independent curriculum which will be implemented in the new academic year, especially in Informatics subjects which will implement the independent curriculum, facing changes in the learning paradigm both in terms of the order of concepts and existing tools. Many teachers are of course still laymen or don't understand it properly and contextually *implementation* technical implementation of a new device, for this reason the school leadership of SMPK Santo Yoseph Naikoten, Kupang City directed teachers to take part in socialization and discussion forums related to the independent curriculum to understand the characteristics before making plans for implementing the independent curriculum in the next school year.

Based on the results of an interview with one of the teachers at SMPK Santo Yoseph Naikoten, Kupang City, the independent curriculum still tends to be new, so that related to the implementation of the independent curriculum, there are still many students and teachers who do not understand the implementation of the independent curriculum. In facing curriculum changes, teachers at SMPK Santo Yoseph Naikoten, Kupang City experience high work demands in the sense that teachers

have to adapt learning materials, learn to adapt to the independent curriculum, and have to take part in socialization or discussion forums to increase their understanding of the new curriculum. However, based on the results of observations made, not a few or many teachers at SMPK Santo Yoseph Naikoten, Kupang City do not have a good understanding of how the independent curriculum is at the implementation level. This could be a challenge for teachers at SMPK Santo Yoseph Naikoten, Kupang City, one of which is the Informatics subject. As stated by one of the Informatics teachers, he did not understand the independent learning curriculum and how to create teaching modules. This could hamper the teacher's ability to provide learning that is in line with the demands of the latest curriculum. The independent learning curriculum emphasizes more independent and competency-based learning, while teaching modules can help teachers present material in accordance with this approach. Therefore, teachers must know more about the implementation of the independent curriculum in the learning process at school. Teachers who must understand assessment, teaching modules and other components in the independent curriculum, which is a form of refinement of the 2013 curriculum, will of course find a variety of responses from several teachers, students and parents. Apart from that, another problem at SMPK Santo Yoseph Naikoten, Kupang City is Facilities and Infrastructure. Facilities and infrastructure are very necessary factors in supporting the teaching and learning process because facilities and infrastructure can make it easier for students to learn better, therefore facilities and infrastructure must be considered in education. However, based on researchers' observations while implementing the PPL program at SMPK Santo Yoseph Naikoten, Kupang City, it was discovered that the facilities and infrastructure were still inadequate, starting from learning places that were difficult to reach, damaged, leaky and uncomfortable buildings, as well as poor teaching materials.

Based on the description above, research was carried out related to the analysis of the implementation of the independent curriculum at the SMPK Santo Yoseph Naikoten school, Kupang City. This research was carried out

because it was deemed important to carry out several considerations regarding the analysis of the implementation of the independent curriculum applied to Informatics learning at the SMPK Santo Yoseph Naikoten school, City of Kupang. Kupang. This is really needed to ensure how relevant and effective the implementation of the independent curriculum is in class VIII Informatics learning at the Santo Yoseph Naikoten SMPK school, Kupang City. It is hoped that by conducting this research, researchers can find out directly about the implementation of the independent curriculum that has been implemented at SMPK Santo Yoseph Naikoten School, Kupang City.

The term computer science comes from the English informatics. However, the term computer science in Indonesian is an equivalent word adopted from the English language computer science or computing. Asfarian, et al (2021) say that in the era of Industry 4.0 and Society 5.0, computer science is a field that everyone must master. According to him, computer science is a scientific field that seeks to understand and study the world around us, both natural and man-made.

Informatics is a scientific discipline that everyone must master, and its practical aspects are needed from an early age. Studying Informatics doesn't mean you have to be in front of a computer forever. Informatics is a scientific discipline that seeks to understand and explore the world around us, both natural (the world and nature around us) and artificial (virtual world or digital world created by humans). Informatics is also related to the study, development and implementation of computer systems, as well as understanding the basic principles of development which are based on understanding the real world and the artificial world. Based on curriculum documents, observations and interviews, the Merdeka Belajar Curriculum requires Informatics subjects to be taught, but because all life activities are now included in Informatics-based learning, there is a need for integrated learning in all subjects and with this Informatics is used as a tool to make it happen (Support et al., 2022). Even though Informatics is not part of the educational structure, Informatics is a forum and facilitator for other subjects.

Informatics subjects are the main subjects for junior high school level. So far, informatics is only part of the local content subject matter or skills.

Head of the curriculum and books center at the Ministry of Education and Culture, Awalludin Tjalla, said that returning informatics to a subject was part of the strategic steps of the Ministry of Education and Culture in facing the challenges of the industrial revolution 4.0. Informatics subjects are a science that students in primary and secondary education must master. He explained that the concept of informatics subjects is different from ICT subjects even though there are several things that have been adapted. Informatics subjects not only study various computer software, but also solve problems and create applications by thinking critically.

METHOD

This type of research entitled "Analysis of the Implementation of the Independent Learning Curriculum in Informatics Subjects for Class VIII students at SMPK Santo Yoseph Naikoten, Kupang City" is qualitative research.

This research is qualitative research because it describes what phenomena occur. According to Chariri in Fadli (2021), qualitative research is research carried out in certain settings that exist (naturally) in real life with the aim of investigating and understanding phenomena. In other words, qualitative research is based on the concept of inquiry, which involves detailed and case-oriented research, or series or individual cases. The researcher is the key instrument, the data collection technique is carried out by triangulation, the data analysis is qualitative and the research results emphasize the meaning of generalization.

The place of this research is at SMPK Santo Yoseph Naikoten, Kupang City, which is located on Jl. E. R. Herewila No. 27 Naikoten 2 tel. (0380) 824 335 Kupang -NTT Postal Code 85118 Kota Raja District, Kupang City. When this research was conducted, it was carried out from December 2023 to October 2024.

This research data is data obtained relevantly from the field. Arikunto (2013: 172) states that the data source is the place where research data is obtained. The data sources used

in this research include primary and secondary data, namely as follows: Primary data sources are data obtained from the source directly. According to Sugiyono (2015: 308) explains that primary data sources are data sources that provide data directly to data collectors. In this study, primary data sources included the school principal, class VIII teacher, and six representative students from classes VIII A, VIII B, VIII C, VIII D, VIII E, VIII F. As subjects and samples for observation and interviews. The indicators in this research are the Implementation of the Independent Curriculum, Informatics Learning

The data analysis technique used in this research is qualitative research, carried out during data collection and after the data collection is complete. According to Sugiyono (2015: 243) in qualitative research, the data analysis techniques used are directed to answer the problem formulation or to test the problem hypothesis. In qualitative research, data is obtained from various sources, using various data collection techniques (triangulation), and carried out continuously until the data is saturated.

According to Sugiyono (2016: 244) data analysis is the process of systematically searching for and compiling data obtained from observation, interviews and documentation so that it can be easily understood and the research results can be informed to other people. Qualitative data analysis is inductive, namely based on the data obtained and then developed into a hypothesis.

RESULTS AND DISCUSSION

1. Analysis of the implementation of the independent curriculum in class VIII Informatics Subjects at SMPK Santo Yoseph Naikoten, Kupang City.

The implementation of the Merdeka Curriculum at SMPK Santo Yoseph Naikoten, Kupang City, especially in the 2023/2024 academic year for classes VII and VIII, brings a more creative, flexible and relevant learning atmosphere for students. This curriculum allows students to be more creative and learn with more practical methods, which students find enjoyable. The approach used by Informatics teachers shows that practice and

project-based learning can improve students' understanding of the material. However, challenges remain, especially in terms of teachers' independent adaptation to new material, the need for group discussions to learn from each other, as well as adapting to an assessment system that is different from the previous curriculum.

Collaboration between teachers, committees, supervisors and related parties is very important in developing a curriculum that suits students' needs and context. Data-based evaluation is essential to ensure curriculum effectiveness. Although this adjustment requires time and support, the impact is seen to be positive for students' involvement in the learning process, where they are more active and freer to ask questions when there is material they do not understand. Students feel more interested in this curriculum because of its flexible and practice-focused approach, which makes it easier for them to understand the material and increases their overall learning motivation.

2. Obstacles and obstacles in implementing the independent curriculum in class VIII Informatics Subjects at SMPK Santo Yoseph Naikoten, Kupang City.

The implementation of the independent curriculum in class VIII Informatics learning at SMPK Santo Yoseph Naikoten, Kupang City has experienced several problems and obstacles because it tends to be still new, so there are still many students and teachers who feel confused, so implementing the independent curriculum requires quite a long adjustment. Apart from that, there is still a lot of news or information about the independent curriculum that is confusing, this makes teachers want to dig up more information about the independent curriculum. The implementation of the independent curriculum also experienced obstacles during teaching and learning activities, especially in learning resources which were only based on worksheet books and package books, so there were not many learning references used by teachers. Obstacles and barriers in implementing the independent curriculum include minimal information regarding

learning criteria in accordance with the independent curriculum, there are several subjects that do not yet have textbooks, and limited time in creating teaching modules, limitations in studying learning in accordance with the independent curriculum, namely differentiated learning. However, schools are still limited in making diagnostic and summative assessment questions because they must be adjusted to the students' abilities. The obstacles and constraints here have been resolved well. Overcoming obstacles in implementing the curriculum can be done through discussions and deliberations with teachers and other schools, which is usually carried out in KKG. If the problem is difficult to solve at the school level, inviting external sources such as experts or experienced fellow teachers can provide new perspectives and additional solutions. There are still several obstacles faced in implementing the independent curriculum, such as those at SMPK Santo Yoseph Naikoten Kupang where teachers have to make learning adjustments that have been determined in the independent curriculum, teachers who are still not ready to implement the independent curriculum optimally.

3. Efforts to Overcome Constraints and Obstacles in Implementing the Independent Curriculum in Class VIII Informatics Subjects at SMPK Santo Yoseph Naikoten, Kupang City.

Efforts were made to overcome the constraints and obstacles experienced in implementing the independent curriculum in Informatics learning in class VIII SMPK Santo Yoseph Naikoten, Kupang City, namely by increasing sharing with class VIII teachers in other schools that also implemented the independent curriculum. Apart from that, teachers also dig up information from the KKG and regional coordinators because they often invite sources from outside to provide experience and understanding of the independent curriculum. as well as attending more training and seminars that discuss the independent curriculum. To prepare learning in accordance with the principles of the Independent Curriculum, the main efforts involve efforts to overcome obstacles and barriers in implementing the independent curriculum in class VIII

Informatics learning at SMPK Santo Yoseph Naikoten, Kupang City. training and professional development for teachers, through training, seminars and webinars to understand principles such as project-based and student-centered learning. However, the real challenge in the field is that even though the curriculum changes, the teaching methods of experienced teachers remain similar, even though the reports and report cards may differ.

CONCLUSION

Analysis of the implementation of the independent curriculum in Class VIII Informatics learning at SMPK Santo Yoseph Naikoten, Kupang City.

The implementation of the independent curriculum in Informatics learning at SMPK Santo Yoseph Naikoten, Kupang City has been well realized. The preparations made by the teacher to carry out the process of teaching and learning activities, the teacher has analyzed learning outcomes (CP) to develop learning objectives and the flow of learning objectives, planning *assessment* diagnostic, developing teaching modules that are tailored to learning according to the stages of achievement and characteristics of students and planning *assessment* formative and summative.

Obstacles and obstacles in implementing the Independent Curriculum in class VIII Informatics learning at SMPK Santo Yoseph Naikoten, Kupang City.

The obstacles and obstacles experienced are that the information obtained is less valid, the reference sources used are still inadequate, limited time in compiling teaching modules, limited time in creating questions *assessment* diagnostic and *assessment* summative and limited time to study what will be presented.

3. Efforts to overcome obstacles and constraints in implementing the independent curriculum in class VIII Informatics learning at SMPK Santo Yoseph Naikoten, Kupang City.

Efforts are made by means of deliberation, training activities, meetings with student parents, *workshops*, attending seminars and webinars, as well as participating in teacher working group (KKG) activities, teachers also looking for more references or schools facilitating implementation

guide books *assessment*, in order to implement *assessment* goes well. Teachers make learning plans in advance so that they can study them in advance so that learning in class VIII can run well and meet students' learning needs. Efforts are made by means of deliberation, training activities, meetings with student parents, *workshop*, attending seminars and webinars, as well as participating in teacher working group (KKG) activities, teachers also looking for more references or schools facilitating implementation guide books *assessment*, in order to implement *assessment* going well

SUGGESTION

1. For Schools

For schools to frequently hold outreach related to the implementation of the independent curriculum and maximize facilities and infrastructure to support effective learning.

2. For School Principals

School principals need to provide opportunities for teachers to take part in training, workshops, seminars and webinars related to the independent curriculum to increase teachers' knowledge in order to achieve learning goals in accordance with the rules of the independent curriculum. Teachers need to carry out diagnostic assessments so that they can adjust classroom learning according to students' needs and learning styles so that differentiated learning in class VIII can run optimally and in accordance with the provisions of the independent curriculum.

3. For Teachers

1. Teachers need to dig deeper into information regarding the independent curriculum to increase knowledge so that the independent curriculum can be implemented well.
2. Teachers prepare more varied learning tools so that learning in class VIII is more interactive.
3. Teachers need to carry out diagnostic assessments so that they can adjust classroom learning according to students' needs and learning styles so that

differentiated learning in class VIII can run optimally and in accordance with the provisions of the independent curriculum.

4. For Students

- a. Students are expected to be more active and focused in participating in learning so that the results are optimal.
- b. Students are expected to be more obedient and respectful of teachers so that learning can be more optimal

5. For Researchers

Furthermore, researchers should deepen their understanding of the independent curriculum so that in future research, existing problems can be resolved properly.

ACKNOWLEDGEMENT

Thank you, Lord Jesus who has given grace and protection, while the author underwent the lecture process from the beginning of the lecture until completing this thesis well. Thank you also to my parents and family who have provided motivation and support so that the author completed this thesis well. Thank you very much to my two supervisors, who have guided me very well all this time, still taking the time to serve me in consultations even though I am very busy. Hopefully I can apply the knowledge I have gained for the advancement of Indonesian education. And may the lecturers always be given health and abundant blessings from Almighty God.

BIBLIOGRAPHY

- Afriansyah, H. J. (2020). *Pengertian Kurikulum, Proses Administrasi Kurikulum dan Peran Guru dalam Administrasi Kurikulum*. Universitas Negeri Padang, 2.
- Angga, C. S. (2022). *Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar*. *Jurnal Basicedu*. 6(4).
- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

- Asfarian, dkk (2021) P., Sari, P. K., Abdullah, F. A., & Setiawan, M. (2023). Analisis Implementasi Kurikulum Merdeka Belajar Pada Siswa-Siswi SMA Negeri 1 Junjung Sirih. *Jurnal Ilmiah Wahana Pendidikan*, 9 (1),
- Et al., (2022). Pengertian, Peranan, dan Fungsi Kurikulum. *jurnal ilmiah Fakultas KIP Universitas Quality*. 1(2).
- Fadli, M. R. (2021). Memahami desain metode penelitian. *Humanika*.
- Sasmita, D. A. (2018). Analisis Penerapan Pembelajaran Berdiferensiasi Dalam Implementasi Kurikulum Merdeka Pada Pelajaran Matematika SD. *Media Jurnal Ilmiah Pendidikan*. 13(1).
- Sudarto, A. H. (2021). Analisis Implementasi Program Merdeka Belajar di SDN 24 Macanang dalam Kaitannya dengan Pembelajaran IPA/TemaIPA. *Seminar Nasional Hasil Penelitian*.
- Sugiyono. (2015). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Sugiyono. (2016). *Metode Penelitian Kualitatif dan R&D*. Bandung: Alfabeta.