



Implementation of The Independent Learning Curriculum in Kindergarten

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Abstract

This research focuses on the independent curriculum applied in Karana Jaya Kindergarten, Jati Agung District, South Lampung. The independent curriculum has an impact on the implementation of education in Karana Jaya Kindergarten. Karana Jaya Kindergarten has a very important role in providing healthy and optimal child growth and development facilities in accordance with the community's values, norms, and expectations. This research uses qualitative methods with a descriptive approach. Data collection is done through documentaries, literature studies, observations, and surveys. The subjects of this study were 40 children and 6 teachers. The results showed how Karana Jaya Kindergarten implements an independent curriculum by providing various interesting experiences and activities that stimulate the growth and development of children. Therefore, an environment that supports the growth and development of children is needed. The play-based learning paradigm that encourages independent learning has been successfully implemented.

Keywords: Independent Learning Curriculum, Growth and Development, Kindergarten

Introduction

World of education will always develop from time to time following the change. Development curriculum developed in a way that periodically adapts to the development of knowledge, information, technology and the needs of the times (Sheila Maria Belgis Putri Affiza Maria, 2022). Change the is something inevitability as consequence logical from journey life Humans, in essence will always experience change and development to more direction forward and beyond good. Education is a helpful process for obtain experience impactful life positive for its development in various contexts. Since one child born until they reach level more high schools, education taking place (Sriandila et al., 2023).

Revolution industry always experiences development, starting from revolution industry 1.0, becomes 2.0, becomes 3.0 becomes 4.0, and readiness society 5.0. Revolution industry 4.0 is characterized with the development of the internet of things or for things that followed with technology new in the fields of data science, robotics, nanotechnology, etc. Revolution Industry 4.0 is often also called with digital revolution and the technological era. Interference consequence its mushrooming computers and automation record keeping in everything field.

Every country should get ready and hurry respond in a way fast and precise with involve all over holder interest start from society, private sector, academics until public wide (Ghufron, 2018).

Society 5.0 is results natural which is certain and constitutes answer on challenges that occur from appearance revolution industry 4.0 where society 5.0 is society can utilise various innovation born in the era of revolution industry for increase well-being society and quality live. life man (Rohim, 2019). Industry 4.0 and society 5.0 present challenge big for global society, especially in the field of education. Challenges and demands literacy technology demands of educators For do transformation in education (Suwandi, 2020).

Education is development humans who don't only intelligent but also have characteristic religion and skills in order to be able to beneficial for nation and state. Through education is also instilled values character nation. Education is one indicator main development and quality source Power human, so quality source Power man will always linked with quality education. National development is greatly influenced by related education direct with progress nation. In the educational process will always learning and learning processes occur so that always experience change (Abidin, 2019). Education will always experience development from time to time, every rule will always updated in accordance with his era. Human Resources is part most importantly in it that is capable reach objective planned education. No only source power human, if speak about education and goals education No will Far from development curriculum (Eka Retnaningsih & Patilima, 2022).

The Ministry of Education and Culture (Kemendikbud) is at the forefront sector education national naturally have most important role in realize quality Human Resources in Indonesia. Various policy taken as step For realize objective education national and deep frame development source Power man (Sherly et al., 2021). Children's education age early is effort development started since born until with 6 years old, which aims for prepare child enter education more continue. At this time, various aspect development covers religious values, morals, abilities socio-emotional, abilities physique motor skills, abilities cognitive, and development Language emphasized every the day. Children's education age early have role important, because happens in stages development critical, where basics various ability child start formed. This time considered as the "golden age" where potency child can developed in a way maximum. Education in the period, this proper get attention special, esp in context crisis existing learning lasted a long time in Indonesia and not yet show significant improvement from year to year.

Curriculum is spirit something institution education. Viewed from the course of the educational process, really reasonable If happen change curriculum in the world of education, understanding curriculum new. Need a long time and perhaps heard rather difficult for practiced and understood, especially in Indonesia where it is often happen change curriculum. However, teachers are at the forefront education must Ready accept change that and of course still must applied by everyone institution education, incl Early Childhood Education (ECE) institutions. (Fadillah & Yusuf, 2022). There's one a very popular opinion among people the world of education community in Indonesia regarding curriculum education. Society has assumption that

if Minister of Education and Culture change, the curriculum also changes changed (Wiyani, 2022). Freedom Study is a policy program new. Through independent programs, learning system learning No only involve listen explanation from the teacher. However student expected brave put forward opinionated, independent, civilized, capable, polite and intelligent in association and association (Merdeka & Paud, 2022).

The ECE level is stage preparation or base Skills literacy and numeracy adjusted early with need interests and talents child, then linked with context life everyday for more meaningful. This thing in accordance with draft curriculum want to be independent create results education (students) who do not only capable memorize and develop aspect cognitive course, however want to build sharpness student in analyze, reason and have broad and complex insight, understanding to their problems facing in life daily (Shaleha, 2023). Early Childhood Education is the most basic education. Because future developments, a child will be largely determined by various stimulation given meaning since age early (Suyadi, 2022).

Freedom to Learn in the Indonesian context refers to initiatives education introduced by the Indonesian government. Initiative this aim for develop system more education flexible and participant centered educated in Indonesia. Through "Freedom to Learn", students expected can control the learning process and persevere eye subjects and fields appropriate interests and goals his career. Independent Learning Initiative emphasizes development ability think critical, creativity, ability solution problems, and learning independent. Student pushed for explore outside curriculum traditional and involved in activity contributing extracurriculars to development holistic them.

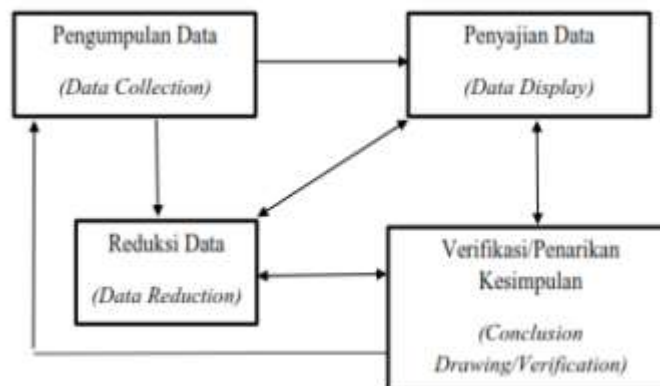
One component main Learning Independent is application curriculum and assessment based competence. This focuses on assessment mastery student to skills and competencies certain than only depend on test standard. Approach this is also encouraging schools and educators for more innovative and adaptive in method his teaching. Initiative this is also encouraging use technology and resources Power digital for increase experience learn. This thing push integration of online learning platforms and digital devices for facilitate learning based on each student's pace and provides access to diverse material learning.

By Overall, Freedom to Learn reflect shift to direction system education in Indonesia is more progressive and focused, with objective produce individual with personality strong and ready For continued success in the world changed. Please pay attention that development after September 2021 no included in response this. For increase understanding to curriculum independence in Early Childhood Education, is required more discussion deep about evaluation draft content and how draft the actualized and applied in units education. Based on explanation above, researcher do studies literature in a way deep related with curriculum independence in Early Childhood Education. The hope can give understanding more for all the party that will apply curriculum independent this.

Methods

This study use study qualitative with approach phenomenologically operational see phenomena that occur in the field. A study carried out at Karana Jaya Kindergarten, Jati Agung, South Lampung. This informant consists from the founder, teachers, students, and parents of Karana Jaya Kindergarten. Data collection techniques use observation participants passive, semi-structured interviews, and documentation. As for references questions that will given to sources so that the data obtained nature permanent among other questions covers definition of Outline and Regulations Independent Learning Curriculum, Learning process and assessment in the Independent Learning Curriculum, Development curriculum operational one education in Independent Learning and Development project strengthening profile students at Merdeka Belajar child age early. Question can developed in accordance with the answer given resource person, resource person consists of 5 teachers 1 head go to school at school the so that the data is used trustworthy. Furthermore research data analysis using the Milles and Huberman model, including: data reduction, data presentation, and withdrawal conclusion. Research limitations used for makes it easier researcher Obtain the data and information needed for writing No deviated from planned goals.

Figure 1 Data Analysis Flow



Results

Curriculum as base or the nature of the educational process is the essence of education. Within scope education, change curriculum is frequent phenomenon happened. However its implementation No always easy for understood, esp for educators who have not quite enough answer main in carry out curriculum. In Indonesia, change curriculum already become normal thing from time to time. Change This must followed by the whole institution education, including Early Childhood Education (PAUD), is good in a way volunteer nor forced. Curriculum nature flexible in accordance circumstances and also can influenced by various factors that become base formation curriculum That himself; Therefore, if sometimes happen

change in the implementation process education, automatically impact change curriculum (Of & Childhood, 2023).

In 2022, in Indonesia it will be available three alternative choice curriculum for every Early Childhood Education (PAUD) unit as part from implementation draft independent learning program launched by the Ministry of Education and Culture Republic of Indonesia (Ministry of Education and Culture of the Republic of Indonesia). Every institution education have freedom choose appropriate curriculum with situation and abilities. Available options is Curriculum 2013, Curriculum Emergency (version more simple from 2013 Curriculum), or Curriculum Independent. All curriculum the used with objective For reach objective education national that is increase level intelligence public (Munawar, 2022).

When discussing curriculum, important for understand basics and outline format curriculum. There is direction change mandatory curriculum noticed related with (1) increase flexibility structure curriculum, with objective achieve target learning hours in One year; (2) emphasis on material essential; (3) provide freedom to the teacher inside use various device teaching in accordance with needs and characteristics students; (4) use application that provides various reference to the teacher, so possible they For Keep going develop method teaching in a way independent and adoptive practice best. Freedom to Learn is draft curriculum prepared lessons government For answer challenge changing times and preparing generation successor nation face order life new. Freedom Study in context education child age early childhood education (PAUD) returns draft natural child that is play (Aisyah Nuru Hurriyah Sani , Safariyatul Mahmudah, 2022).

Challenges faced by educators in the millennial era moment This Far more big compared to the previous era, because education moment is different with education in the Japanese era. Educator moment are millennial teachers, not colonial, technology teachers has change everything including need public will education, that's what happened in the era of revolution industry moment this. Teachers face very diverse students, material very complex and difficult learning, learning process standards and also demands for student F]for reach ability think more (Munawar, 2022).

According to Minister of Education and Culture, concept Study independent is application curriculum in the learning process carried out with fun method. One key factor its success is thinking innovative things done by teachers, because matter This can inspiring attitude positive student in every learning (Fathan, 2020). Draft Study independent aim For create results education that is not just make participant educate smart memorize, but also aim For develop his abilities analyze, think critical, understanding in a way in-depth and comprehensive, as well help they develop self in various field, no only limited to up to aspect cognitive. Freedom to Learn is the policy slogan being promoted Nadiem Makarim since served as Minister of Education and Culture. Freedom to Learn It means independence study, that is give chance to participant educate For Study as free and comfortable as possible maybe, learn with calm, relaxed and happy, without stress and pressure, with notice talent natural that it has, without forced him for study or master. Something field knowledge certain outside hobbies and abilities, so own appropriate portfolio with his hobby (Hattarina & Marga, 2022) .

Concept of Freedom of Learning is a purposeful strategy for increase quality education in Indonesia. Through Merdeka Belajar, students will equipped ability communication, creativity, collaboration, and thinking critical. With Skills those, they No just memorize lesson, however capable create innovation in various field, form good character, and develop Skills positive social (Prameswari, 2020)

Freedom Study in context education child age early can also be called with freedom play. If linked with principles learning child age early like play while learn and learn while play, then draft Study independent is very suitable implemented and developed in Early Childhood Education (PAUD). This thing will give pleasure for every children attending PAUD institutions, without need stuck on approach Learning is very focused on practice, memorization and assignments such as Children's Worksheets (LKA) or read learning taught every day. With thus, this will possible child for keep going develop in a way experience in environment play accordingly with stage its development.

Success education a child can reflected from the learning process he experienced. Especially in context education child age earlier focuses on the comparison process results Study child. At the Karana Jaya Jati Agung Kindergarten approach learning give freedom for children. This thing seen at the start learning, facilitator give freedom to child for play. Understanding to freedom child emphasized at Karana Jaya Kindergarten, so that children have freedom in choose type appropriate learning with his interests and hobbies. In line with interview with one facilitator named H, he explain that draft play with freedom aim For give ' independent ' space for child For push they take the initiative, be creative and explore in accordance with interest personal, meanwhile create comfortable environment for its development to stage next.

Draft Study neither is he independent at Karana Jaya Kindergarten involve approach patronizing teaching child. In context This Learning at Karana Jaya Kindergarten focuses on approach student-centered learning. Where facilitator only role as companion or not give lecture as in learning conventional or the like. Facilitator possible child for active in the learning process and them can ask with free when face difficulty in understand something concept. In accordance with explanation facilitator with the initials W, role The facilitators at Karana Jaya Kindergarten are different with teachers at school else, where often teachers still use approach more teaching traditional and domineering than let children. For Study independent. Whereas draft Study child is play while learn (learn free), so knowledge gained child is results his creativity yourself.

System learning and management curriculum child age early more development oriented known child with the term Developmentally Appropriate Practices (DAP). Management and implementation curriculum at the institution education must notice fill curriculum and methods learning (Pertiwi et al., 2018). In context In this case, the teacher is responsible answer monitor curriculum used in the institution to be appropriate with applicable provisions. Children must have ability manage curriculum in a way efficient in maintenance institution education child age early to use build its capacity as a teacher. Ability do supervision to implementation curriculum in accordance with regulation applicable legislation is something must for educators. Curriculum have role important in determine How learning implemented. Therefore, has

Effective administration is essential in context institution education, especially those focused on education child age early (Saril, 2019).

Next step is compile Plan Implementation Learning (RPP). At stage educator designing plan implementation appropriate learning with objective learning that has been done set. Learning objectives that have been poured in curriculum operational school then changed become objective activity daily or weekly. Educator have freedom choose is will make plan learning weekly or daily, depending situation and needs class. What's important plan daily or weekly must simple, and educational must have enough time for accompany child play while learn. It's also important to remember that plans made just plan early and can changed in accordance interests and ideas child. Children can too involved in determine topic learning. Although the topic change, goal learning still can achieved, and change topic the can noted in evaluation daily (Rahardjo & Maryati, 2021) .

There are several principle important in implementation assessment in context curriculum must be independent understood, namely: 1) Assessment is an integral part that is not can separated from the learning process. It works as tool for facilitate learning and giving information holistic to educators, children, and parents. Information used as base for give bait feedback and planning learning strategies next; 2) Design and implementation evaluation must customized with objective assessment and must give flexibility in determine technique and time its implementation. This thing aim for ensure that evaluation give effective and efficient contribution to achievement objective learning; 3) Assessment design must fair, proportional, valid and acceptable trusted. This thing important For give description accurate about progress or lack Study child, which will be later will used For determine learning process steps next. 4) Results report evaluation must arranged in a way simple and informative. The goal is for give useful information about character and competence that has been achieved children, as well become base learning strategy planning next. 5) The results of the assessment are also used by children, educators, staff education and parents as material reflection For increase quality learning (Rahardjo & Maryati, 2021).

Process and structure preparation curriculum independent Early Childhood Education (PAUD) units have clear guidelines. Government especially the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) provides choice to every PAUD unit for adopt curriculum independent in various customized, version with level readiness of each unit in carry it out (Selvi et al., 2022). Need is known that curriculum independent No fully remove elements 2013 curriculum. Regarding objective learning, achievement learning, and terminology other still related with 2013 curriculum. Basically there is simplification and approach new more simple and attractive in application curriculum independent in the learning process. Profile Pancasila students are part from interpretation objective education national and project strengthening profile Pancasila students are an integral part of application curriculum independent. This thing always linked with three element Achievements Development of Early Childhood Education, namely Religious Values and Character, Identity, and the Basics of Literacy, Mathematics, Science, Technology, Engineering and the Arts.

Curriculum independent in accordance with principle play independent in Early Childhood Education. Curriculum give chance to educators and participants educate for develop imagination and creativity through various choice activity in the learning process (Selvi, 2020). Not easy for switch from curriculum previously to curriculum new. However change the held as part from effort improvement system education national in accordance with vision nation as listed in the opening of the 1945 Constitution, namely enlighten life nation.

Findings research at Karana Jaya Kindergarten shows that approach curriculum independence in education child age early done with give freedom to child For Study in accordance individual interests and desires. Draft Study completely independent at Karana Jaya Kindergarten possible child play and explore things he wants in the environment school. The role of the teacher here is as facilitator, where they become available sources help child when experience difficulty or have question.

Therefore, every aspect education child must empowered by the environment, both within or outside room. Environment this is a must too encourage dialogue between child small, educator child age early childhood, family and society in a way overall. Environment must create opportunity for they involved in conversation and learning group. When material learning reflect things that are natural and familiar to children, as well introduce innovation stimulate interest and encouragement student think more complex and abstract, then learning will increases (Suyadi & Selvi, 2022). For example, digital technology can give children access to materials and connections around the world, so push thinking original. Source power and environment can also used for highlighting importance safeguard a sustainable and helpful future children understand not quite enough answer they for protect environment. This thing can foster a sense of wonder, optimism and understanding to nature.

Curriculum independent has change approach implementation education at Karana Jaya Kindergarten, though have challenge in maintenance education, however the role of this kindergarten still very important in effort give facility grow flower healthy and optimally suited children with curriculum values, norms and expectations of parents.

Conclusion

Curriculum independent in line with draft independent study proposed by the Minister of Education and Culture. In preparation curriculum independence, necessary notice framework foundation and structure the curriculum. Related National Education Goals with Profile Pancasila students include (1) faith, devotion to God Almighty, and behavior good; (2) independence; (3) spirit of mutual cooperation; (4) global diversity; (5) ability think critical; (6) creativity. National Education Standards are used as existing references and framework interpreted in structure curriculum, principles learning, assessment, and achievement learning. In the curriculum independence, structure curriculum covers activity purposeful intracurricular for strengthen profile Pancasila students. There is achievement necessary learning achieved, accordingly with three elements, namely (1) Religious Values and Character, (2) Self -Identity, and (3) Basics of Literacy, Mathematics, Science, Technology, Engineering and the Arts.

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