

Analysis of the Implementation of the Independent Learning Curriculum for Special Schools in the City of Yogyakarta

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ABSTRACT

This study aims to determine the analysis of the implementation of the independent learning curriculum for foreign language schools in the city of Yogyakarta and the constraints faced while implementing this independent learning curriculum. This Research was conducted from March to May 2023. This Research uses a qualitative research approach with a descriptive method, and this Research aims to learn more about implementing the curriculum in special schools in Yogyakarta, using data collection techniques through observation, interviews, and documentation. The subjects in this study were the principal, Deputy Head of Curriculum, class teachers, parents/guardians, and students, and the data analysis techniques used were data collection, data reduction, data presentation, and conclusion. Based on the Research in the field, the results are that implementing the independent learning curriculum for special schools in the City of Yogyakarta has been effective but still has to carry out meetings and evaluations. The aim is that in the next semester, the curriculum implementation can be even better and see if any needs to be dissected or programs must be reduced. The obstacles faced are obstacles from students, a lack of infrastructure, and a lack of Socialization, which is done offline

Keywords: Independent Learning Curriculum, Special School

INTRODUCTION

Education is an effort that is carried out consciously and planned to create an atmosphere and learning process so that students are actively able to develop the potential that exists within them to have religious and spiritual strength, a good personality, self-control, noble character, intelligence, and other skills needed by themselves and society. Education developed in the world of education in Indonesia today is essentially education that liberates humans. Talking about education is inseparable from the curriculum. The curriculum is an educational program from the Government used to achieve educational goals. Soleh Hidayat (2013) says that the curriculum is written material describing a school's educational program or madrasah and must be implemented from year to year.

The Independent Curriculum is a breakthrough curriculum initiated by the current Minister of Education, Nadiem Makarin. Suyanto (2020) said that freedom to learn is a policy designed by the Government to make big leaps in the quality aspect of education to produce excellent students and graduates to face complex future challenges (Suyanto, 2020); the purpose of independent learning is to encourage students to learn and develop themselves, form a caring attitude towards the environment in which students learn,

encourage students' self-confidence and skills, and easily adapt to the social environment (Ainia, 2020).

Special schools are also divided into several according to the needs of students, such as SLB A (for students who are blind or have visual impairments), SLB B (for students who have hearing impairments), SLB C (for students with intellectual disabilities), SLB D (for students with physical disabilities), and SLB E (for students with behavioral and social difficulties). Based on the results of pre-observations conducted by researchers during the implementation of PLP 2 at SLB Negeri 2 in the city of Yogyakarta in August–September 2022, the researcher found that the implementation and implementation of the independent learning curriculum were lacking because this curriculum was still new. Teachers needed time to learn the overall goal of the independent curriculum itself.

The above problems need to be investigated so that researchers can find solutions to how implementing the independent learning curriculum for ordinary schools in Yogyakarta works and what obstacles are faced. The purpose of this study was to determine the analysis of the implementation of the independent curriculum for special schools in the city of Yogyakarta and what obstacles were encountered when implementing the independent learning curriculum.

METHOD

This Research uses a qualitative research approach with descriptive methods, where this study aims to find out more about the implementation of the SLB curriculum in the City of Yogyakarta, which includes SLB Negeri 1 Yogyakarta, SLB Negeri 2 Yogyakarta and SLB A Yaketunis Yogyakarta, using data collection techniques through observation, interviews and documentation. Interviews were conducted 3 times for each informant.

Researchers used a qualitative descriptive method to simplify the research process in reaching efficient and effective conclusions. Qualitative descriptive study prioritizes the relationship between Research relevant to field conditions. The subjects in this study were school principals, vice principals for curricula, class teachers, parents/guardians of students as well as students and data analysis techniques using the theory of Miles and Huberman, namely data collection, data reduction, data presentation and drawing conclusions using the observation instrument guide, interviews and documentation, that the Validator has validated.

RESULT AND DISCUSSION

The Research was conducted on April 14-May 15, 2023, at SLB Negeri 1 Yogyakarta, SLB Negeri 2 Yogyakarta and SLB A Yaketunis. This study aims to answer the problems in formulating the problem, namely, how to implement the independent learning curriculum for special schools in the city of Yogyakarta and what obstacles are encountered during the implementation of this independent curriculum. Data collection techniques in the form of observations conducted in schools that are only seen using the eye or visually, and then followed by interviews with 5 subjects for each school, including the Principal, Deputy Head of Curriculum, Class Teacher, Parents/Guardians, Students and students. In total, there were 20 questions posed to the interviewees to answer the formulation of problem 1 regarding how to implement the independent learning curriculum for special schools in Yogyakarta and problem 2. Obstacles encountered during the implementation of the

independent learning curriculum for special schools in Yogyakarta City The first thing to discuss is the description of the school used as the research object.

a. Background SLB Negeri 1 Yogyakarta

In 1967, armed with sympathy for education for children with special needs, especially mentally disabled children, they finally opened a special school for mentally disabled children led by Dr. Agus Mulyo. In the beginning, learning was implemented at the RW hall until finally, by Governor's Decree 126 of 2003, SLB Negeri 1 Yogyakarta was designated the Service Technical Implementation Unit (UPTD). With a new name, SLB Negeri 1 Yogyakarta, they have developed this school with several levels of education, namely TKLB, SDLB, SMPLB, and SMALB. SLB Negeri 1 Yogyakarta City is one of the educational institutions that has used the Merdeka Curriculum (Merdeka Sharing). This school provides services to children with special needs, hoping that students can develop their potential, become confident, have good morals, have a friendly soul, and be polite, courteous, and affectionate towards others. There are 35 teaching staff and 8 educational staff. The facilities and infrastructure provided are in the form of classrooms, a principal's room, a teacher's room, a waiting room, an administration room, a library, a field, a BP room, an accreditation room, a computer lab, and many other facilities that can support learning.

b. Background SLB Negeri 2 Yogyakarta

FIP IKIP Negeri Yogyakarta founded this school as an Extraordinary Experimental School (SPLB). It was used as a research location for slow learners (slow learners) on February 22, 1968, chaired by Drs. Dirto Hadisusanto, a lecturer at FIP IKIP Negeri Yogyakarta, with an initial enrollment of only 6 students. Finally, on November 9, 2012, the external audit team recommended that SLB Negeri 2 Yogyakarta obtain the ISO 9001:2008 certificate. ISO 9001:2008 implementation program Currently, SLB Negeri 2 Yogyakarta uses the Merdeka curriculum (Merdeka has changed since 2022). This school is also known as the "Digital Friendly School." The average students who attend this school are those with intellectual disabilities, but some students have autism, quadriplegia, and multiple disabilities. The purpose of preparing the Yogyakarta 2 State SLB Curriculum is as a reference for schools to develop and implement educational and teaching programs following the vision, mission, and goals of the education unit to be achieved by the school to develop the abilities of children with special needs in Yogyakarta 2 SLB State to realize national education goals. SLB Negeri 2 Yogyakarta has 30 teaching staff and 9 teaching staff. Facilities and infrastructure provided by schools that can support the implementation of education include classrooms, the principal's room, the teacher's room, the administration room, the library, the sports room, the guiding block, the inclined plane for disabled students, UKS, the canteen, the toilet, the kitchen, and a room for practice and student vocational development.

c. Yaketunis, A SLB background

Yaketunis is an abbreviation of the Islamic Blind Welfare Foundation, which was established based on the Word of Allah SWT in the Al-Qur'an Surah 'Abasa verses 3 and 4, which explains that the blind has the potential to be given and directed in the fields of mental, spiritual, religion, skills, intelligence, and knowledge, so it is necessary to establish an institution or foundation as a means or place to carry out and practice this verse. The history of SLB A Yeketunis is closely related to that of the Islamic Blind Welfare Foundation because YAKETUNIS is the forerunner that

developed SLB A Yaketunis. This foundation was founded on Muharrom 1383 H to coincide with May 13, 1964, and is the first Islamic foundation to sponsor 57 blind Muslims in Indonesia. SLB A Yaketunis's goals refer to national education and education at the basic education unit level. Currently, there are around 13 teaching staff, 2 educational staff, and various facilities that can support the implementation of the teaching and learning process.

d. Interview Result

The question begins by discussing an independent curriculum and how it differs from the previous curriculum. From the answers of the interviewees, the result is that this independent curriculum is a curriculum that frees schools to develop teaching materials where the focus is no longer on academic development but rather on competency development. And the potential and characteristics of students with the Pancasila Student Profile. The difference with the previous curriculum is that in the 2013 curriculum, there were KI-KD, which made it easier for teachers to determine teaching materials. In this curriculum, teachers can look for teaching materials without benchmarks. Still, the child's assessment results are used as a reference in compiling teaching materials. Meanwhile, this independent curriculum uses phases and assessments that are useful for knowing the child's needs so that they can be adapted to the child's needs. From the parents, some don't know what kind of curriculum the school uses for their learning.

The independent curriculum for studying special schools in Yogyakarta begins to be used in the 2022 odd semester. This curriculum is used for the 2022-2023 academic year, for which preparation has been carried out for one year since the publication of this independent learning curriculum, namely in 2021, as a solution from Mr. Nadien as the Minister of Education, providing a breakthrough learning method during the COVID-19 pandemic. This independent curriculum has three types, but independent change is used on average. To upgrade to independent change, you must prepare many files. In preparing for the implementation of the independent curriculum itself, schools hold workshops that bring in speakers from outside, for example, from the Education Office or even teachers who have been prepared to take part in the teacher mobilization program, train class teachers, study together at the independent teaching platform, and take part in the webinar series, about the independent curriculum itself. The process of preparing teaching tools is carried out at the beginning of the odd semester, and this preparation involves all members of the school and the committee. The preparation of this teaching tool will discuss the preparation of CP, TP, and ATP teaching modules and also the Pancasila Student Profile Strengthening Project, all of which are already in the KOSP, which serves as a guideline for every curriculum implementation in schools. From the parents' side, most were not involved when a curriculum development meeting was held due to work constraints and other matters. The student profile has six points: faith, piety toward God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity. These six points will be used as a benchmark for every lesson. The difference with the Pancasila Student Profile Strengthening Project is that if P-5 is more about the theme of the activity, P5 is useful for developing children's potential and competence, so children can develop their talents and abilities, which will later be useful in DUDI (business world industry).

Parents of students also know about the profile of this Pancasila student, his project, and what his activities are like. The preparations for implementing the independent curriculum are the same as those in the previous curriculum; that is, the activity begins with a ceremony, morning call, and prayer, after which announcements or appeals from the school principal and teachers accompany it. This will be followed by learning activities in class, where learning in this class follows the teaching modules prepared in the early semester. The teaching module is used as a reference in learning because it has been adapted to the child's abilities and needs through a diagnostic assessment. For the stability of the implementation itself, things are certainly stable. However, they still need evaluation so that they can see and dissect whether there are still things that need to be repaired or not, whether there are programs that have not been implemented, and stability involves several parties, including students, so that the mood of students also affects the level of stability in the implementation of this independent curriculum in the classroom. Still, when viewed in general, it is stable. This is because the school has been preparing for quite a while, since July 2021. The facilities the Government provides to support the implementation of this independent curriculum are Socialization, webinars, the Teacher Mobilization Program, and bringing in members from the education office to carry out Socialization and evaluation. However, they are still lacking when viewed from the side of the facilities and infrastructure. For example, printed books for teachers and students exist as e-books, but more are not available for special schools. The lesson plan is carried out at the beginning of each semester; this learning plan is called a teaching module. Preparation: the teaching module is by mutual agreement but already has an official format. The purpose of this teaching module is that when teaching, the teacher has a guide for what the students need and their learning outcomes. Schools are free to process the implementation of learning, plus there are no textbooks for teachers and students, so when they want to teach, teachers take material from other books, for example, thematic books or KTSP books.

In the teaching module, there is already a diagnostic assessment. The implementation of the assessment itself is carried out simply by the class teacher because the one who understands the child's behavior better is the class teacher, so it is easier to carry out observations and then carry out the assessment. Teachers are freed to develop teaching tools according to the needs of students, which have previously been assessed, so that it is easier for teachers to develop their teaching tools. The teacher also adjusts to the needs of students based on the phases, but in this curriculum, every academic lesson is always inserted with P3 points. The development of the teaching tools themselves is adjusted, as well as the teacher's creativity; this is because, in one class, not all cognitive skills are the same, so they must be adjusted, and modifications are necessary. Implementing learning in the independent curriculum is no different from the previous curricula. Still, in each classroom lesson, it is sure to be inserted with points from the Pancasila Student Profile, while the implementation will be adjusted to the ATP and teaching modules that have been prepared. The strategy for delivering learning to students also varies depending on the needs of the students, which have previously been assessed to determine which phase is appropriate for the child. When viewed from the opinions of the parents, learning strategies applied to children are good, and children experience development, while students like the teacher's teaching method or pattern, which

emphasizes more practice than theory because students are easily sleepy and lack focus. Several aspects are instilled in students by the teacher: cognitive aspects taught in class, affective aspects adapted to the student's potential, and psychomotor aspects for sports and physical activities. Whereas if viewed from the parent's point of view, the teacher often informs the parents of the progress experienced by the child and what the child is learning today so that the teacher and parents can work together. The availability of facilities and infrastructure to support the implementation learning process is adequate. Awesome still experiences a lack of infrastructure, for example, the unavailability of ceremonial fields or sports fields. When viewed from the perspective of the availability of infrastructure facilities to support learning in class, it is still lacking, for example, textbooks for students and SLB. In Yaknis, where the students are blind, they still lack media for learning because they only use speakers. If viewed from the opinions of students and parents, they say that all the facilities provided at school are adequate and support activities at school.

Regarding the Curriculum Implementation Guide, Teacher's Book, Student's Book, and Teacher's Administration, the results obtained were that the curriculum implementation guideline was made based on a mutual agreement and stipulated in KOSP, while the teacher's and student's books were still in the form of e-books and nothing had been printed yet. It's just that the e-books provided by the Government on the independent teaching platform are not very complete, so when teachers are going to compile teaching modules, the subject matter is usually taken from other curriculum books. The teacher administration is in the form of ATP. Also, the second teaching module is prepared at the beginning of each semester, and the drafting process involves the school principal and his staff, committees, and other school members. This teaching module has a format determined by the Central Government and only developed as needed. In creating a pleasant classroom atmosphere, the teacher will adapt to the needs of students. Because of different disabilities, different treatments will also be obtained, so when you want to create fun learning, you need to observe and approach children. After that, you can determine which method is suitable for you. However, from the student's perspective, we can see that fun learning must be following what they want, and learning must be following their potential so that they are more comfortable when learning.

The curriculum currently used is effective. After all, based on this curriculum, it is very suitable to be applied in special schools because it further develops the potential and character of students; it's just that a more holistic approach is needed for students. In implementing this independent curriculum, several obstacles were encountered. The obstacles faced in implementing this independent curriculum are that, until now, there have been no significant obstacles in administration; it's just that there is a need to learn more. While the obstacles from students are usually students having tantrums, difficulty focusing, and so on, when viewed from the aspect of the available media, the obstacle is the lack of adequate media, especially for the blind class who rely on loudspeakers such as speakers. Because this curriculum is still relatively new, improving it requires a lot of learning and evaluation. Evaluations are held every midterm and end of the semester, both odd and even semesters, with an evaluation to see if there are things we need to change in KOSP or theme P5 that we need to reduce, develop, or add. Schools also involve external parties to support the implementation of activities at school, for example, collaboration with DUDI so

that students can do internships there with the aim that after graduation, they can work with the community, usually with the local community, and there is also collaboration with parents to discuss what children's activities are. Today, what was learned can be repeated at home.

Based on the results of field research, the results are as follows: How is the implementation of the independent learning curriculum for special schools in Yogyakarta? The implementation of the independent learning curriculum for special schools in the city of Yogyakarta, which includes SLB Negeri 1 Yogyakarta, SLB Negeri 2 Yogyakarta and SLB A Yaketunis, is currently being implemented effectively but still has to carry out evaluations as well as renewal. The goal is that in the next semester, the curriculum implementation can be even better and see if there is anything that needs to be revised or added or if there are programs that need to be reduced. The preparation of teaching tools begins with analyzing CP (Learning Outcomes), which contains a set of competencies and scope of material that is comprehensively arranged in narrative form, then planning and carrying out a diagnostic assessment. Furthermore, the development of teaching modules will be carried out to guide educators in carrying out learning. The teaching module itself must be essential, meaningfully interesting and contextually relevant. After that, they plan, implement and process formative and summative assessments, report student progress and end with learning evaluation and assessment. The obstacles encountered in implementing the curriculum itself include: This can be seen in several aspects, namely students, who have to adapt to the new curriculum, the supporting infrastructure in some schools is still small, as the lack of Socialization regarding this curriculum and also the preparation of teaching tools, which are more complicated than the previous curriculum in terms of completing files and supporting documentation, where the provisions are: Every time teaching, the teacher is required to do documentation and make teaching reports, plus it must be following the teaching modules used.

CONCLUSION

The Independent Curriculum is one of the Curricula that is relatively new to be used in the national education system. Many things must be learned in this curriculum to achieve its goals. Not only the school principal but also all school members as the main mover in implementing the curriculum. Parents, we know that students spend more time at home, so with the Socialization that the Government evenly distributes, parents can prepare anything to support children's learning. And for the Government, I hope there will be more Socialization regarding the independent learning curriculum offline because there are many teachers who are over 50 years old and are required to use technological tools, even though these items are sometimes not as sophisticated as smartphones.

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