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Implementation Of The Independent Learning Curriculum In Ppkn Learning At Smp Negeri 9 Gorontalo

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Article Info

ABSTRACT

This study aims to analyze the implementation of the Independent curriculum in PPKn learning at SMP Negeri 9 Gorontalo and identify what factors cause the implementation of the Independent curriculum to be not optimal. The Merdeka Curriculum is a form of educational transformation in Indonesia launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) as part of the Merdeka Learning program. This curriculum is designed to provide more flexibility to educational units, teachers, and students in the learning process. The goal is to create learning that is more relevant, in-depth, and in accordance with the needs of the times. The results of this study show that the implementation of the Independent Curriculum has brought significant changes in the learning system, especially in the subject of Pancasila and Citizenship Education (PPKn). This curriculum emphasizes the flexibility of teachers in designing student-centered learning, with character strengthening, Pancasila values, and the application of contextual and interactive learning. Innovations such as the Pancasila Student Profile Strengthening Project (P5) and a differentiated learning approach are considered to be able to increase student engagement and motivation. However, the implementation of this curriculum has not been running optimally in various educational units. Various obstacles are still faced, such as limited understanding and training of teachers, difficulties in preparing assessments and lesson plans, and limited facilities and resources, especially in remote areas. In addition, differences in students' readiness and abilities also affect the effectiveness of project-based learning. This research underscores the importance of intensive teacher training, equitable access to educational resources, and consistent mentoring as the main strategies in overcoming implementation challenges. Thus, the Independent Curriculum can be applied effectively and evenly, so as to truly create learning that is on the side of students.

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INTRODUCTION

Education is the main thing that will bring a nation in terms of progress. The quality and existing education system can be used as a benchmark for the progress of a nation. A country will be far behind other countries without education (Sujarwo, 2013). Based on Law No. 20 of 2003 chapter II article 3 which stipulates that: "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation". In order to achieve the expected educational goals, quality and effective learning is needed.

Education is one of the important needs for human life. Thus, everyone in Indonesian territory has the right to receive educational services. Education is considered important because with education, the fate of

the nation that is left behind can turn into a developed country. Advanced education makes the nation progress (Andari, 2022)

Education as a container contains a curriculum in which there is a device designed by the government. The curriculum is a key in the implementation of education, because the curriculum is in line with the determination of the direction, content, and process of providing education which is ultimately at the quality standards of graduates of educational institutions. The curriculum is a reference that is used as a guideline in the implementation of education. This curriculum is used as a design to provide a set of learning opportunities to achieve goals (Kusumaningrum, Arifin and Gunawan, 2017).

The curriculum in the world of education can be likened to a public vehicle that takes passengers to their destination. Based on this, this vehicle must first be designed with tools or completeness of materials, materials and others and must also attach importance to the standards of suitability to carry its passengers so that they reach their destination. If the vehicle does not run well or can be said to be not included in the overheating standard, then the purpose of bringing passengers to their place will fail (Bahri, 2018).

Seeing this, it can be said how important a curriculum is for education, it can be understood that the curriculum is a vital thing for education. So that teachers and teachers must understand the content of the curriculum, because it is clear that the purpose of education is contained in the curriculum. So that the educational process can take place in a conducive, interactive, effective and smooth manner. The development of the times, of course, there will be changes that we cannot deny in various things, as well as the curriculum. This change can occur because people are not satisfied with the results of school education and always want to improve it. It is indeed impossible to compile a good and steady curriculum all the time. A curriculum is only good for a certain society at a certain time. The development of science and technology that changes society and itself the curriculum must also inevitably be adjusted to the demands of the times (Asri, 2017).

In Indonesia, there are often changes or improvements in the curriculum where education is certainly towards better development. With the change in curriculum, it is a challenge for educators and adjustments for students in learning, regardless of the challenges, whatever education curriculum is used, the goal is still to educate the life of the nation (Darmayani & Amelia, 2023)

There is a change in the curriculum and the right methods at each level of education organized by the government to be better. In order to improve the quality of a quality learning system and be able to develop every potential in human beings, as currently managed by Indonesian educational institutions through its independent learning program, with the hope that through the management of this more strategic curriculum, the government can improve every aspect of education in Indonesia to improve (Arifin, 2022). The history of the curriculum in Indonesia has gone through a long journey, history records these changes starting in 1947, 1952, 1964, 1975, 1984, 1994, 2004, 2006, 2013, and most recently the independent curriculum (Azhar, 2020). Based on the decree of the minister of education, culture, research, and technology Number 262/M/2022 concerning amendments to the decree of the minister of education, culture, research, and technology number 56/M/2022 concerning guidelines for the implementation of the curriculum in the context of learning recovery, it was explained that there were changes to the curriculum.

Post-pandemic, the implementation of the independent learning program provides flexibility to teachers to make learning plans to increase innovation and implement learning plans. In the learning tool, there was KI (Core Competencies) and KD (Basic Competencies) changed to CP (Learning Outcomes), in CP planning it was analyzed to Compile Learning Objectives and Learning Objectives Flow, the term Syllabus became ATP (Learning Objective Flow), ATP was made and designed by the teacher, the lesson plan was changed to the Teaching Module and developed by the teacher; The difference between the lesson plan and the Teaching Module is that the last one is to make a one-sheet lesson plan in the 13th curriculum, the Teaching Module is now even more, it can be made 1 week 1 module, and in it there is a formative test, a summative test. Formative tests and summative tests are planned and designed by teachers; In the Teaching Module, at the beginning of learning there must be a diagnostic test (divided into 2, namely cognitive tests for learning and non-cognitive tests to find out the background of students), and to find out the child's character (whether the students are happy/not) at the end of learning. Diagnostic Assessment Planning is made by teachers (Barlian, Solekah and Rahayu, 2022)

In the learning assessment, it is expected to measure aspects that should be measured and holistic. Assessments can be formative and summative. Formative assessments can be carried out at the beginning of learning, used to support differentiated learning so that students can get learning according to their needs and assessments at the time of learning are used as a basis for reflecting on the entire learning process which can be used as a reference for learning planning and revisions if necessary, and at the final stage, educators also need to conduct summative assessments to ensure achievement of the overall learning objectives (Anggraena, et al., 2022). Based on the circular letter of the Ministry of Education, Culture, Research and Technology of the Directorate General of Teachers and Education Personnel on April 19, 2022, there are three categories of Independent Curriculum Implementation in accordance with the choices set by the Education unit, namely Independent Learning, Independent Change, and Independent Sharing.(Wise & Rachman, 2018)

This research was conducted at SMPN 9 Gorontalo City, one of the public schools in Gorontalo City that has implemented the Independent Curriculum starting from the 2022/2023 school year to students in grades VII, VIII, and IX. The reason SMP Negeri 9 Goronralo City implements the Independent Curriculum is to support the Vision, Mission, and school strategy carried out by the school. This is supported by the school's mission, namely "Improving academic, artistic, cultural, sports and welfare achievements". The implementation of the Independent Curriculum will help facilitate students based on the ability to quickly receive material with programs that have been designed to realize the Vision and Mission of SMPN 9 Gorontalo city. In the independent curriculum, teachers and educators also have no limitations in exploring the potential of students. Because the learning process can be adjusted to the interests of students' talents. So that with this independent curriculum program itself can support the Vision and Mission of SMPN 9 Gorontalo city.

In fact, it shows that teachers still have difficulties in compiling and developing lesson plans. Also, many teachers only consider the learning plans they make only as administrative materials and not as guidelines in the learning process so that in making lesson plans teachers are not serious in doing it. In addition, there are often inconsistencies in learning planning with the implementation of learning carried out by teachers so that teachers do not use learning planning as a guide in carrying out the learning process. In fact, learning planning is one of the most important things in achieving learning goals (Pambudi, Winarno and Dwiyogo, 2019). At this time, many teachers in teaching still seem to be only carrying out their obligations. He does not need a strategy, a method in teaching, for him what is important is how a learning event can take place. This is a wrong opinion and should not be followed, if you do not want to be said to be lazy and unprofessional (Barlian, Solekah and Rahayu, 2022).

RESEARCH METHODOLOGY

The planned research method will use qualitative methods with a case study approach. According to Erikson (1986) quoted (in the book Qualitative Research Methodology, Muhamad Rizal et al. 2022:9). Qualitative research aims to gain a thorough understanding of human and social problems, not to describe the surface of a reality as quantitative research does with its positivism. Because researchers interpret how subjects derive meaning from the surrounding environment, and how that meaning affects (Anak, 2008). This research applies a case study approach to gain an in-depth understanding of how the implementation of the Independent curriculum in Ppkn learning at SMPN 9 Gorontalo city

This research was conducted at SMPN 9 Gorontalo City which is located in South Leato, East City, Gorontalo City with the aim of collecting the necessary data. This research plan is to last for 2 months and will be completed according to the needs of the research

Data Analysis Techniques

Data analysis is carried out through several stages which include: 1) Data reduction Data reduction is the first component in analysis which is the process of selecting, simplifying, and simplifying all types of information that are written in complete in field notes. Data reduction is carried out by making a summary of the content and records of data obtained in the field. This process continues throughout the implementation of the research until the final research report is ready to be prepared. 2) Data presentation The data presentation is a collection of information organizations, descriptions, in the form of a complete narrative so that it is easy to understand and conclusions can be drawn from the research. This data presentation includes sentence narratives, matrices, images/schemas, activity networks and also tables. The depth and robustness of the analysis results are largely determined by the completeness of the data presentation. 3) Conclusion Drawing aims at consolidation, tracing back data quickly to get solid and reliable research conclusions. Drawing conclusions, the presentation of data presented if it has been supported by complete data can be used as a credible conclusion.

RESULTS AND DISCUSSION
Implementation of the Independent Learning curriculum in PPKn learning

Education is one of the main pillars in the development of a country. To achieve optimal educational goals, the development of a good curriculum is very important. In Indonesia, the Independent Curriculum has been introduced as an effort to improve the quality of learning in schools. This policy carries a different approach in curriculum development with a focus on student empowerment and 21st century skills development. In order to review this policy, analysis based on theoretical studies becomes very relevant to understand the formulation, implementation, and impact of the Independent Curriculum on improving the quality of learning Several education experts have given their views on the Independent Curriculum and the importance of analyzing this policy from the perspective of theoretical studies. According to Darmawan and Winataputra (2020), the Independent Curriculum seeks to strengthen student independence and facilitate student-centered learning by emphasizing empowerment and 21st century skill development. In addition, according to Riyanto (2019), the Independent Curriculum aims to free students from the shackles of a

curriculum that is too theoretical and promote learning that is more contextual and relevant to real life. The development of the Independent Curriculum in Indonesia has occurred gradually since its introduction in 2020. This curriculum is the government's effort to catch up or learn loss after the Covid-19 pandemic. This policy received significant encouragement from various parties, including academics, education practitioners, and other stakeholders. In the process of its development, the Independent Curriculum has involved various updates in the context of the curriculum, such as an emphasis on active, project-based, and student-centered learning. In the active learning approach, students are invited to be directly involved in the learning process, both individually and in groups, with various activities that encourage understanding of concepts and applications in real contexts. The project-based learning approach provides students with the opportunity to learn and apply concepts and skills in the context of projects that are relevant to everyday life. Meanwhile, the student-centered approach prioritizes the active role of students in constructing knowledge and building understanding through direct experience, reflection, and dialogue (Syah, 2019). These approaches bring about a significant change in the traditional learning paradigm in Indonesia, where teachers become facilitators and guides in the learning process, while students are actively involved in constructing knowledge and skills. An in-depth understanding of these approaches will help in evaluating the implementation and impact of the Independent Curriculum policy in improving the quality of learning in schools. (Quality et al., n.d.)

According to Usman (2002), expressing his opinion on Implementation or implementation as follows: "Implementation is down to the activity, action, action, or mechanism of a system. Implementation is not just an activity, but an activity that is planned and to achieve the goals of the activity". The definition of implementation stated above, it can be said that implementation is not just an activity, but an activity that is planned and carried out seriously based on certain norms to achieve the purpose of the activity. Therefore, the implementation does not stand alone but is influenced by the next object. (Rosad, 2019)

This research was conducted to find out how the implementation of the Independent curriculum in PPKn learning and what are the obstacles faced in the implementation of the independent curriculum at SMP 9 Gorontalo and what efforts are made to face obstacles in the implementation of the Independent curriculum at SMP N 9 Gorontalo.

Observations and interviews were carried out simply by asking several questions to, the Principal, the Curriculum Officer (deputy principal, PPKn teachers and several students at SMP N 9 Gorontalo, the questions used were structured questions, so that there was a relaxed and as-like interaction between the researcher and the respondent. So that the researcher can describe and describe the conclusions of the interview results that have been conducted using language that has been well prepared by the researcher.

The data produced from observations in the field related to the implementation of the Independent Curriculum produced: Based on the results of research conducted in schools, the researcher obtained a number of information from the principal regarding the implementation of the Independent Curriculum. The principal said that since the enactment of the Independent Curriculum, the education system in Indonesia has undergone various significant changes, especially in the curriculum structure. This curriculum provides greater flexibility and space for the development of students' character and potential. One of the real examples of these changes can be seen in the subject of Pancasila and Citizenship Education (PPKn). Of the total three hours of lessons per week, two hours are allocated for classroom learning, while the remaining one hour is used for the Pancasila Student Profile Strengthening Project (P5) activities. P5 is an important part of the Independent Curriculum which aims to instill Pancasila values through contextual and meaningful project-based activities, both inside and outside the school environment, in addition, schools have also begun to implement differentiated learning as a form of commitment to learning principles that are in favor of students. This approach aims to accommodate the differences in interests, learning styles, and ability levels of each student. Teachers have been provided with training and mentoring to design flexible and adaptive learning strategies. In its implementation, various learning methods, forms of assignments, and various media are used. Although it is still in the development stage, periodic evaluations continue to be carried out so that the implementation of differentiated learning can run optimally and have a positive impact on all students.

Another result that the researcher found through PPKn teachers about the implementation of the independent curriculum in PPKn learning is that the implementation of the Independent Curriculum provides greater flexibility in designing learning materials and activities. This curriculum encourages me to adapt the learning process to the needs, interests, and life context of students. In compiling PPKn materials, the focus is no longer limited to theoretical aspects, but is also directed to strengthening character values and practicing Pancasila precepts in students' real lives. Learning activities are designed to be more interactive, contextual, and fun, such as through group discussions, case studies, role plays, and social projects that actively involve students. With this approach, students not only understand the concepts of citizenship cognitively, but are also able to internalize and apply them in daily life. In addition, the Independent Curriculum also encourages the application of differentiated learning, so that each student can learn according to their own abilities and learning styles. I am given the freedom to choose relevant and varied learning resources, including the use of digital media, learning videos, and actual articles as material for reflection and discussion. This makes PPKn

learning more dynamic, meaningful, and in line with the times.

And finally, the results of the research findings that the researcher conducted for students about the implementation of the Independent Curriculum, the researcher can understand that the implementation of the Independent Curriculum provides a more fun, interactive, and relevant learning experience for students, especially through project-based activities and discussions. Students feel more motivated and involved because of the flexibility in choosing topics according to their interests. However, challenges remain, such as time constraints and difficulty understanding abstract material. To increase effectiveness, students suggest time flexibility, more engaging materials, as well as more in-depth teacher training.

In general, it can be described as follows: Implementation is an action to achieve the goals outlined in a policy decision, the action is carried out either by individuals, government officials or the private sector. Based on this description, it can be concluded that implementation is a dynamic process, where policy implementers carry out activities or activities, so that in the end they will get a result that is in accordance with the goals or objectives of the policy itself. (Janice, 2015)

Based on the results of the above description related to the data in the field and its relation to several theories that have been presented, the researcher considers that there is a continuity or equation in which Mazmanian and Sabatier, Van Meter and Van Horn, and Browne and Wildavsky have similarities in viewing that implementation is a process that involves real actions from authorized or interested parties. They agreed that implementation is not just a technical implementation, but an important part of efforts to realize pre-set policy objectives. In all such definitions, implementation is seen as a process directed at achieving a specific outcome desired by policymakers. Implementation cannot be separated from the context of the policy itself, as its success is greatly influenced by how it is designed, understood, and implemented on the ground. Although each uses different terms and gives varying emphasis, they substantially convey the idea that implementation is an active and systematic effort of the implementers, be it individuals, groups, government agencies, or the private sector. The goal is that policies that have been formally formulated in the form of laws, regulations, and executive decrees can be realized in the form of concrete actions in the field. Therefore, implementation also contains elements of strategy and response to various operational, political, and administrative challenges that arise during the policy implementation process. Another similarity lies in the view that implementation is a process that does not stand alone, but must be done with coordination, communication, and adjustments between the various parties involved. This is evident in the opinion of Browne and Wildavsky who emphasize the importance of adapting between activities as part of implementation. The involvement of various actors in this process shows that implementation is collaborative and requires the integration of various resources and interests. Thus, there is a strong continuity between the three theories, both in terms of implementation goals, the actors involved, and the implementation process. They complement each other in describing the complexity of policy implementation in practice, as well as showing that the success of implementation is largely determined by the extent to which the policy can be translated into concrete actions that are in accordance with the social and institutional realities on the ground.

From the explanation above, the researcher can draw the conclusion that implementation is the process of implementing policies or plans that have been carefully prepared by the authorities, both government and private. The main goal is to realize the goals that have been set beforehand. This process includes concrete steps, the use of necessary resources, and coordination between the parties involved to ensure that policies are implemented effectively. Implementation involves setting roles and responsibilities, as well as adjusting activities so that policies can be achieved with the desired results.

Factors that cause the implementation of the independent learning curriculum to be not optimal

In recent years, the government through the Ministry of Education, Culture, Research, and Technology has rolled out the Independent Learning Curriculum as one of the efforts to transform national education. This curriculum is designed to provide flexibility for educational units to design learning that is more flexible, contextual, and centered on the needs and potential of students. However, in its implementation in various educational units, there are still a number of challenges that cause the implementation of the Independent Curriculum to not run optimally. Various factors are the cause of this condition, ranging from teachers' readiness to understand new approaches to learning, limited infrastructure and supporting facilities, to lack of understanding and support from related parties such as school principals, parents, and the community. In addition, differences in geographical and socio-cultural conditions between regions also affect the uniformity of the implementation of this curriculum. Therefore, it is important to identify in more depth the factors that are obstacles and formulate the right solutions so that the Independent Curriculum can be implemented effectively and evenly throughout Indonesia.

Syaiful Bahri Djamarah (2008) Factors are something that influences the process or outcome of education, for example internal factors (from within the individual) and external factors (from outside the individual). The data produced from field observations related to what factors cause the implementation of the independent curriculum to not be optimally produced: The results of field observations conducted with the principal and vice principal in the field of curriculum identified several factors that cause the

implementation of the Independent Curriculum to be not optimal. One of the main obstacles is the lack of understanding and readiness of teachers in implementing a more collaborative and student-centered approach to learning, considering that most teachers are still familiar with conventional methods. This requires time and a long adaptation process. In addition, many teachers have difficulty developing teaching tools that are in accordance with the principles of the Independent Curriculum, such as flexible teaching modules and formative assessments that focus on student development. The integration of the values of the Pancasila Student Profile in learning has also not been fully implemented due to the lack of understanding of teachers. External factors such as limited facilities and infrastructure, especially in remote areas or 3T, as well as lack of access to technology are also significant obstacles. The variation in student readiness and the low involvement of parents in supporting learning at home also affect the quality of learning. Different geographical and socioeconomic conditions between regions also exacerbate challenges in curriculum implementation. Thus, an in-depth analysis of these constraints is needed to formulate effective solutions, so that the Independent Curriculum can be implemented optimally and have a positive impact on improving the quality of education in Indonesia.

The same thing was stated by PPKn teachers about the factors that cause the implementation of the independent learning curriculum in PPKn learning to be not optimal, namely one of the main factors is the lack of understanding of the Independent Curriculum among PPKn teachers is the habit of teachers who are used to the 2013 Curriculum (K13). In the 2013 Curriculum, PPKn learning is more focused on a structured approach with more theoretical material and written exam-based assessments. Most PPKn teachers still find it difficult to switch to a more flexible, project-based, and focused learning approach that focuses on character development and Pancasila values that are at the core of the Independent Curriculum. In addition, the lack of facilities and availability of textbooks that support the Independent Curriculum are additional obstacles. Many PPKn teachers have difficulty in obtaining textbooks that are relevant and in accordance with learning principles based on the Pancasila Student Profile, which prioritizes life skills, collaboration, and deeper social understanding. Without adequate teaching material support, teachers have difficulty in designing learning activities that are in accordance with the concept of student-based learning, which is the main goal of the Independent Curriculum. This condition causes PPKn teachers to experience limitations in implementing learning methods in accordance with the new curriculum, which ultimately has an impact on the effectiveness and quality of PPKn learning provided to students.

And lastly, students' opinions regarding the factors that cause the implementation of the curriculum to be not optimal, researchers can understand that the lack of facilities and textbooks in accordance with the Independent Curriculum is also a problem. Some of the books used in schools do not yet support more flexible and project-based learning, which should be the main focus of this curriculum. The use of technology in learning is also still limited, even though this is needed to support more interactive and collaborative learning. In addition, differences in readiness between students also affect the implementation of the Independent Curriculum. Not all students have the same access to more project- or technology-based material. Some students find it difficult to follow more independent learning due to the limitations of existing facilities.

The role of teachers in the preparation and implementation of the Independent Curriculum is very important in achieving these policy goals. Teachers act as agents of change who are actively involved in designing and implementing a curriculum that is responsive to the needs of students. According to Haryanto (2019), teachers have a central role in adapting the Independent Curriculum to their local context, selecting and developing relevant learning materials, and designing learning strategies that suit the needs of students. A study conducted by Wibowo et al. (2020) shows that teachers also play a role as a driver of change in implementing the Independent Curriculum. Teachers need to acquire new knowledge and skills, as well as have the ability to collaborate with fellow teachers in designing and implementing learning that is oriented towards student competency development.

Asep Suryana revealed that the lack of understanding and integration of Pancasila values in learning is also one of the obstacles. Teachers often have difficulty in connecting curriculum materials with student character development that is in line with the values of the Pancasila Student Profile. The limitations of training in terms of character development and a holistic approach to education make the implementation of these values not optimal. (Awalludin Awalludin et al., 2024)

So in conclusion, the factors that cause the implementation of the curriculum to not be optimal include: 1) Readiness of teachers' understanding, Lack of Training and Mentoring: Many teachers have not received sufficient training on the Independent Curriculum, especially in terms of project-based and collaborative learning approaches. This hinders their ability to implement the curriculum in the expected way.2). Switch from Conventional Methods: Most teachers are still used to conventional learning methods that are more teacher-centered. Moving to a more flexible and student-focused approach takes time and a lengthy adaptation process.3). Difficulties in Preparing Learning Plans: Many teachers have difficulty in designing teaching modules and formative assessments that are in accordance with the principles of the Independent Curriculum, which focuses more on the overall development of students. Limited Facilities and

Resources Availability of Textbooks: Many schools have difficulty obtaining textbooks that are in accordance with the Independent Curriculum, which prioritizes character values and project-based learning. Limited Technology: Schools, especially in remote areas, often do not have adequate access to the technology needed to support digital-based and collaborative learning. 5). Differences in Student Readiness.Variation in Access to Learning Resources: Not all students have equal access to learning resources or facilities that support technology-based learning, which is one of the important components in the Independent Curriculum, Student Independence Level: Students with less supportive backgrounds may have difficulty in following more independent and project-based learning methods, which requires them to be more active in searching and processing information independently, Students' Abilities in Project-Based Learning: Not all students have enough skills or knowledge to participate in project-based learning that requires creativity, collaboration, and independent problem-solving.

Based on the results of the description, there is a continuity between the theories presented by experts and the data found in the field shows that various factors that hinder the implementation of the Independent Curriculum are interrelated and affect each other.:for example, teacher readiness and learning approach The theory presented by Nurhadi about the lack of teacher readiness in implementing the student-based learning approach is very relevant to the data in the field. Many teachers are still used to conventional learning methods that are more teacher-centered. While in the field, these teachers admit that switching to a more flexible, project-based approach requires a lot of adaptation time. This underlines the continuity between the theory that emphasizes the need for training and mentoring and the real conditions in the field that show the lack of adequate training for these teachers. This is very much in line with the reality found on the ground, where many schools, especially in remote areas, struggle to gain access to textbooks relevant to the Independent Curriculum and the technological tools needed for project-based learning. This shows the continuity between theory and practice, where the problem of limited facilities is a major obstacle faced by schools in implementing the new curriculum. The eori put forward by Iskandar Zulkarnain regarding the variation in students' readiness to access learning resources that support technology-based learning is very evident in the field. Not all students have equal access to the technology or learning facilities necessary to support a project-based or collaborative approach. Some students have difficulty adapting to more independent learning methods, which require creativity and collaboration. This continuity underlines that the successful implementation of the Independent Curriculum is greatly influenced by the differences in students' socio-economic and geographical conditions, which has an impact on their readiness to follow new learning methods.

Overall, there is a very close continuity between the theories presented by experts and the data in the field. All of the factors identified—teacher readiness, limited facilities, differences in student readiness, administrative burden, geographic and socioeconomic conditions, and the integration of character values—are interrelated factors. One factor affects another, and all of these factors hinder the implementation of the Independent Curriculum to the maximum. Therefore, to overcome these challenges, improvements are needed in teacher training, the provision of adequate facilities, equitable distribution of resources, and a deeper understanding of how to integrate character values in learning, so that the Independent Curriculum can be implemented effectively and evenly throughout Indonesia.

From some of the statements above, researchers can conclude that the implementation of the Independent Curriculum still faces several main obstacles, including limited teacher readiness in implementing a student-based learning approach, lack of facilities and resources such as textbooks and technology, and differences in student readiness. Many teachers are still familiar with conventional methods and require additional time and training. In addition, the high administrative burden also hinders creativity in designing learning. Different geographical and socioeconomic conditions between regions exacerbate inequality in the implementation of this curriculum. To overcome these challenges, improvements are needed in teacher training, the provision of adequate facilities, and a deeper understanding of integrating character values in learning.

CONCLUSION

The implementation of the Independent Curriculum in schools has brought significant changes in the learning system, especially in the subject of Pancasila and Citizenship Education (PPKn). This curriculum provides flexibility for teachers in compiling materials and learning methods that are more student-centered, with an emphasis on strengthening character, Pancasila values, and the application of contextual and interactive learning. One of the important innovations is the Pancasila Student Profile Strengthening Project (P5) which provides space for students to learn through hands-on experiences and meaningful activities. In addition, a differentiated learning approach has begun to be implemented, allowing teachers to tailor learning to students' interests, learning styles, and abilities. Teachers also benefit from the freedom to choose relevant learning resources, so that learning becomes more dynamic and actual. From the student side, the Merdeka Curriculum is considered to provide a more enjoyable and motivating learning experience, although there are still some challenges such as time constraints and difficult materials to understand. To optimize

implementation, it is necessary to improve teacher training, more flexible time management, and develop materials that are more interesting and according to the needs of students. Although the implementation of the Independent Curriculum has shown a number of positive changes in the learning process, such as increasing teachers' flexibility in designing learning and student involvement through project-based activities, its implementation in the field cannot be said to be running optimally. This can be seen from the fact that there are still obstacles such as limited time, students' difficulties in understanding abstract material, and the application of differentiated learning due to limited experience and teacher training. In addition, the inequality of access to resources and technology between schools also widens the gap in the implementation of this curriculum. Therefore, continuous improvement efforts are needed, including intensive training for teachers, the provision of equitable support facilities, and consistent mentoring, so that the main goal of the Independent Curriculum in creating learning that is in favor of students can be achieved comprehensively.

The implementation of the Independent Curriculum has not been running optimally due to various interrelated factors. One of the main obstacles lies in the readiness and understanding of teachers who are still limited. Many teachers have not received adequate training, especially in terms of the project-based and collaborative learning approach that is the hallmark of this curriculum. In addition, the shift from conventional teacher-centered learning methods to a more flexible and student-focused approach requires a relatively short adaptation process. Teachers also face difficulties in preparing learning plans and assessments in accordance with the principles of the Independent Curriculum. On the other hand, limited facilities and resources are significant obstacles, such as the difficulty of accessing relevant textbooks and limited supporting technology, especially in remote areas. The difference in student readiness also affects the effectiveness of this curriculum. Not all students have equal access to learning resources or technology facilities, and some of them do not yet have the level of independence and skills needed to engage in project-based learning optimally. Therefore, these challenges need to be overcome comprehensively so that the Independent Curriculum can be implemented effectively and evenly in all educational units.

SUGGESTION

To optimize the implementation of the Independent Curriculum, especially in the subject of Pancasila and Citizenship Education (PPKn), several strategic steps are needed that can be carried out in an ongoing manner. One of the most important things is to improve teacher competence through training that is not only theoretical, but also applicable and sustainable. Teachers need to be facilitated to understand more deeply the concept of differentiated learning, effective management of learning time, and how to develop teaching materials that are contextual and in accordance with the needs of students. In addition, strengthening collaboration between teachers is also very important. With the existence of a learning community or professional discussion forum, teachers can exchange experiences, learning strategies, and solutions to the challenges faced during the curriculum implementation process. This collaboration will encourage the emergence of learning innovations that are relevant to the conditions and characteristics of students in each school. Equitable access to resources and technology also needs to be a major concern. There are still many schools, especially in remote areas, that do not have adequate digital learning support facilities. Therefore, support from the government in the form of providing technological devices, a stable internet network, and digital teaching materials that are in accordance with Pancasila values is urgently needed. In addition, the development of learning materials must also continue to be adjusted to the context of students' real lives. The use of more interactive and project-based approaches, such as case studies, simulations, or digital media, will help students understand abstract material more easily and enjoyably. This effort will increase students' active involvement in the learning process. Finally, the evaluation and assistance system for the implementation of the Independent Curriculum needs to be strengthened. Evaluation is not only focused on learning outcomes, but also on the learning process itself. Consistent assistance from supervisors or facilitators who understand the philosophy of the Independent Curriculum will greatly help teachers in dealing with obstacles in the field directly and more directed. With these steps, it is hoped that the Independent Curriculum can run more optimally and really create learning that is in favor of students.

Overcoming the various challenges faced in the implementation of the Independent Curriculum requires comprehensive and sustainable efforts from various parties. One important step is to increase the capacity of teachers through more intensive and relevant training. The training should be not only theoretical, but also practical and contextual, so that teachers can truly understand and apply project-based and collaborative learning approaches in their daily lives. In addition to formal training, it is also necessary to establish a teacher learning community that allows them to share experiences and effective learning strategies with each other.

Furthermore, the government and related institutions need to ensure the availability of adequate resources, both in the form of textbooks that are in accordance with the principles of the Independent Curriculum and supporting technology, especially in areas that still experience limited access. The provision of equal facilities and infrastructure will greatly help create an equal learning environment for all students. No less important is a flexible approach in the implementation of the curriculum. Each school has different

conditions and challenges, so the implementation of the curriculum needs to be adjusted to the level of readiness of each educational unit. A phased approach that considers the local context can help the adaptation process run more smoothly.

On the other hand, students also need to get support to develop the independence and learning skills required in project-based learning. Schools can design coaching or mentoring programs that aim to train students to be better prepared for this new learning model. Finally, an evaluation system is needed that is able to identify constraints early and provide useful feedback for continuous improvement. Collaboration between the government, teachers, schools, parents, and the community is the key so that the Independent Curriculum can be implemented effectively and evenly throughout Indonesia.

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