

Solutions of Class X Social Teacher in Overcoming Problems Regarding the Implementation of the Independent Curriculum at MAN 1 Mukomuko

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Abstract

This research is motivated by changes in the Curriculum, where previously MAN 1 Mukomuko school used the 2013 Curriculum, then in 2022 a new Curriculum was implemented, namely the Merdeka Curriculum. This raises new problems, especially problems that occur during the process of implementing the Merdeka Curriculum. This study aims to analyze the solutions of class X social teachers at MAN 1 Mukomuko in implementing the Merdeka Curriculum. The theory used is the Talacott Parsons AGIL theory. The approach used is a qualitative approach with a descriptive type. The data collection technique is purposive sampling. The types of data are primary data and secondary data. The techniques used in data collection are document studies, observations and in-depth interviews. The data analysis used is interactive data analysis developed by Milles and Huberman. From the results of the study, it can be concluded, solutions to problems arising from the implementation of the independent curriculum include: 1. Using cooperative learning methods. 2. Photocopying textbooks 3. Learning using cellphones and media. 4. Independent learning 5. Reciprocal interaction patterns between students and teachers.

Keywords: *Barriers, Implementation, Curriculum*

1. INTRODUCTION

The change in the independent curriculum implies that education is not solely the responsibility of teachers, but rather a shared responsibility between teachers, principals, school supervisors, parents and the community (Inderasari & Kusmanto, 2022). These roles are carried out together so that education can improve not only quantity but also quality. In improving the standards of Human Resources (HR), especially to improve education, changes to the education curriculum are needed. The curriculum is a very important element for every school and can be said to be the compass of education (Marlissa & Untayana, 2018). The independent curriculum applies to all types and levels of primary and secondary education, both elementary, middle and high schools and vocational schools. In addition, there are new problems in the implementation process of the Independent Curriculum, where the problems that occur are a) too many subjects that must be faced by students in class X, 2) some of the subjects are not in accordance with the wishes of the students (Octavia & Tirtoni, 2024). The purpose of the independent curriculum is to be arranged more practically and efficiently to make it easier for teachers to focus on the material. which is essential and allows students to be more active according to their fields of interest. The implementation of the independent curriculum as an improvement of the 2013 curriculum which has been tested for its implementation which is able to improve understanding of the material so that teachers have time to develop the character and competence of students. In addition, the independent curriculum is a form of implementation of the independent curriculum learning carried out with project-based learning (PJBL) with a level of depth of material according to the level of each school. The independent curriculum has a flexible principle so that teachers can carry out learning according to the abilities of students which are adjusted to the local context and content (Malaikosa et al., 2022). In addition, it also makes it easier for teachers to assist students to achieve learning goals (Ristroph, 2020). The implementation of the Independent Curriculum is based on the Regulation of the Minister of Education and Culture, Research and Technology No. 5 of 2022 concerning Graduate Competency Standards for Early Childhood Education, Elementary Education, and Secondary Education; Regulation of the Minister of Education and Culture, Research and Technology No. 7 of 2022 concerning Content Standards for Early Childhood Education, Elementary Education, and Secondary Education; Regulation of the Minister of Education and Culture, Research and Technology No. 56 of 2022 containing the Guidelines for the Implementation of the Curriculum in the context of Learning Recovery; and the Decree of the Head of BSNP No. 008/H/KR/2022 concerning Learning Achievements for Early Childhood Education, Elementary Education, and Secondary Education in the Independent Curriculum (Alimuddin, 2023). In curriculum renewal, educators are required to adapt to various changes, such as classroom management, teaching methods, and

learning strategies (Nurmalasari et al., 2019). The role of teachers in managing the learning process also involves the role of facilitators who are able to create a conducive, enjoyable learning environment, so that the learning process can take place effectively, develop teaching materials optimally, and improve students' abilities in absorbing lessons in order to achieve the expected educational goals (Işıklar & Öztürk, 2022).

The Independent Curriculum is here to be a solution to educational problems in Indonesia, both for teachers, students or all aspects involved in education in Indonesia today, in order to create independent learning (ANES, 2025). The goals of independent learning according to Ana Widyastuti (Rozi et al., 2021) include: 1) so that teachers, students, and parents get a happy learning atmosphere, 2) to foster a sense of independence, creativity and commitment in learning, 3) so that educators can provide space and discover the potential, interests, and talents of students, in addition to developing character education, 4) psychologically, it is a very important foundation in building a love of learning and realizing resilience. Fun learning can create a learning atmosphere that is easier for each student to understand. However, it is not easy for teachers to adapt to the new curriculum and new learning methods from the independent curriculum, of course there will be challenges and obstacles later in implementing the Independent Curriculum, plus the conditions of each school are certainly different so that the implementation is also different (Nadrah, 2023). In Mukomuko Regency, Bengkulu Province, there are 34 MAN and equivalent SMA schools. Of the total 34 schools, only 16 schools have implemented the Independent Curriculum (Toyibah et al., 2024). The following are several SMA and equivalent schools in Mukomuko Regency that have implemented the Independent Curriculum:

Table 1. Schools that have used the Independent Curriculum in Mukomuko Regency

No	Schools That Have Used the Independent Curriculum
1	SMAN 1 MUKOMUKO
2	MAN 1 MUKOMUKO
3	SMAN 2 MUKOMUKO
4	SMAN 3 MUKOMUKO
5	SMAN 4 MUKOMUKO
6	SMAN 5 MUKOMUKO
7	SMAN 6 MUKOMUKO
8	SMAN 7 MUKOMUKO
9	SMAN 8 MUKOMUKO
10	SMAN 9 MUKOMUKO
11	SMAN 10 MUKOMUKO
12	SMAN 11 MUKOMUKO
13	SMAN 12 MUKOMUKO
14	SMKN 1 MUKOMUKO
15	SMKN 2 MUKOMUKO
16	SMKN 3 MUKOMUKO

Source: Administration of MAN 1 Mukomuko

Based on the table above, only 20 % of high schools in Mukomuko district have implemented the Independent Curriculum. Of the 16 schools, only two schools have implemented the independent curriculum for two years, namely SMAN 1 Mukomuko and MAN 1 Mukomuko, the rest have only implemented the Independent Curriculum in the 2023/2024 academic year (Pajarwati et al., 2021).

Table 2. Teacher who teaches social subjects in class X

No	Teacher Name	Subjects Taught	Teaching A Class
1	Agus Supriyadi S.Sos. I	Sociology	XA, XB, XC, XD, XE
2	Junten Rayani S.Pd	History	XA, XB, XC
3	Hasmiyarti S.Pd	History	XD, XE
4	Prof. Dr. Dedy Purnama S.Pd	Economy	XA, XB, XC, XD, XE
5	Reko Saputro S.Pd	Geography	XA, XB, XC, XD, XE

Source: Administration of MAN 1 Mukomuko

Based on the table because the research was conducted at MAN 1 Mukomuko with 5 social subjects according to their fields, namely: Sociology, History, Economics and Geography. State Madrasah Aliyah (MAN) is the same as an equivalent high school, but MAN schools have more subjects related to religion than general subjects in high school. The

purpose of this writing is to describe what solutions are carried out by class X social teachers in overcoming learning problems in implementing the Merdeka Curriculum at MAN 1 Mukomuko (Madani, 2024).

2. METHOD

This study uses a qualitative approach with a descriptive type. This study was conducted at the State Islamic Senior High School 1 Mukomuko, Bengkulu Province. Informants were drawn using a purposive sampling technique by considering the informant criteria. The research informants were teachers who understood the Independent Curriculum such as the Principal, Deputy Head of Curriculum, Head of Facilities and Infrastructure, Deputy Head of Student Affairs and teachers who taught in social subjects such as Sociology, Geography, Economics, History, and two students in each class in class X (Hanum & Dalimunte, 2025). The unit of analysis of this study is the individual because the concept built is to find solutions to the obstacles encountered in the implementation independent curriculum at MAN 1 Mukomuko, and the focus of the research is teachers who teach different subjects (Jannah, 2025). Data analysis in this study uses the Miles and Huberman model with several stages, namely data collection, obtained from school leaders, teachers and students, after that the data is reduced, meaning that the data obtained is sorted which is in accordance with the needs or research questions and data presentation in this study, namely revealing data, describing data in the form of writing and statements, finally drawing conclusions (Suprpto et al., 2021). The data collection method in this study was carried out in several ways, namely: Non-participant observation, in-depth interviews and documents (Iqbal et al., 2022).

3. RESULTS AND DISCUSSION

The results of the study revealed that the solutions implemented by teachers to overcome problems in implementing the Independent Curriculum in the learning process so that learning runs smoothly in class X MAN I Muko-Muko include:

1. Using The Cooperative Learning Method

The solution to overcome obstacles, the lack of learning tools available at MAN 1 Mukomuko, based on the results of the study, is by implementing the cooperative learning method. Cooperative learning is a learning approach where students work together in small groups to achieve certain learning goals. This approach not only creates collaboration between students and students but also between students and teachers, in addition to being able to develop social skills, such as the ability to work together, communicate, and solve problems together (Dewi, 2021). As in learning Sociology and Geography subjects that discuss the environment and society, there must be occasional learning outside the classroom such as observing social behavior at school and various types of plants at school in Geography subjects. In addition, teachers are also required to apply ice breaking because it is indeed in the learning of the Merdeka Curriculum. Ice breaking can also be in the form of quiz games and small gymnastics that can foster a cheerful atmosphere for students before learning begins (Friedlander et al., 2019). The results of the study also revealed that cooperative learning aims to increase student achievement, develop relationships between groups, accept classmates who are weak in academics and increase the self-esteem of other students. In this process, students who have less ability are helped by students who have more ability so that there are no students who do not understand the material given (Nasir & Muhamad, 2025).

2. Photocopy Of Textbook

In the learning process at MAN 1 Mukomuko, the social science teachers of class X still experience obstacles in obtaining textbooks. As many as five classes with 35 students in each class only get 70 textbooks, so the learning process of the Independent Curriculum can be said to not run optimally (Defrizal et al., 2022). The solution that can be done to overcome the limited sources of textbooks or textbooks is to encourage students to photocopy textbooks according to the Independent Curriculum material. In addition, the teacher also provides a solution in the form of encouraging students to photocopy each chapter only and if they are not able to, the teacher provides a solution by providing 1 photocopied textbook for 3 people so that learning continues properly (Mardiati et al., 2024). Economic conditions are also a problem for some students, so that learning runs smoothly and students understand the concepts given, apart from photocopying books per chapter, students are also allowed to search for materials with existing digital media, for example via Google (Supriati et al., 2022).

3. Learning Using Cellphones and Google Media

The results of the study revealed that the use of mobile phones has become a mandatory thing in daily activities during the learning process, but the use of mobile phones is fixed at certain times, namely 2 to 3 times a week in certain subjects according to the needs of the material. The use of mobile phones at certain times aims to prevent students from playing games while learning is taking place (Zaki et al., 2025). Mobile phones in classroom learning are considered to be able to help or facilitate the learning process because it is not impossible that what is not in the textbook and is not known by the subject teacher can be on the mobile phone and can be seen via the web such as Google or JPT chat. In the

independent curriculum, technology such as mobile phones is already a media and learning tool in overcoming material that has not been understood by students. The results of the study also explained that assignments or homework given by teachers are sent via class WAG according to the subject. In addition, mobile phones are also useful for finding materials in preparing for daily exams or school exams (LUTFIANA, 2022).

4. Pattern Of Reciprocal Interaction Between Teachers and Students

Based on the results of interviews with several school elements, in the Independent Curriculum for class X students there is still no choice of majors, so in class X students' learning still encounter subjects such as Sociology, Physics, Geography and so on, all of which are still obtained in class X because there are no majors. Because there are no majors in class X, this raises new problems in the implementation of the Independent Curriculum (Rahayu & Maghfiroh, 2023). In class X students are more familiar with the class division system with science and social science majors than with the class division system in the current Independent Curriculum. Students assume that they can immediately choose the major they want from the beginning of class X without having to wait until class XI (Sulistiyani et al., 2022). The results of the study revealed that the solution that can be done is an individual approach by teachers to students is very important to create an inclusive, conducive and effective learning environment, including (Damayanti & Muhroji, 2022): *First*, Taking the time to get to know the background, interests, and needs of each student, because in the implementation of the independent curriculum, the introduction of student interests and competencies is carried out at the beginning of the meeting. Aims to find out the initial abilities of students so that teachers can take appropriate actions or treatments for students in providing material. *Second*, hold individual meetings or informal discussions to understand students and what they need (Fannisa et al., 2023). *Third*, conduct an initial assessment to identify the strengths and weaknesses of each student. *Fourth*, continuous observation or monitoring of student behavior because class X SMA is a transition period for students from junior high school to senior high school, where they are more likely to search for their identity and try. *Fifth*, create learning plans that are tailored to students' needs or more learning models that are able to foster a spirit of learning and reciprocal communication patterns between teachers and students (Mukhtar, 2021).

4. CONCLUSION

In implementing the Independent Curriculum, it does not always run smoothly, at MAN 1 Muko-Muko teachers take reciprocal actions both between teachers and students, and students with students so that the interest and understanding of the material given by the teacher is better mastered by students. Problem solving in overcoming obstacles encountered in the independent curriculum includes: 1) using the cooperative learning method which aims to enliven learning so that the learning process that occurs is carried out more by students than teachers. The teacher only acts as a facilitator. 2) photocopying textbooks, this is done because the change in curriculum makes schools unable to meet the needs of students for learning resources. 3) learning using cellphones and Google media, the use of cellphones in learning is regulated according to a schedule of 2 to 3 times a week, this aims so that during the learning process students do not play games or see things that can damage the learning process. 4) Pattern of reciprocal interaction between teachers and students, this pattern aims to create a relationship between teachers and students caused by the transition period from the 2013 curriculum to the independent curriculum.

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