

The Role of Human Resources in Facing an Independent Curriculum: Literature Review

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ABSTRACT

The independent curriculum is a curriculum that adapts to the rapid development of science. An independent curriculum is the answer, and the government is trying to synchronize the needs of industry with education. Teachers as the front guard are the backbone in implementing the independent curriculum. This research is a literature review research. Literature review is carried out by examining various library sources such as books, articles and other online sources that are relevant to the research topic. The process of implementing an independent curriculum still requires strengthening and adjustments. Teachers need adaptation and time so that the independent curriculum is truly realized in theory and practice. Teachers are expected to be able to understand the independent curriculum and continue to develop the curriculum, including the Pancasila Student Profile Strengthening Project (P5), which is cross-disciplinary learning to observe and think about solutions to problems in the surrounding environment.

Keywords: Role, Human Resources, Independent Curriculum

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INTRODUCTION

It is hoped that the implementation of the Merdeka Curriculum in Indonesia will be able to produce superior human resources in various fields in the future. By giving students the freedom to choose the material they want. According to the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), an independent curriculum is broad freedom for students in learning material.

By preparing students to become superior and competent Human Resources, they can have more freedom in choosing teaching methods and tools in the learning process. To support the implementation of the Merdeka Curriculum, with the implementation of the Merdeka Curriculum there are schools or teachers who are not yet familiar, so that the education unit can adapt to the school's capabilities, from education staff to students

(Bulqis, 2023). The government provides facilities to make it easier for schools and teachers to use the learning materials available on the Merdeka Mengajar Platform (PMM), by downloading the available guides and books (Setyawan, 2023).

In today's ever-developing era, the education process is starting to look for the newest concepts (Fahim, 2019). Entering the era of globalization and internationalization, especially in the fields of science and technology development, the government, through the Minister of Education and Culture, Nadiem Anwar Makarim, in his speech at the 2019 National Teacher's Day (HGN) launched the concept of "Free Learning Education" (Nadiem Makarim in Kemendikbud.go. id, 2019). This concept is part of educational institutions in improving the quality of education and must open themselves up as educational institutions that are able to play a real role and contribute to the benefit of the people, especially in the era of industrial revolution 4.0. The government itself states that this concept is freedom of thought in accordance with the mandate of the 1945 Law and Pancasila. Also skills in searching, managing and conveying information as well as skills in using information and technology are needed (Risdianto, 2019: 4). Based on this, the "free learning" education program provides a new paradigm that in the future education will no longer be limited to cognitive assessments, but also affective and psychomotor assessments. (Wartoni, 2019). Moreover, with the era of extraordinary disruption, coupled with the development of the digital era, the industrial era 4.0, it requires Islamic educational institutions, especially Islamic boarding schools and madrasas to quickly adapt, and look to the future to meet the times, especially in their strategic position as social engineers, by acting as agents of change, without abandoning its role as an agent of conserving (Fahim, 2011) in education politics in Indonesia. Therefore, schools must be adaptive and futuristic. Because schools are the face of a nation, whose space for movement is always in the spotlight in building and improving human resources that are superior and have high competitiveness, which never ends throughout the ages, so in school management a curriculum development strategy is needed in accordance with educational goals and in the context of improving the quality of education, one of which is the independent learning program.

Education aims to humanly increase the potential of students in order to make each individual superior and able to compete in the national and international realm, the same as the aim of national education in article 3 of Law Number 20 of 2003 concerning the National Education System, namely developing the potential of students to become human beings. who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and are democratic and responsible citizens. In Indonesia, the curriculum is prepared and applies nationally to all schools as a form of realizing the national ideals of the Indonesian nation. Each curriculum always contains the desired targets in the field of education, meaning the desired learning outcomes for students to have. Curriculum development is carried out as an anticipatory step in responding to challenges that arise as a result of these developments while still paying attention to the situation and conditions as well as the norms that apply in society. Curriculum development steps are arranged in such a way as to essentially ensure that students as a learning component gain adequate competence in mastering and utilizing

technology as desired. Teachers play a very important role in helping the development of students to realize their life goals optimally.

Teachers are required to be skilled in choosing or even combining convincing approaches to handle classroom management cases that are appropriate to the problems they face (Zamili, 2020). Going hand in hand with teacher competence is a right which is of course related to the teacher himself in the sense that it is related to attitudes, actions, as well as skills and abilities in carrying out his duties as a teaching staff. It is said that skills here are things related to learning so that in practice learning can run optimally, while the ability of a teacher must of course be able to help discover and develop the interests and talents of his students and also provide motivation that can increase the enthusiasm of his students. Alone. Of course, this is not an easy thing, but if you look at the competence of a teacher, it is an important basis for realizing increasingly quality education.

A teacher is a teacher who must be admired and imitated by students and the surrounding community (Zulfiati, 2014). Teachers should also be able to adapt the curriculum which is continuously revised from time to time. The independent curriculum is a curriculum that responds to changing times.

The Merdeka Curriculum is a diverse intra-curricular learning program where content will be optimized to give students enough time to explore concepts and build skills (Hariadi, 2021). Teachers can flexibly choose from a variety of teaching tools so that learning suits students' learning needs and interests. Projects to strengthen students' record achievement of Pancasila have been developed based on specific themes identified by the government. Projects are not intended to achieve specific learning objectives, so they are not related to course content (Widiyanto, 2023).

METHOD

This research uses a literature review approach with qualitative methods. Literature review research is research that processes and collects research material in the form of library data that can be obtained from books or journals. This research was conducted to examine theories related to independent learning as an effort to improve the quality of learning in schools. This data was obtained from various sources, including books, theses, dissertations, scientific works and other sources. In this way, all sources of data and information can be utilized optimally in developing ideas that are relevant to research.

In his book, Sudarwan Danim (2007) said that educational institutions in improving quality need to involve five factors which are elements of the institution, namely: leadership of school principals, teachers, students, curriculum and collaboration networks. These five elements must be involved and interconnected in achieving quality education. To improve the quality of learning, it is necessary to transform the curriculum in accordance with Law Number 20 of 2003 concerning the National Education System article 36 paragraph 3 and article 37 paragraph 1. The school curriculum must be diversified with an independent learning program so that it can run sustainably with the law and applicable government regulations. As well as the need for transformation of national education management which still has problems in overcoming each overlapping education policy. With this

transformation of education management through the concept of freedom of learning, it is hoped that the quality of learning in schools will be of high quality and be able to produce a generation of nations that compete globally (Sherly, et al., 2020: 183–190).

The independent curriculum is a new curriculum where teachers must adapt to this curriculum (Ihsan, 2022). With the implementation of this independent curriculum, teachers are not yet accustomed to the changes that occur. So that teachers are accustomed to this new curriculum, training is held for teachers. The training received by teachers is known as In House Training (IHT). IHT is internal school training to improve the competence of educators and teaching staff. This IHT is implemented according to the needs of teachers at school. This IHT training contains information about how to implement an independent curriculum, how to create differentiated learning media and how to implement differentiated learning (Dani, A. R., & Nurlizawati, 2023). This training is carried out so that teachers can implement the independent curriculum optimally. Learning planning is a process for determining what methods and media will be applied in the teaching and learning process in accordance with students' needs in order to achieve learning objectives (Nurlela.dkk, 2023). This learning plan is prepared by the teacher before the teacher enters the class. In the 2013 curriculum, the learning planning prepared by the teacher is making a syllabus and lesson plans, while in the independent curriculum the teacher makes teaching modules and plans diagnostic tests to measure students' abilities so that teachers can implement differentiated learning (Fakhrunnisa, et al, 2021). The independent curriculum has 4 important points that teachers and students must know, namely,

Table 1: Important Point in free curriculum

NO	Poin	The role of teacher
1	Differentiated learning in Independent learning	The teacher carries out an assessment first to map the students' competencies, interests and talents
2	The substance of achieving student competencies is simpler, more essential and deeper in the Independent Curriculum	education to adapt learning objectives to the development of student characteristics
3	The period for fulfilling Learning Outcomes is more flexible. Merdeka	change the learning process not only as fulfilling obligations but into a meaningful and enjoyable learning process
4	Project-based learning in the Independent Curriculum	projects for learning as much as 20% to 30% of lesson hours. The percentage of projects is not for each subject but is a cross-disciplinary combination

The 4 points above are important points in implementing the independent curriculum. Point 4 which explains the project provides space for students to pursue their interests and

talents optimally. Differentiated learning in Merdeka Belajar also opens up space so that teachers can carry out assessments first before giving appropriate projects for students who have implemented the Merdeka Curriculum to provide each other with good practices and learning, share good practices with each other so that a network of support is formed between teachers and education staff to share. extensive learning content and good practices of the Merdeka Curriculum, a growing community supports an ecosystem that is ready to massively implement the Merdeka Curriculum nationally in 2024.

Teachers as facilitators of student learning have an important role in implementing the independent curriculum (Lince, 2022). Teachers can bring students to their abilities, talents and interests well. Teachers who each time have to adapt to new curricula are expected to become teachers who change Indonesian education for the better in the future

CONCLUSION

The provision of support for the implementation of the independent curriculum provided by the Ministry of Education and Technology is how the Ministry of Education and Culture provides support for independent learning and support for data collection on the independent route independent curriculum, from this support we will get prospective educational units who are registered as interested and will receive learning assistance to implement it. Teachers as implementers in the field are important and strategic, because teachers who implement the curriculum are independent. Teachers play an active and dynamic role in independent curriculum learning

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