



(MUDIMA)



Teachers' Perceptions of the Implementation of the Independent Curriculum at SD Islam Iqra Petobo

Iin Indrilia^{1*}, Herlina², Muchdar³, Yusdin Gagaramusu⁴, Dyah Rahmawati⁵

Universitas Tadulako

Corresponding Author: Iin Indrilia iinindrilia5@gmail.com

ARTICLE INFO

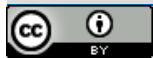
Keywords: Teacher Perception, Implementation of Independent Curriculum

Received : 2 March

Revised : 23 April

Accepted : 24 May

©2025 Indrilia, Herlina, Muchdar, Gagaramusu, Rahmawati: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study aims to determine 1) Teachers' Perceptions of the Implementation of the Independent Curriculum at SD Islam Iqra Petobo, 2) factors that influence the implementation of the independent curriculum and 3) the impact of the implementation of the independent curriculum. This study uses a qualitative approach with a phenomenological method. The subjects in this study were the principal and class teachers at SD Islam Iqra Petobo. Data collection techniques were carried out through interviews, observations, and documentation. The results of the study showed that teachers have a positive perception of the implementation of the Independent Curriculum because it provides flexibility in designing learning that is in accordance with the needs and characteristics of students. Factors that influence implementation come from internal aspects such as teacher readiness and school facilities, as well as external aspects such as the role of parents and government policies. The impact is seen in increasing student involvement, character and creativity in learning

INTRODUCTION

Education represents a deliberate and structured process aimed at cultivating a supportive learning environment, allowing students to actively enhance their abilities spiritually, intellectually, emotionally, and socially so they can become competent individuals within society. Education encompasses not only the teaching of specific skills but also the transmission of knowledge, judgment, and wisdom. In simple terms, education is seen as a human effort to grow and develop inherent physical and spiritual potentials in accordance with societal and cultural values. Education and culture coexist and support each other (Hasanah, 2022).

The curriculum serves as a tool to achieve educational goals, making it a reference for educational implementation in Indonesia. It is not merely a document but a practical guide for educators in conducting effective teaching and learning processes to fulfill educational objectives (Anjeliani, S. et al., 2024). According to Nana Sudjana, the curriculum is a learning program aimed at students under the school's responsibility to achieve learning objectives. Therefore, the curriculum must contain targeted goals, learning content, and strategies for implementation.

To recover learning setbacks during emergency situations, early childhood, primary, and secondary education institutions can develop their own curricula using a differentiated approach based on their conditions, regional potentials, and student needs, with reference to the simplified 2013 Curriculum Core Competencies (Emergency Curriculum) (Nugroho, 2022). The Emergency Curriculum eventually evolved into a new, improved curriculum—the Independent Curriculum (Kurikulum Merdeka).

The Independent Curriculum is characterized by diverse intradisciplinary learning, where content is optimized to allow students time to deeply understand concepts and strengthen their competencies. Teachers have the flexibility to choose various teaching tools to suit students' learning needs and interests. This curriculum grants educators autonomy to create quality learning

tailored to students' contexts. It includes project-based learning aimed at strengthening the Pancasila Student Profile. The essence of this curriculum is the Freedom to Learn (Merdeka Belajar) (Kemendikbudristek, 2022).

Various perspectives have emerged regarding the implementation of the Independent Curriculum, with many teachers expressing opinions on its application in their respective schools. Understanding teachers' perceptions is crucial, especially considering the significant changes introduced by this curriculum in response to rapid technological and societal developments. Susetyo (2020) states that phenomenology is a qualitative research method wherein data is collected through observation to uncover essential experiences. Qualitative data collection is guided by observed facts rather than predetermined theory. This study, therefore, uses a phenomenological approach to explore teachers' perceptions of the implementation of the Independent Curriculum.

The Independent Curriculum is a government initiative to enhance education quality in Indonesia. It offers autonomy to educational institutions and teachers to develop learning activities tailored to student needs and characteristics. The curriculum emphasizes student-centered learning, technological integration, and holistic character and competence development. However, its implementation still faces challenges in some schools, such as SD Islam Iqra Petobo.

According to observations and interviews with the principal, Mrs. Fitriani, S.Pd., M.Pd., the curriculum was initially implemented in grades 1, 2, 4, and 5. After two semesters, it was applied across all grades. Despite this, implementation remains suboptimal. The classroom learning process largely mirrors previous methods: teacher-centered, minimal technology use, and low student engagement—contrary to the curriculum's emphasis on active, independent, and contextual learning that fosters critical and creative thinking.

This gap between the intended goals and the reality in schools is likely due to teachers' limited understanding of the curriculum's concepts and

applications. Thus, this study seeks to explore teachers' perceptions of the Independent Curriculum implementation.

METHODS

Qualitative research methods are research based on philosophy, used to research a phenomenon that occurs in the natural conditions of an object. The researcher acts as the primary instrument, and data are collected through triangulation techniques (observations, interviews, and documentation). The data gathered are used to understand meanings and construct real-world phenomena.

This research was conducted at SD Islam Iqra Petobo, located on Jl. Taipa Kana, Kelurahan Petobo, Kecamatan Palu Selatan, Kota Palu, during the 2024/2025 academic year. The subjects of this research were the Principal and Classroom Teachers at SD Islam Iqra Petobo.

Data collection is a crucial step in research since the primary objective is to obtain accurate data. Without proper data collection techniques, researchers may fail to gather valid and relevant data. Data can be collected in various settings, from various sources, and through multiple methods. In this study, data were collected in a natural setting, using primary and secondary sources, and through the following methods:

1. Observation

Observation was conducted by the researcher to directly observe the actual school environment. Through this technique, the researcher visited SD Islam Iqra Petobo to obtain accurate and real-time data.

2. Interview

Interviews are used as a method of data collection by engaging in direct dialogue with the informants to exchange information and construct meaning. This method allowed the researcher to explore deeper information related to the research topic.

3. Documentation

This technique was used to visualize the subjects' perspectives through written materials or other forms of documentation, including taking photographs during observations and interviews, as well as reviewing existing teaching materials.

Research instruments are tools or facilities used by the researcher to collect data in a more efficient,

accurate, and systematic manner. In qualitative research, the researcher is the main instrument. Additional instruments used in this study included: Interview, observation and Documentation.

The researcher used Miles and Huberman's interactive model for qualitative data analysis. According to Miles and Huberman, the analysis process is interactive and ongoing until the data is saturated data reduction, data display and verification.

RESULTS AND DISCUSSION

Based on the research interview result, there are indications that the teacher's perceptions of the implementation of the independent curriculum at SD Islam Iqra Petobo is Very good because it can make it easier for the teachers and student to choose learning methods that suit the needs of students. Learning is more focused on students and makes learning more meaningful and flexible and gives teachers the freedom to determine the learning focus for students.

Based on these interviews, the influencing factors are, Teacher readiness, Principal support, School resources, Student characteristics, Parental involvement, Government policies and Technological development. These factors are categorized into Internal factors: Teacher readiness, school leadership, School complex resources, student characteristics External factors: Parental involvement, government policy, technological development.

Based on the interview results it can be said that the implementation of the independent curriculum has brought many impacts of change. This can provide more freedom for teachers and students. To learn according to needs, helping students to be more active, creative and mandur improvement in starting sasya and making student communication.

Based on the research results above, it is stated that tge impact the implementation of the independent curruculum at SD Islam Iqra Petobo is very good because it can be seen from the increase in student learning outcomes, giving freedom to teachers and student in learning, making student more active, creative and independent and increasing

student, communication skills as well as the flexibility of teachers in designing learning.

Table 1. Summary of Documentation Results

No	Aspects reviewed	Information		
		A	NA	NC
Independent curriculum tools				
1.	Flow od learning objectives	✓		
2.	Learning outcomes	✓		
3.	Pancasila student profile strengthening project module	✓		
4.	Teaching module	✓		
5.	Education calender	✓		
6.	Semester program	✓		
7.	Annual program	✓		
Facilities and infrastructure				
8.	Facilities used in class		✓	
9.	Media and internet information	✓		

Information:

A= Accordance

NA= Not accordance

NC= Not Suitable

Table 2. Recapitulation of Observation Results

NO	Observed aspects	Score				Presentation
		1	2	3	4	
1.	Preparation of competency-based learning plans				✓	100%
2.	Increeased student involvement in the learning process			✓		75%
3.	Utilization pf technology in the learning process		✓			50%
4.	Continous evaluation				✓	100%
5.	Teacher professional development			✓		75%
6.	Designing the flow of learning objectives				✓	100%

Based on the discussion above, it can be concluded that teachers' perceptions of the implementation of the Independent Curriculum at SD Islam Iqra Petobo are quite positive. This is evidenced by the school's active implementation of

the curriculum, despite some obstacles. These challenges have motivated the principal and teachers continue improving and adapting their practices for better outcomes.

The factors influencing the implementation of the Independent Curriculum at SD Islam Iqra Petobo include teacher readiness, school leadership, school resources, infrastructure, parental involvement, and government policy. One issue that emerged is the lack of specific training provided at the beginning of implementation. As a result, teachers had to engage in self-directed learning through the PMM (Platform Merdeka Mengajar).

According to field findings, there are still several challenges that affect the effectiveness of implementation. These include the lack of teacher readiness, limited support from the school principal, inadequate school resources, and minimal parental involvement. These issues call for deliberate efforts and improvements to support successful curriculum implementation. This aligns with Tuerah's (2023) view on the importance of a comprehensive understanding of contextual and inclusive learning approaches. Furthermore, parental involvement is crucial in supporting students' learning at home. Unfortunately, low parental engagement remains a barrier in many settings.

The implementation of the Independent Curriculum at SD Islam Iqra Petobo has produced significant positive impacts on the learning process. Teachers reported having greater autonomy in lesson planning, while students demonstrated increased engagement, creativity, and stronger character development. This is in line with Vygotsky's (1978) theory, which emphasizes that effective learning occurs in a social and cultural context through the concept of the Zone of Proximal Development (ZPD). Learning becomes more meaningful when students are guided to reach their potential with support from teachers and peers.

These findings also support the Ministry of Education and Culture's (Kemendikbudristek, 2022) position that the Independent Curriculum allows teachers and students to develop flexibility, critical thinking, and creativity in the learning process. The increased participation of parents in supporting learning is another positive outcome that aligns with the curriculum's goals of fostering collaboration among teachers, students, and families.

CONCLUSION

Based on the findings and discussion presented in this study, the following conclusions can be drawn:

1. Teachers' Perceptions of the Implementation of the Independent Curriculum at SD Islam Iqra Petobo are positive. Teachers view the curriculum as beneficial because it provides flexibility in designing learning that meets the needs and characteristics of students. It also allows for more meaningful and student-centered learning processes.
2. Factors influencing the implementation of the Independent Curriculum include both internal and external aspects. Internal factors consist of teacher readiness, school leadership, school resources, and student characteristics. External factors include parental involvement, government policies, and technological development.
3. The impact of the implementation of the Independent Curriculum at SD Islam Iqra Petobo is largely positive. It has led to improvements in student learning outcomes, increased student engagement, development of character and creativity, better communication skills, and provided teachers with greater flexibility in lesson planning.

REFERENCES

- Adam Stefanus, D. G. (2023, Desember). Persepsi Guru Terhadap Implementasi Kurikulum Merdeka di Sekolah Dasar. *Jurnal Elementaria Edukasia*, 6, 1580-1596.
- Ahmad, j. (2023) 119-128, maret 1). Konsep Dasar dan Peranan serta Fungsi Kurikulum. *Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora*, 119-128.
- Akmal Rizki Gunawan Hasibuan, A. A. (2024, Mei). PRINSIP PEMBELAJARAN KURIKULUM MERDEKA (TINJAUAN HOLISTIK PARADIGMA KI HAJAR DEWANTARA SEBAGAI PENDEKATAN). *NUSRA: Jurnal Penelitian dan Ilmu Pendidikan*, 5, 663-673.
- Andari, E. (2022, Desember). Implementasi Kurikulum Merdeka Belajar Menggunakan

- Learning Management System. ALLIMNA: JURNAL PENDIDIKAN PROFESI GURU, 65-79.
- Anjeliani, S. et al. (2024). Analisis Problematika Penerapan Kurikulum Merdeka
- Asiati, S., & Hasanah, U. (2022). Implementasi proyek penguatan profil pelajar pancasila di sekolah penggerak. *Jurnal Lingkar Mutu Pendidikan*, 19(2), 61-72
- Desi Pristiwanti, B. B. (2022). *Jurnal Pendidikan dan Konseling*. Universitas Sultan Agung Tirtayasa, vol 4, 5-6.
- Dhomiri, A. (2023, Maret). Konsep Dasar dan Peranan serta Fungsi Kurikulum dalam Pendidikan. *Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora*, 3, 118-128.
- di Sekolah Dasar. *Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP)*, 4(2), pp. 294–302. Available at: <https://doi.org/10.54371/jiepp.v4i2.416>.
- Faisal Rifki. (2023). Persepsi Guru Pada Penerapan Konsep Merdeka Belajar Di
- Hariyanto. (2023, September). Analisis Kebijakan untuk Peningkatan Kualitas Pembelajaran di Sekolah. *Jurnal Ilmiah Wahana Pendidikan*(p-ISSN: 2622-8327 e-ISSN: 2089-5364), 981-983.
- Irawati, a. e. (2023). Analisis Implementasi Profil Pelajar Pancasila di Sekolah Dasar. *Jurnal Educatio*, vol 9(ISSN 2459-9522 2548-6756), 1640-1641. doi:DOI: 10.31949/educatio.v9i4.5515
- Junaeda. (2023, Juli). ANALISIS PERSEPSI GURU TERHADAP KONSEP PENERAPAN MERDEKA BELAJAR DI SD INPRES ANTANG I KOTA MAKASSAR. *ALENA Journal of Elementary Education*, Vol. 1, No. 2(e-ISSN: 2963-0649), 164-171.
- Keguruan Dan Ilmu Pendidikan (FKIP). Universitas Muhammadiyah.Makassar.
- Kemendikbudristek. (2022). KEPUTUSAN KEPALA BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN DAN ASESMEN PENDIDIKAN TENTANGDIMENSI, ELEMEN, DAN SUBELEMEN PROFIL PELAJAR PANCASILA PADA KURIKULUM MERDEKA. Jakarta: In Kemendikbudristek BSKAP RI.
- Kurniawati, R. D. (2022, Juli). Analisis Pembelajaran Online Pada Awal Pandemi Covid-19. *Jurnal Pendidikan*, Vol. 10, No. 2, Juli 2022, 10, 286-298.
- Maria, U. (2023, Juli). PENGEMBANGAN KURIKULUM MERDEKA. *Anthor Education and Learning Journal*, Vol 2 No. 5(e-ISSN: 2963–198X p-ISSN: 2963–2498), 691-695. doi:Website: <https://anthor.org/index.php/anthor>
- Milles dan Huberman, Analisis Data Kualitatif, Jakarta: Universitas Indonesia Press, 1992, hlm. 16.
- Mukh Nursikin, J. (2023, Maret). Konsep Dasar dan Peranan serta Fungsi Kurikulum dalam Pendidikan. *Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora*, 3, Hal 118-128.
- Mulyasa, E. (2024). Implementasi Kurikulum Merdeka. Indonesia: PT Bumi Aksara.
- Nanda, S. R. 2024, Implementasi Kurikulum Merdeka di SD ISLAM KHALIFAH
- Nugroho T, N. d. (2022). Kurikulum 2013 Kurikulum Darurat (2029-2021) dan Kurikulum Merdeka (2022) (Vol. 1). suatu kajian bandingan Siomastra.
- Olive Koni Tunas, R. D. (2024, Agustus). Kurikulum Merdeka: Meningkatkan Kualitas Pembelajaran dengan Kebebasan dan Fleksibilitas. *Journal on Education*, Vol 6(E-ISSN: 2654-5497, P-ISSN: 2655-1365), 31- 40. doi:Website: <http://jonedu.org/index.php/joe>
- PALU. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan (FKIP). Universitas Tadulako.
- Rahmadayanti D & Hartoyo A. (2022). Potret Kurikulum Merdeka, wujud Merdeka Belajar di Sekolah Dasar. *JURNAL BASICEDU*, VOL 6(p-ISSN 2580-3735 e-ISSN 2580-1147), 7174-7187. doi:DOI: 10.31004/basicedu.v6i4.3431
- Roos M. S. Tuerah, J. M. (2023, Oktober). Kurikulum Merdeka dalam Perspektif Kajian Teori: Analisis Kebijakan untuk Peningkatan

- Kualitas Pembelajaran di Sekolah. *Jurnal Ilmiah Wahana Pendidikan*, 9, 979-988.
- Sd Negeri Alluka Kabupaten Gowa. Skripsi. Diterbitkan. Fakultas
- Sugiyono. (2020). *Metode Penelitian Kualitatif*. Bandung: ALFABETA CV.
- Susetyo. (2020). *Permasalahan Implementasi Kurikulum Merdeka Belajar Program Studi Pendidikan Bahasa Indonesia FKIP Universitas Bengkulu*. Program Studi Pendidikan Bahasa Indonesia, FKIP Universitas Bengkulu, 29-43.
- Warsidah, S. N. (2022). *Implementasi Pembelajaran Berbasis Kurikulum Merdeka pada Peserta Didik Kelas 4 Sekolah Dasar Negeri No 16 Pontianak Utara*. *AR-RIAYAH: Jurnal Pendidikan Dasar*, Vol. 6, 2,, 233 - 246.
- Widodo et al. (2023, September). *Analisis Kebijakan untuk Peningkatan Kualitas Pembelajaran di Sekolah*. *Jurnal Ilmiah Wahana Pendidikan* (p-ISSN: 2622-8327 e-ISSN: 2089-5364), 981-983. doi:DOI:
<https://doi.org/10.5281/zenodo.10047903>
- Yarni, A. H. (2023). *Persepsi*. *KOLONI: Jurnal Multidisiplin Ilmu*, 213-26.
- Zakso, A. (2022, Oktober). *IMPLEMENTASI KURIKULUM MERDEKA BELAJAR DI INDONESIA. (J-PSH) JURNAL PENDIDIKAN SOSIOLOGI DAN HUMANIORA*, 13, 916-922.