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Analysis of independent curriculum implementation problematic in elementary school: a case study in Palembang city

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Abstract

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The implementation of the independent curriculum has experienced various problems at the elementary education level. This study analyzes and describes the problems of implementing the Independent Curriculum at the elementary school level. This study uses a qualitative research method with a case study type. The subjects of this research were the headmaster and teachers at the lower and high-grade levels at Islamic Elementary School. The data collection techniques used were interviews, observation, and documentation. Data were analyzed using an interactive model. The validity of the data was tested by technique and source triangulation. The results of the study were obtained first, teachers experienced various problems in implementing the independent curriculum such as not understanding the independent curriculum comprehensively and the concept of differentiated learning; difficulty in designing learning; stuttering in using and developing teaching modules; and difficulty in implementing project-based learning which aims to strengthen the Pancasila and Rahmatan Lil'alamin Student Profile. Second, the factors causing these problems are the lack of understanding of teachers regarding the independent curriculum and the lack of training related to the independent curriculum. The majority of teachers have never attended training related to the implementation of the independent curriculum. Third, the efforts made by teachers are to look for references related to the concept of the independent curriculum and study it independently or discuss it with fellow teachers, and participate in training activity. This research proves that teachers must be equipped with maximum competence before implementing a curriculum.

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INTRODUCTION

Background of the Study

In Indonesia, curriculum development and change is a phenomenon that often occurs in the world of education (Putri, [2024](#); Santika et al., [2022](#)). This curriculum development and change is not without reason. This is done as an effort to improve the quality of education and teaching (Yuhasnil, [2020](#)). Because in every era there is a change in the development of the era that requires the world of education to be able to adapt. The world of education must adjust to the developments and demands of the existing era (Prasetyo & Hamami, [2020](#)).

So far, curriculum changes have occurred several times starting from the 1947 Lesson Plan curriculum, the 1952 Detailed Lesson Plan, the 1964 Education Plan, the 1968 Curriculum, the 1975 Curriculum, the 1984 Curriculum, the 1994 Curriculum, the 2004 Curriculum, the 2006 Curriculum, the 2013 Curriculum, and the last one to be implemented was the Merdeka Curriculum (Yuliyanti et al., [2022](#)). This Merdeka Curriculum was launched on February 11, 2022, by the Minister of Education, Culture, Research and Technology. This Merdeka Curriculum is implemented at every level of education, including at the elementary education level (Priantini et al., [2022](#)).

The Problem of The Study

However, the facts on the ground are not as expected. The independent curriculum leaves many problems in various elementary education institutions, including the Madrasah Ibtidaiyah (MI) Alamul Yaqin Palembang. Based on the results of a pre-research on November 13-14, 2023, according to the confession of one of the teachers, "teachers experience various problems such as confusion in implementing the independent curriculum, and teachers have not mastered the concept of the independent curriculum in the learning process so that they often experience difficulties in learning such as the use and development of teaching modules and material models that have changed from K13".

Research's State of the Art

These facts prove that the implementation of the independent curriculum in elementary schools has serious problems to be studied through planned and systematic research. So far, there have been several studies on the independent curriculum, the first is research on the teacher paradigm regarding the independent curriculum at the elementary education level (Fitriyah & Wardani, [2022](#)). Second, research on the development of learning assessments for the independent learning

curriculum at the elementary school level (Sayekti, [2022](#)). Third, research on the philosophical basis and analysis of learning theories in the implementation of the independent curriculum in elementary school (Noer et al., [2023](#)). Fourth, research on the implementation of the Independent Curriculum in Elementary Schools (Alimuddin, [2023](#)). Fifth, research on e-learning as a source and learning media in the independent curriculum in elementary school.

Novelty, Research Gap, & Objective

None of these studies have revealed the problems of implementing the independent curriculum in elementary schools. Therefore, the urgency of this research activity is to analyze and describe the concrete problems that occur at the grassroots level, namely schools and educators (teachers) to be a reference in taking strategic steps to solve problems in implementing the independent curriculum in elementary schools. This study describes in-depth and comprehensively the Problems of Implementing the Independent Curriculum in elementary schools.

METHOD

Type and Design

The research method used in this study is qualitative (Norman et al., [2021](#)). This research approach is a case study. In this study, the researcher describes and analyzes facts regarding the problems experienced by schools in implementing the independent curriculum at MI Alamul Yaqin Palembang. The research subjects were selected through a purposive sampling technique, namely the headmaster and teachers at the lower class level (grades 1 and 2) and high class (4 & 5) at MI Alamul Yaqin Palembang.

Data and Data Source

The data sources in this study were obtained from direct research in the field through interviews, observations, and documentation. Data obtained in the field regarding the problems experienced by schools in implementing the independent curriculum, the factors causing the problems experienced by schools in implementing the independent curriculum, the impact of the problems experienced by schools in implementing the independent curriculum, and the efforts made by the school in overcoming these problems. These data were obtained from several informants, namely the headmaster and teachers at the lower class level (grades 1 and 2) and high class (4 & 5) at MI Alamul Yaqin Palembang.

Data collection technique

The data collection techniques used were interviews, observations, and documentation. The researchers interviewed the principal and teachers about the problems experienced by schools in implementing the independent curriculum at MI Alamul Yaqin Palembang. The researcher also conducted a direct observation of independent curriculum-based learning activities at MI Alamul Yaqin Palembang. The researcher also collected documents that support the research data, namely teaching materials, teaching modules, and other learning tools.

Data Analysis

The data analysis in this study used the interactive model analysis of Miles, Huberman, and Saldana. This interactive data analysis model connects or integrates the components of data analysis continuously until the data is stable and comprehensive. The data analysis of this interactive model consists of 3, namely data condensation, data display, and drawing and verifying conclusions. Meanwhile, the data validity test was carried out using technical triangulation and source triangulation. Technical triangulation was carried out by combining interview data with observation and documentation data. Source triangulation was carried out by combining data from various informants, namely the principal and teachers.

Result

Since the implementation of the independent curriculum at MI 'Alamul Yaqin Palembang, the school, especially the teachers, has experienced various problems. The problems in question are various issues that hinder the school, especially the teachers, in implementing the independent curriculum, especially in teaching and learning activities. Mr. MAE as the Head of MI 'Alamul Yaqin Palembang stated:

"We are still having difficulties in implementing the independent curriculum. Many teachers still do not fully understand it. Still having difficulty implementing it in learning. Yesterday only one or two teachers participated in training on the independent curriculum. They still don't understand it. The teachers are confused, so we continue to encourage them to learn about the concept of the independent curriculum (Interview, 2024)."

"According to you, it's good, but there are pros and cons, why, for teachers, this is a new implementation so they are still like laymen, we are confused about how to implement it in schools, and also confused about the P5 issue, and also the books are transitioning from K13 to Kurmer, the material is quite different, the Kurmer book discusses more broadly compared to the books in K13 so it's difficult for children to digest the readings in the Kurmer book, for the teaching materials in Kurmer, it's quite understandable but not too easy compared to the teaching materials at the time of K13, if now it's more

complex, in my opinion, there are some good things and also some that are quite complicated (Interview, 2024)."

"Every few years our curriculum changes, so for every change it needs adjustment, and this adjustment is the problem, we have to learn again from the beginning and adjust again. To master the Merdeka curriculum as a whole, it is not yet optimal, but in general it is understood (Interview, 2024)."

Referring to several statements above, the school, especially teachers, do not yet fully understand/master the concept of implementing the Merdeka curriculum comprehensively. The problems experienced in implementing the independent curriculum are more directed at the party that has a great influence on the goals achieved in the curriculum. The party in question who has a great influence on the process of achieving the curriculum is the teacher. Based on the facts in the field, teachers experience various problems in implementing the independent curriculum in teaching and learning activities. The various problems that occur in implementing the independent curriculum at MI 'Alamul Yaqin Palembang, first, the teachers do not understand the concept of the independent curriculum comprehensively. Mrs. SO as a grade IV teacher stated that "To master the Independent curriculum as a whole is not optimal, but in general it is understood. Every few years our curriculum changes continuously, so for each change it needs adjustments, and this adjustment is the problem of having to learn again from the beginning and adjust again (Interview, 2024)." Second, the teachers do not understand the concept of differentiated learning. Mrs. R as a grade II teacher stated that "I do not fully understand the concept of differentiated learning as a whole. This process of understanding is still ongoing and is carried out gradually because the children have just moved up to grade 2 so the process of introducing children's interests and understanding is still in the early stages (Interview, 2024)."

The implementation of differentiated learning requires a deep understanding of the needs and characteristics of each student, flexible learning planning with various material formats, the use of various teaching methods, adjustments in assessment, and individual support. In addition, creating an inclusive classroom environment and collaborating with parents and other professionals is essential. Regular evaluation and adjustment of the strategies implemented are also needed to ensure the effectiveness of learning and the achievement of optimal results for all students.

This reality causes difficulties for teachers in implementing differentiated learning because teachers need a long time to be more optimal in implementing the

learning. In learning practices, teachers have also not implemented the concept of differentiated learning optimally even though sometimes teachers have integrated various approaches/methods/learning models in the classroom (Observation, 2024).

Third, teachers have difficulty in designing learning by referring to learning outcomes. Based on the results of interviews conducted by researchers with Mrs. NPU, as the class teacher, it was revealed that teachers face significant challenges in preparing learning plans. This difficulty mainly arises when teachers have to create a concept of Learning Outcomes (Interview, 2024). The process of analyzing Learning Outcomes is one of the most challenging aspects of planning because it requires a deep understanding of the expected learning objectives and how to achieve them with appropriate and effective teaching methods.

Fourth, teachers do not yet fully understand or even understand how to develop teaching modules and experience stuttering in using teaching modules. Mrs. R as a grade II teacher stated that "I do not fully understand the application of teaching modules in the independent curriculum. Because it is still in the gradual stage of understanding the existing material. The difficulty I experienced was in creating a teaching module that was following this concept and still needed additional references to help further understanding (Interview, 2024)." Something similar was expressed by another teacher "If you understand, you understand, but not completely. Because the teaching modules in this curriculum are more complex (comprehensive) and more detailed, the material is also sequential, this teaching module is also made per chapter. The problem in using the module is mostly in the learning material (Interview, 2024)." Fifth, teachers also have difficulty in implementing project-based learning that aims to strengthen the Pancasila and Rahmatan lil'alamın Student Profile/ Penguatan Profil Pelajar Pancasila dan Rahmatan Lil'alamın (PPPRA). Mrs. SO as a grade IV teacher stated, "The most difficult thing is that P5 is actually if it is a direct practice or the project, the most problematic is financing, P5 has several examples, such as renting clothes, that is culture, making food is entrepreneurship. The most difficult thing is financing, while the others, for us as teachers, are not too difficult, most are from students and guardians, because P5 is not just a teacher, but also has cooperation with the parents of students. The problem there is explaining to parents of students what the purpose of P5 is (Interview, 2024)."

The above problems are caused by several factors, the first being the lack of understanding of the independent curriculum by teachers. Teachers' ignorance of the theoretical and practical concepts of the independent curriculum causes difficulties and confusion for teachers in implementing the independent curriculum, especially in learning practices. Another factor that causes this is the lack of seminars/trainings/workshops related to the independent curriculum for teachers. The majority of teachers have never attended seminars/trainings/workshops related to the implementation of the independent curriculum. Mrs. NPU as the homeroom teacher for class 1, said "Experiencing this problem is due to the lack of training or socialization about the independent curriculum. Yesterday we had socialization on how to use the module but it was not comprehensive, there was some practice but I was still confused, and it was only for one day (Interview, 2024)." In addition, the lack of budget and limited facilities and infrastructure also hinder teachers from implementing the Pancasila Student Profile Strengthening Project (P5) in the independent curriculum. P5 activities often involve practical projects such as renting clothes for cultural activities or making food for entrepreneurship, which require additional costs. On the other hand, there are challenges for teachers to be able to communicate the program to students and parents. The P5 program requires cooperation between schools and parents, and explaining the goals and benefits of P5 to parents is a challenge in itself. This shows that there is a need for better communication and a clearer understanding of the goals and benefits of P5 to all parties involved, including parents.

The problems faced by teachers in implementing the independent curriculum have an impact on the continuity of learning in schools, firstly, teachers experience stuttering in carrying out the learning process because they have not fully mastered the concept of the independent curriculum. In learning practice, this stuttering results in learning activities not running smoothly and following the independent curriculum.

The teachers admitted that they experienced difficulties and even confusion in implementing differentiated learning. As admitted by Mrs. S as Class Teacher IV "I have not fully mastered the concept of differentiated learning, I have to make adjustments, this adjustment is the problem, I have to learn again from the beginning and adjust again (Interview, 2024)." The same thing was stated by Mrs. R as Class Teacher II "I do not fully understand the concept of differentiated learning as a whole. This understanding process is still ongoing and is carried out gradually

because the children have just moved up to grade 2 so the process of introducing children's interests and understanding is still in the early stages (Interview, 2024)." To overcome these various problems, the school, especially teachers, has made several efforts, first the school, in this case, the principal, is looking for information about seminars or workshops on the independent curriculum directly or online. The principal continues to encourage teachers to get the opportunity to participate in seminar activities on the implementation of the independent curriculum, especially in learning practices. This was stated by Mr. MAE as the principal "We are slowly involving teachers in participating in various independent curriculum seminar activities. Because they don't understand yet, we ask them to continue to study and participate in seminar activities. Like yesterday there was a seminar on the independent curriculum from the Publisher, and one of our teachers participated (Interview, 2024)."

Activities such as seminars, training, and workshops are very necessary for teachers to understand and master the independent curriculum. However, so far, teachers have rarely had the opportunity to attend seminars, training, and workshops. The facts on the ground are that only one or two teachers have had the opportunity to attend seminars on the independent curriculum. This is realized by the teachers as a solution that is very much needed by teachers so that they can understand the concept of implementing the independent curriculum in learning practices.

The lack of activities such as seminars, training, and workshops is felt by the teachers. Mrs. R as a grade 2 teacher stated that "the lack of training for teachers for us who have just implemented the independent curriculum confuses, especially regarding teaching modules, differentiated learning, and evaluation (Interview, 2024)." The same thing was stated by Mrs. N as a grade I teacher,

"We experienced this problem due to the lack of training or socialization about teaching modules, in my opinion. Yesterday we had socialization on how to use the module but it was not comprehensive, there was some practice but I was still confused, even then it was only for one day. Also, the implementation of *Kurikulum Merdeka* in our school has been implemented in all classes (Interview, 2024)."

The above facts prove that basically, teachers have awareness and motivation regarding the importance of understanding and mastering the concept of implementing the independent curriculum comprehensively through seminars, training, and workshops. In addition, teachers make individual efforts such as

reading various references regarding the concept of implementing the independent curriculum, especially in learning practices.

These efforts have a positive impact on teacher competence regarding the implementation of the independent curriculum, especially in learning practices. Seminars, training, or workshops have a very positive impact on increasing teacher understanding of the concept of implementing the independent curriculum, especially in learning practices. This fact can be seen between teachers who have participated in training and teachers who have not participated in training who have different levels of understanding regarding the concept of implementing the independent curriculum, especially in learning practices.

DISCUSSION

In facing the implementation of the Independent Curriculum, teachers at MI Alamul Yaqin Palembang experienced problems in implementing learning because the teachers' understanding of this curriculum was still limited. As a result, many teachers felt confused about implementing it (Observation, 2024). This is in line with Uzlal's opinion which argues that teacher competence/understanding is very much needed in implementing and implementing a curriculum (Uzlal & Suryana, 2022). One of the biggest challenges in implementing the independent curriculum is related to the teacher's mindset which needs to be changed. Most teachers still believe that their main function is only to teach with a uniform approach, but in this Independent Curriculum, the teacher's role is more about preparing students to become lifelong learners.

Teachers at MI Alamul Yaqin Palembang still experience problems in understanding the implementation of the Independent Curriculum, both in the learning process and its concept. According to Ipah, teacher understanding and mastery are the main keys to success in implementing and implementing the Independent Curriculum, because teachers play an important role in the teaching and learning process (Minarti et al., 2022). Teachers play a major role in implementing the independent curriculum in learning practices. The success of student learning outcomes in the independent curriculum is determined by the teacher's ability to implement the independent curriculum. Therefore, it is clear that the success of implementing the independent curriculum is highly dependent on the ability of the teacher because the teacher implements and runs the concept of the curriculum directly at school.

Second, teachers experience problems in implementing differentiated learning. Based on the results of the study, teachers at MI Alamul Yaqin Palembang have implemented differentiated learning, but the teachers experience problems in implementing it. This is because several obstacles/problems were found, namely in terms of time, class management, number of students, diversity of student characters, methods, and materials. Based on an interview with one of the teachers, it is known that differentiated learning requires a lot of preparation and takes quite a long time. This emphasizes that the diversity of students' learning styles and characters is a challenge for teachers in learning activities (Himmah & Nugraheni, [2023](#)).

Differentiated learning does not only focus on students' abilities. Differentiated learning is an effort to adjust the learning process in the classroom to meet the learning needs of each individual (Herwina, [2021](#)). Differentiated learning is learning that is centered on students by paying attention to the readiness to learn, interests, and learning profiles of students to provide students with the freedom to improve their potential. This learning concept is applied so that the different characters of each student can be accommodated in learning activities (Wulandari, [2022](#)). In this case, an understanding of differentiated learning in the independent curriculum is very important for teachers to master.

Based on the results of observations, teachers are quite good at providing learning but have not fully implemented differentiated learning (Observation, 2024). Referring to field data shows that teachers only provide learning according to their understanding and abilities. Teachers still rarely integrate various approaches/methods/models/learning strategies by paying attention to student character. Meanwhile, in the independent curriculum, teachers are required to be more creative and able to provide stimulus so that students are more active in participating in learning (Sibagariang et al., [2021](#)). The independent curriculum is a manifestation of freedom of thought (Sartini & Mulyono, 2022). Teachers must pay attention to and meet the needs of students' learning styles (Sarnoto, [2024](#)). Students have the freedom to maximize their ability to understand and deepen the knowledge they learn (Pertiwi et al., [2022](#)). Therefore, teachers should be able to explore information related to the independent curriculum to provide learning according to curriculum demands.

In another opinion put forward by Mulyasa in his book entitled *Becoming a Teacher Driving Independent Learning*, he said that independent learning prioritizes

a learning process that can foster student creativity, through approaches and methods that can train student abilities. Teachers are also required to create creative and innovative learning by designing anything that can be taught to students that follows the profile of Pancasila students (Bujuri et al., [2021](#); Setiyaningsih & Wiryanto, [2022](#)). The independent learning curriculum is a curriculum that encourages independence and creative thinking in students by providing opportunities for students to learn in a calm manner (Irawati et al., [2022](#)).

Third, teachers experience problems in creating the concept of CP (learning outcomes). In implementing the curriculum, maximum readiness is required from teachers in implementing the Independent Curriculum, which will support the successful implementation of the curriculum. However, the reality in the field shows that teachers still do not understand how to implement the Independent Curriculum in the learning process. The implementation of the Independent Curriculum in learning by teachers starts with planning, implementation, and evaluation. Lase stated that learning planning is important in teaching activities because learning planning can be a reference for a teacher to carry out learning in class (Lase, [2022](#)).

In the independent curriculum, there are CP (Learning Achievements) which are different from the previous curriculum. The obstacle is in terms of understanding how to derive/translate Learning Achievements into learning objectives. Teachers do not yet understand how to derive/translate Learning Achievements into learning objectives, so the material provided does not refer to essential material but still refers to the previous curriculum. Learning Achievements have a phase level or level of development, meaning that Learning Achievements (CP) that must be achieved by students are adjusted to the characteristics, potential, and needs of students. In the Independent Learning Curriculum, there is no longer a demand for achieving minimum completion values but emphasizes quality learning as Indonesian Human Resources (HR) is ready to face global challenges (Windayanti et al., [2023](#)).

This is following the theory put forward by Nurdin and Usman in the book Learning Planning by Rusydi Ananda, learning planning is a mapping of steps towards goals which include elements of expected teaching objectives, materials, strategies, or learning methods that will be applied and evaluations carried out as student learning outcomes. Thus, as a learning designer, the teacher is tasked with designing his learning program (including organizing teaching materials, presentation, and evaluation) which is his responsibility according to learning

objectives. The core of learning planning is determining the optimal learning method to achieve the desired learning outcomes (Juwariah, [2022](#)).

Fourth, teachers experience problems in using teaching modules. Teaching modules are documents that contain the objectives, steps, and assessments needed in one unit of chapter or topic based on the flow of learning objectives, which are derived from learning outcomes. Teaching modules are teaching tools used to plan learning. Teaching modules are the same as RPP, but this teaching module has more complex components and points than RPP. The teaching module in this curriculum refers to the learning plan whereas in this teaching module, it is also adjusted to the needs of the students. During the process of designing the teaching module, teachers are given the freedom to design their teaching modules.

In its preparation, this teaching module must be able to implement the flow of learning objectives that have been developed by the teacher from learning achievements with the Pancasila student profile as the target (Alfitri & Dahlan, [2022](#)). In addition, the teaching module must be arranged according to the phase or stage of student development and also what will be learned by students based on the learning objectives that have been made (Salsabilla et al., [2023](#)). So that teachers are given the freedom to develop teaching modules, but they cannot be separated from the components and aspects that have been determined in the teaching module (Maulida, [2022](#)).

This fact emphasizes that teachers must have broad, free, and independent thinking in designing learning modules that are appropriate to the characteristics of students (Faiz et al., [2022](#)). In another opinion, it is stated that learning planning is a general description of the steps that a teacher will take in the classroom in the future to achieve the goals that have been set effectively and efficiently. Thus, as a learning designer, the teacher is tasked with designing his/her learning program (including organizing teaching materials, presentation, and evaluation) which is his/her responsibility according to the learning objectives that have been set.

Fifth, teachers experience problems in implementing the P5 PPRA project. Through the independent curriculum, students can develop a project to strengthen the Pancasila student profile. In implementing learning, teachers link Pancasila values to everyday life. To support the Pancasila student profile, teachers can use project-based learning methods. A project is a series of activities to achieve a certain goal by examining and implementing a challenging theme. The project is designed so

that students can investigate, solve problems, and make decisions. Students work within a scheduled period to produce work, products, and/or actions.

Project-based learning focuses learning on students and teachers only as facilitators. Through the independent learning curriculum, the government invites teachers to create various creativity and innovations in learning so that they can implement the concept of Independent Learning to achieve the Pancasila Student Profile. This is in line with the theory expressed by HI Untu which states that low teacher knowledge of science and technology will hinder creativity in the learning process (Nurchaya & Hadijah, [2020](#)).

The facts above show that the implementation of a new curriculum must be prepared carefully, especially at the lowest level, namely educational institutions, including elementary education. A curriculum that is hastily implemented without proper preparation leaves various problems and adds to the burden on teachers (Rahmadhani et al., [2023](#)). In fact, in this context, the independent curriculum presents a more interesting and effective learning system in shaping the knowledge, attitudes/character, and skills of students in the 21st century. The facts on the ground are a problem and add to the list of problems in the already complex education system.

This independent curriculum cannot be implemented immediately without thorough preparation in terms of Human Resources, in this case, educators and education personnel, and material aspects such as facilities and infrastructure that support the implementation of the curriculum (Fahmi & Bitasari, [2020](#)). For this reason, the government, especially the Ministry of Education/Education Office, must observe, identify, and inventory various problems to be used as a basis for creating a solution such as providing teachers with various training/seminars/workshops on the concept of implementing the independent curriculum, especially in intensive and sustainable learning practices, providing sufficient teaching materials (books and modules) in each school institution, and other necessary facilities and infrastructure. Referring to the facts on the ground, the problems experienced by teachers in implementing the independent curriculum are caused by several factors, firstly, teachers do not understand the concept of the independent curriculum theoretically or practically in learning. This ignorance causes teachers to experience confusion and stuttering in implementing the independent curriculum. Learning activities can run effectively if teachers master the concept of the curriculum that is applied, especially in learning practices.

This fact confirms that teachers must have comprehensive knowledge and understanding of the curriculum used. All teachers should be given continuous training that allows them to become more professional and better understand the applicable curriculum (Mantra et al., [2022](#)). In this case, theoretical and practical concepts regarding the independent curriculum must be mastered by teachers so that they do not experience difficulties or even confusion or stuttering in implementing it (Rahmadayanti & Hartoyo, [2022](#)). Thus, learning objectives can be achieved and student competency achievements can be maximized according to the standards set by the independent curriculum.

Second, another factor that causes problems experienced by teachers in implementing the independent curriculum is the lack of seminars/training/workshops related to the independent curriculum for teachers at MI Alamul Yaqin Palembang. This was revealed in the research data obtained by the researcher. The majority of teachers have never attended a seminar/training/workshop related to the implementation of the independent curriculum. The majority of teachers have also not had the opportunity to attend seminars/training/workshops related to the implementation of the independent curriculum. This factor is the main reason why teachers do not or do not understand the concept of the independent curriculum, especially in learning practices.

Referring to these facts, the government should make thorough preparations by providing teachers with comprehensive knowledge before implementing a curriculum. The government through the Ministry of Education and Culture/Education Office must re-identify teachers in each school who have never/minimally received seminars/training/workshops related to the independent curriculum. Teachers must be given training on how to implement the independent curriculum, design learning, and prepare learning tools (Laksmi et al., [2024](#); Ramadhan, [2023](#)). This is very important to do so that teachers in each school have thorough preparation, both theoretical knowledge and practical concepts for implementing the independent curriculum in learning practices.

Through these efforts, it can minimize the problems experienced by schools, especially teachers, in implementing the independent curriculum (Wahira et al., [2023](#)). Because, if these efforts are not made, the implementation of the independent curriculum will not improve the education system but will add new problems and increase the burden on teachers in carrying out their duties as educators and teachers. Therefore, thorough preparation of human resource (teacher)

competencies is a must to be carried out from the start, long before the independent curriculum is implemented massively.

The importance of massive seminar/training/workshop activities related to the independent curriculum for teachers has been proven to cause differences in teacher competency in implementing the independent curriculum. Facts in the field, researchers found a very real difference between teachers who had never attended seminars/training/workshops related to the independent curriculum and teachers who had attended seminars/training/workshops related to the independent curriculum. Teachers who had never attended seminars/training/workshops related to the independent curriculum and teachers who had attended seminars/training/workshops related to the independent curriculum experienced high difficulties and even confusion and stuttering in implementing the independent curriculum, especially in learning practices. In contrast to teachers who had attended seminars/training/workshops related to the independent curriculum, teachers already had a stock of knowledge and understanding regarding the application of the independent curriculum in learning practices. Teachers only need time to study more deeply and make adjustments in learning practices.

Third, researchers also found an interesting fact that one of the factors causing the problems experienced by teachers in implementing the independent curriculum at MI Alamul Yaqin Palembang, namely budget limitations/minimal budget. This is because the independent curriculum contains the Pancasila and Rahmatan lil'alamin Student Profile Strengthening Project (PPPRA). According to the school's admission (principal and teacher), the project requires adequate facilities and infrastructure so that it can be realized in learning practices.

This includes the availability of appropriate classrooms, adequate learning equipment, and other resources needed to support student activities in these activities. Therefore, further efforts are needed to improve facilities and infrastructure so that P5 activities can run smoothly and effectively, and provide maximum benefits for students (Rahmadani et al., [2024](#)). This reality must be a concern for the government to consider material aspects before implementing a curriculum concept.

The problem of limited budget or adequate facilities and infrastructure is not a new problem in this country. This problem is almost experienced by all educational institutions in Indonesia, including MI Alamul Yaqin Palembang. Therefore, in addition to trying to improve the availability of adequate facilities and

infrastructure, teachers must be equipped with increased competence in designing creative learning by utilizing the availability of existing facilities and infrastructure.

CONCLUSION

This study concludes that the implementation of the independent curriculum at MI Alamul Yaqin Palembang raises various problems. The school, especially the teachers, experiences problems such as teachers not understanding the concept of the independent curriculum comprehensively, not understanding the concept of differentiated learning, difficulty in compiling learning outcomes, stuttering in using teaching modules, and difficulty in implementing project-based learning aimed at strengthening the Pancasila and *rahmatan lil'alam* Student Profile (PPRA).

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