

## **CURRICULUM IN THE DISCOURSE OF CHANGE: CONCEPTS THAT NEED TO BE PRESERVED FROM THE INDEPENDENT CURRICULUM**

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**Abstract.** Independent curriculum has only been implemented for two years, but the discourse on curriculum change has re-emerged. The independent curriculum aims to provide students flexibility, relevance, and support. This paper aims to find and evaluate important ideas from the Independent Curriculum that are important for the sustainability of education reform. This research paper uses a qualitative method with a literature study approach. The research data comes from various literature, including academic books, policy documents, and scientific journals. The discussion results in this paper indicate that several basic concepts of the Independent Curriculum must be maintained. Some of them: *first*, the flexibility of the curriculum; *second*, Project-based learning; and *third*, the Pancasila Student Profile. The conclusion of this paper shows that the concepts contained in the independent curriculum are still relevant to support inclusive, future-oriented education, and by the challenges of the 21<sup>st</sup> century.

**Keywords:** Independent curriculum, Curriculum change, Pancasila student profile.

### **INTRODUCTION**

Curriculum change is one way to face Indonesian education's changing times and challenges. In this case, the independent curriculum, which has only been running for two years, was created to respond to the changes and challenges of the times so that education is based on the background, interests (Junita et al., 2024), talents and learning needs of students (Nasrullah et al., 2024). To respond, the independent curriculum prioritizes the principle of flexible (Rosa et al., 2024), relevant education (Noer et al., 2023) and supports the learning needs of students. In other words, the independent curriculum allows educational institutions to design learning according to local needs while still being based on national curriculum policies. Thus, the independent curriculum is expected to be the foundation for forming education oriented towards 21st-century skills, such as critical thinking, increasing creativity and collaboration (Wirawan et al., 2024).

Developing 21st-century skills is important because it aims to identify the strengths and weaknesses of students so that their creativity, problem-solving, critical thinking and interpersonal skills can be improved (Elfrianto et al., 2024). Through the independent curriculum, good goals that are relevant to the conditions and developments of the era of education in Indonesia will be achieved. Thus, the independent curriculum, which has a clear motivation for change and targets, deserves attention from all education providers to seriously implement the curriculum at all levels of education.

However, implementing the independent curriculum faces challenges and problems, including teacher readiness in designing learning (Sanjaya et al., 2022), a clearer understanding of the curriculum (Nurfadila et al., 2023), inadequate availability of facilities and infrastructure (Satriani et al., 2023), and minimal budget in educational institutions (Ndari et al., 2023). Based on these challenges and problems, the discourse on curriculum change emerged and rolled to answer the existing problems. Therefore, it is important to identify what concepts need to be maintained from the independent curriculum to include these values in the new curriculum. Thus, there needs to be a significant and massive study to discuss the concepts that are the basis for developing the next curriculum.

The curriculum development and change study that is the basis of this research paper refers to the constructivism theory popularized by Jean Piaget and Lev Vygotsky. They argue that education changes (curriculum) development must be carried out to adjust learning centred on students' needs and learning experiences (Kumar Shah, 2020). The researcher uses this theory as a basis for the narrative that curriculum change and development need to look deeply at the existing concepts from the curriculum process that has been implemented so that it can be taken as a study to be aligned with the needs of students.

Based on this study, relevant research has been conducted by Selamat et al., which describes the curriculum policy for developing Islamic education. They stated that curriculum change or development is necessary because it follows the development of the times. In their research, it is stated that curriculum changes occur in three periods: the old order, namely the 1947, 1952, and 1964 curriculum, and the new order, namely the 1968, 1975, and 1984 curriculum, and the reform era, namely the 2004 curriculum (KBK), 2006 (KTSP), 2013 (K13). If connected in this study, there is a difference in the focus of the study, namely the curriculum changes in the three periods with the topic of this research, the discourse on changes to the independent curriculum in 2022 (Selamet et al., 2022).

Considering the importance of this research, two questions need to be answered in the research formulation. First, what are the main concepts of the independent curriculum that positively contribute to learning? Second, how can these main concepts be maintained and developed in the discourse on further curriculum changes? Thus, this problem formulation is expected to provide a complete picture and input on important concepts to maintain in facing the changing times and challenges of education in Indonesia.

The purpose of the research in this paper is to determine the main concepts of the independent curriculum that provide positive changes in learning in educational institutions. Furthermore, this paper also narrates the complete picture and suggestions of concepts that should be continued from the old to the new curriculum. Thus, this research can be a reference and guideline for policymakers and education practitioners in designing policies and implementation formulas for learning in the next curriculum.

## RESEARCH METHOD

This research uses a qualitative method with a library research approach. The library research process assumes the constructivist approach to the independent curriculum about the concepts that need to be maintained. This approach formulates basic concepts as considerations when there is a curriculum change policy so that it can restructure the curriculum at all levels of education (Kuhlthau, 1994).

The research data comes from various literature, including academic books, policy documents, and scientific journals (Karunathna et al., 2024). The selection of this research data source is based on relevance to the research topic so that it obtains more valid data and makes it easy to conduct a more in-depth analysis. The data analysis technique uses the historical analysis method (Srinivasan et al., 2023), which is used to understand the phenomenon of changes and developments in the education curriculum. The selection of this technique is oriented to see how the independent curriculum can still be applied even though a new curriculum has emerged. Finally, the narrative of this analysis will form an interpretation that explains the curriculum changes and their implications for education.

## RESULT AND ANALYSIS

The independent curriculum, implemented for two years, has experienced positive and negative dynamics in educational institutions' learning process. Based on the research objectives set, the discussion can be described in the following two sub-discussions:

### 1.1 Main Concepts in the Independent Curriculum

The independent curriculum has a main concept that aligns with the constructivism theory of Jean Piaget and Lev Vygotsky. The main concepts of this independent curriculum can be used as study material for policymakers and education practitioners in the discourse on designing a new curriculum later. These main concepts include: First, Project-Based Learning. The concept of project-based learning is a learning model that is based on the implementation of real learning activities and assignments. This is intended so that students get challenges to solve problems that exist and arise in everyday life so that they can be of real benefit to students in terms of solving problems (Parihah et al., 2022).

The concept of project-based learning provides space for students to explore knowledge through direct experience. This concept is one way to help students think creatively and facilitate the development of student skills by implementing real projects relevant to the learning material (Ramadhan & Hindun, 2023). Project-based learning that is implemented well will teach students to organize projects and allocate time and other resources to complete tasks (Fitrianiingtyas et al., 2023). Thus, project-based learning is a concept that can be maintained and developed in the discourse on further changes in the education curriculum.

Second, differentiated learning is part of the independent curriculum, emphasizing the importance of learning and adapting it to students' needs, interests, and abilities. With the theory of constructivism, learning becomes effective when the material is delivered at the level of understanding of the abilities and understanding of students. Differentiated learning is learning that accommodates, serves, and recognizes the diversity of students in learning according to their readiness, interests, and preferences (Wulandari, 2022).

Differentiated learning can also be defined as a strategy teachers can use to meet the needs of each student. Differentiation is a teaching and learning process in which students learn subject matter based on their abilities, what they like, and their individual needs so that they do not get frustrated and feel like failures during the learning process (Wahyuningsari et al., 2022). Thus, learning differentiation becomes important as a reference for developing discourse on the Indonesian education curriculum.

Third, Curriculum Flexibility. Flexibility is one of the main concepts of the independent curriculum, which can adapt to changes and new needs and provide space for innovation in the learning process (Maulida & Dermawan, 2024). This is relevant to Piaget's view that learning must be adjusted to students' cognitive development stage. This concept also emphasizes the process of forming students' character while still expecting the achievement of the learning objectives that have been set. Changes in the curriculum need to be viewed as something new because a curriculum is expected to be flexible and adjust based on the context of the development of needs and characteristics in society based on the era (Verona et al., 2023). With this concept of flexibility, the curriculum is discussed to create more meaningful and relevant learning for students.

Fourth, the Pancasila Student Profile is one of the main concepts of the independent curriculum. This concept describes the characteristics and attitudes expected of students who understand, appreciate, and apply Pancasila values in everyday life. This profile aims to form a young generation with character and social awareness and can contribute positively to the progress of the nation and state (Maulida & Dermawan, 2024). The concept of the Pancasila student profile strengthens the constructive learning process because it instils social skills and self-reflection, as explained in Vygotsky's theory of the importance of social interaction in learning. Thus, this concept is an important part that must remain in future curriculum changes.

Fifth, Formative assessment is also part of the concept that contributes positively to the independent curriculum. This concept encourages assessments that provide feedback for student development, not just final evaluations. Formative assessments during learning can be used as a basis for reflection on learning as a whole, which can be used as a reference for learning planning and corrections if necessary (Mujiburrahman et al., 2023). With this concept, learning becomes more adaptive and supports sustainable development; of course, it is important to remain in the discourse on changing the education curriculum.

Sixth, Technology Integration is part of the independent curriculum concept. Technology is used as a tool to enrich students' learning experiences in the classroom. This concept creates a learning environment that supports Vygotsky's theory, where mediational tools play an important role in developing cognitive abilities. The application of educational technology in independent learning can be collaborative problem-solving, open problem-solving, guiding students in innovative thinking, collaborative data analysis, giving assignments to students, problem-solving communication, and student performance assessment (Salsabila et al., 2024).

And, Seventh, Independent Learning. This concept is part of the independent curriculum, which encourages students to take responsibility for the learning process. This aligns with Piaget's idea that students need to be active subjects in learning. This concept creates a more meaningful learning experience. In addition, the independent concept also encourages the role of teachers in curriculum creation and the learning process. The role of teachers is very important in the curriculum development process to adjust the contents of the curriculum to the needs of society and students (Karlina et al., 2024). The concept of independence in students is becoming the basis for changes in the discourse of the education curriculum in Indonesia.

### **1.2 Development and Sustainability of the Independent Curriculum Concept**

After knowing the main concepts of the independent curriculum that need to be maintained in the discourse on curriculum change, the next step is to know how to do it comprehensively and sustainably. Efforts that can be made include the following:

First, Deep understanding of the main concepts of the independent learning curriculum. Deep understanding refers to a person's ability to not only know information superficially but also be able to analyze, connect, and apply it in various contexts (Barnett & Hodson, 2001). To create this deep understanding, workshops or training can also be held that examine the main concepts of the independent curriculum to improve understanding in the discourse on compiling a new education curriculum because holding workshops or training that focus on the main concepts of the Independent Curriculum is a strategic step to build deep understanding, especially for stakeholders such as teachers, principals, policymakers, and the education community.

Second, Synchronous integration efforts, namely efforts to design a comprehensive curriculum. Synchronous integration means compiling a curriculum that not only supports each of its components but is also relevant to the needs of education, society, and the development of the times (Rogers, 2000). This is important, considering that the main concepts in the independent curriculum remain relevant and flexible, support innovation, and can be integrated with new concepts that emerge in the discourse on changes to the education curriculum. The concept of the curriculum can be realized well by considering the development of the times, the needs of the world of work, and the characteristics of students. The new curriculum can later provide flexibility for educational units to innovate and develop learning programs according to the characteristics and potential of each region and make students the centre of learning so that it is easier to adjust to their learning needs and interests.

Third, the quality of the concepts of the independent curriculum must be maintained by conducting structured evaluations linked to the development of science and the needs of the world of work. Structured evaluations are carried out to measure the effectiveness of the concepts of the previous curriculum and identify deficiencies or weaknesses when integrated into the discourse of the new curriculum. The results of this evaluation are the basis for making improvements and developing the curriculum in the future so that it is relevant to the development of science and the needs of the dynamic world of work (Chhatra et al., 2024). Thus, to ensure this effort, it is necessary to involve experts and practitioners from various fields of science and the world of work in the evaluation process. Furthermore, an analysis of science and technology development trends will be conducted. Then, a survey of the business world will be conducted to find out the competencies needed by graduates of educational institutions.

Fourth, efforts are made to build the reputation of the education curriculum by applying core values and concepts so that student achievement is achieved, both academic and non-academic. In the curriculum design effort, practitioners can involve alum networks and the community to enrich the scientific knowledge contained in the education curriculum (Aithal & Maiya, 2023). After these

efforts, the next step is to promote the achievements of the curriculum's reputation to foster positive motivation in carrying out the education curriculum agenda. This is to ensure the success of curriculum implementation, which requires an effective promotional strategy to show its impact on education. If well publicised, the achievements of the curriculum's reputation can build positive motivation for educators, students, and the wider community.

Alum networks and the community can be involved by holding Focus Group Discussions (FGD), which explore the most relevant information and input for preparing a new curriculum. FGD is a very valuable tool in preparing a new curriculum. FGD allows new curriculum developers to collect rich qualitative data, gain diverse perspectives, and build consensus from various stakeholders. The next effort is to distribute online surveys, considering that today's era is technology-based, so information can be collected easily and quickly from input from various groups. Distributing online surveys is also an effective way to collect large and diverse data while preparing a new curriculum. Online surveys make it possible to reach many respondents quickly and get input from various groups. Then, collaborate with corporate partners to develop a curriculum relevant to industry needs. Collaboration with corporate partners is also part of a strategic effort to develop a curriculum relevant to industry needs. Involving the industry directly can ensure that graduates have the competencies to meet the demands of the world of work.

Fifth, efforts to meet customer needs, meaning that the discourse on developing a new curriculum can also consider the needs of students and the aspects of the services provided to them (Obidovna, 2023). This is important considering that the curriculum is changed to meet the learning needs of students and achieve national education goals. So, it is only natural that the designed education curriculum is optimized to meet or at least approach the expectations of students throughout Indonesia. New curriculum changes must consider the needs and aspects of student services. In other words, the curriculum must be designed in such a way that it can meet diverse learning needs and provide optimal services for each student. Each student has different abilities, interests, and learning styles. Thus, the discourse on curriculum changes must accommodate this diversity by providing various learning options.

Developing a student-centred curriculum and services prioritizes each student's unique needs, interests, and potential. The curriculum designed by incorporating the concepts of the independent curriculum is expected to provide a more meaningful, relevant, and effective learning experience in the new curriculum. Thus, changes to the student-centred curriculum and services are important steps to improve the quality of education. Services that pay attention to the needs and potential of each student and provide services so that a conducive learning environment is created for the growth and development of students.

Sixth, Innovation in curriculum change is also an important effort to consider by practitioners tasked with designing educational curricula. The concepts of the independent curriculum can be innovated into new concepts that are more interesting and relevant to the needs of students (Marsidin, 2022). In other words, this innovation effort distinguishes between the old and new curriculum. Although basically, the new curriculum still adopts the concepts and values of the old curriculum as a study to be developed into the face of the new curriculum. Innovation efforts are indeed the main differentiator between the old and new curricula. The new curriculum should be more dynamic, adaptive, and responsive to the development of the times and the needs of students. Changes to the new curriculum are expected to emphasize the development of student competencies, be it cognitive, social-emotional competencies, or 21st-century skills such as critical, creative, and collaborative thinking. With these innovations, the new curriculum can produce more qualified, creative graduates ready to face future challenges.

The independent curriculum is dynamic but a strong foundation for building a better education system. The concepts in the independent curriculum can be the basis for creating alternative, more creative ideas in learning. From this concept, the independent curriculum prioritizes concepts that provide greater flexibility and autonomy for teachers and schools in designing learning based on the characteristics of students and the learning context. Thus, this innovation must be directed to produce concepts that are more relevant to the needs of today's students, which are certainly different from the previous generation. Thus, the concept of the new curriculum must also attract students' interest and attention so that the learning process becomes more enjoyable and meaningful.



## CONCLUSION

From the discussion above, the concepts of the independent curriculum are still feasible and can be applied if there is a curriculum change. There are seven important concepts: Project-Based Learning, Learning Differentiation, Curriculum Flexibility, Pancasila Student Profile, Formative Assessment, Technology Integration, and Independent Learning. These seven concepts have positively contributed to the implementation of the independent curriculum, so it is also possible for this concept to be successful if applied to the next curriculum. However, it is important to consider that the concept still needs to get a touch of innovation and the right design to be relevant to the learning needs of students in its generation.

To ensure that these concepts can be maintained and developed in the curriculum change discourse, six efforts must be carried out by curriculum formulators or designers. These efforts are deep understanding, synchronous integration, structured evaluation, building curriculum reputation, meeting customer needs (students), and innovation in curriculum change. Based on this, the discourse on curriculum change is necessary because it is connected to changes in the era and generation of students. Policymakers and curriculum makers need to consider and prepare these changes to ensure that the curriculum is relevant to students so that learning can become the main foundation for forming an advanced civilization for Indonesian education.

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