

DOI: <https://doi.org/10.31933/dijemss.v5i1>

Received: 12 September 2023, Revised: 30 September 2023, Publish: 23 October 2023

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## Analysis of Readiness to Implement the Independent Curriculum Learning in The Era of Society 5.0 In Madrasah Aliyah Negeri in Batanghari Regency

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**Abstract:** This research was conducted at MAN 1 Batanghari and MAN 5 Batanghari. This research focuses on the application of the independent learning curriculum in state aliyah madrasahs in the era of society 5.0, teacher constraints in implementing the independent learning curriculum in the era of society 5.0 and teacher efforts in overcoming these obstacles. The results of researchers on the implementation of the independent learning curriculum in the era of society 5.0 in state aliyah madrasahs in Batanghari district, in MAN 1 Batanghari the implementation of the independent learning curriculum in the era of society 5.0 is quite good seen from teachers who have implemented an independent curriculum in grades X and XI for approximately 2 years, In its application, teachers have used technological devices such as: laptops, infocus, power point applications, google meet, and youtube. The obstacles faced by teachers in implementing the independent learning curriculum in the era of society 5.0 at MAN 1 Batanghari are the lack of information and communication technology skills of teachers, both facilities are still insufficient. Efforts to overcome the obstacles faced are by attending training or training on ICT, Work and improve discussions with fellow teachers. Furthermore, in MAN 5 Batanghari the implementation of the independent learning curriculum in the era of society 5.0 is not optimal enough, because the implementation is quite new so it is still in the adjustment stage, but in its application teachers have used ICT devices such as: Laptops, infocus, power point applications, and youtube. The obstacles faced by teachers in implementing the independent learning curriculum in the era of society 5.0 at MAN 5 Batanghari are the first teachers who find it difficult to change old mindsets or habits in teaching, secondly lack of information and communication technology skills of teachers, but facilities are still insufficient. Efforts to overcome the obstacles faced are by expanding knowledge and trying new things including varied methods of learning. by attending training or training on ICT, working and improving discussions with fellow teachers.

**Keywords:** Application of the Independent Learning Curriculum, Society Era 5.0.

## INTRODUCTION

The definition of curriculum in Indonesia is stated in Law No. 20 of 2003 concerning the National Education System Article 1 paragraph (19) where the curriculum is understood as, "a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as a guide for carrying out activities learning to achieve certain educational goals". Based on this understanding, it can be understood that the curriculum is used as a basis for designing content, programs and activities in the teaching and learning process so that the goals that have been set are realized. An independent curriculum can improve educational standards in Indonesia by providing several opportunities to take part in extracurricular activities with more appropriate teaching material and giving students time to explore ideas, think innovatively, emphasize autonomy and develop competence. The initial concept of freedom to learn is that there are actions that are characterized by freedom while continuing to deepen learning accompanied by limitations, criticism, and not diminishing the noble and moral values of education providers (Chaniago, 2022).

The independent curriculum focuses on character learning based on the Strengthening the Profile of Pancasila Students (P5) Project to realize a generation of character and excellence guided by the noble values of Pancasila. Students have the freedom to think critically and learn from various sources, so that it can help students to find new information, add insight into experience, and solve real problems. in real terms. The learning categories contained in the independent curriculum include:

- 1) Intracurricular learning by adjusting the needs of students,
- 2) Co-curricular learning that focuses on a deeper understanding of teaching material in intracurricular activities in the classroom.
- 3) Extracurricular learning tailored to the talents, personalities, and interests of students contained in educational units (Inayati, 2022)

This curriculum develops with the hope of producing millennials who can understand the material or knowledge that educators teach quickly, not just to be good at remembering the teaching materials that educators teach. It is expected that students can use technology with the learning process. This is a sign that technological developments, especially digital, are increasing in the 21st century.

Technology is constantly advancing creating a better civilization for all. Some time ago the term revolution 4.0 appeared which showed various new sides of technology and soon the term Society 5.0 also appeared which emphasized human centered or human-centered in the implementation of a technology base that is and will continue to grow (Haqqi & Wijayati, 2019). The era of Society 5.0 emerged not without reason, but due to human needs that continue to grow, one of which is in the field of education. The development of Society 5.0 has different characteristics (Kosasih, 2015).

With the presence of Era Society 5.0, Indonesia is required to produce quality human resources (HR) in order to be able to find solutions to meet its needs by continuing to explore information, and create new innovations to support its survival in a more complex global world. This is an educational challenge to create quality human resources in the future. Based on the explanation of the background of the problem above, the author is very interested in conducting research on "Analysis of Readiness for the Application of the Independent Learning Curriculum in State Aliyah Madrasahs in the Era of Society 5.0 in Batanghari Regency".

## LITERATUR REVIEW

### Curriculum

In terms of history, the term curriculum (curriculum) is a term derived from Greek. At first this term was used for the world of sports, which is in the form of the distance that must

be traveled by a runner. In ancient Greece, the term "curriculum" was used to indicate the stages passed or taken by a runner in a relay race known in the world of athletics. In a further process this term turned out to have developed so that the use of this term expanded and spread to the world of education.

In terms of etymology, the word curriculum is taken from Latin which has the same meaning as the word "rarecourse" (competition rink). The word "curriculum" in the form of a verb known in Latin as "curere" means "running of the rest". While from the point of terminology, the term curriculum is used in various versions. Zais uses the term curriculum to denote two things he refers to as: (1) plan for the education for learners and (field of study).

### **Free Learning Curriculum**

The independent curriculum is a curriculum that gives freedom to schools to explore their abilities in accordance with the facilities, inputs and resources they have, and gives freedom to teachers to deliver essential and urgent material. And the most important thing is to provide a wide and free space for students to further maximize their potential in order to obtain maximum educational results. Merdeka Belajar is a policy to restore the essence of assessment.

The independent curriculum is a curriculum with diverse intracurricular learning, the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching devices so that learning can be adjusted to the needs of learning and students.

### **Society Era 5.0**

Society 5.0 is a concept initiated by the Japanese government by considering technological aspects to facilitate human life. However, this idea is also supported by consideration of humanities aspects so that the concept of balance is obtained in the implementation of the technology. In order to achieve a SENASSDRA 6 community, a society defined as a super smart society, various future services are needed in various sectors. This can be fulfilled by the existence of strong technological capabilities, as well as the existence of competent human resources in their respective fields to carry out their profession digitally while contributing to providing better services for the community.

Society 5.0, new value created through innovation will eliminate regional, age, gender, and language gaps and enable the provision of products and services that are subtly designed for diverse individual needs and latent needs. In this way, it will be possible to achieve a society that can promote economic development and find solutions to social problems. The two revolutions continuously form a pattern of social life, namely when every problem and challenge contained therein can be solved through a combination of innovations from various elements applied to the industrial revolution 4.0 and then combined with society 5.0. The relationship is expected to play an active role in improving the quality of social life, so that every effort in improving and developing the revolution will reflect community products and services that can be provided sustainably.

The presence of the era of society 5.0 which is the refinement of the era 4.0 is a big problem as well as a great opportunity for the face of our education. Teachers who are the driving force in education in the era of society 5.0 must have comprehensive competence. Teachers must be competent in providing subject matter and be able to move students to think critically and creatively.

### **RESEARCH METHODS**

He design of this study is descriptive qualitative research, that is, the data collected is in the form of words, images, not numbers. According to Bogdan and Taylor, as quoted by Lexy

J. Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words of people and observed behavior.

### **Social Situation and Research Subject**

The social situation in Madrasah Aliyah Negeri 1 Batanghari and Madrasah Aliyah Negeri 5 Batanghari can be said to be Madrasahs that have good enough competitiveness, this can be seen with adequate facilities and infrastructure, disciplined teachers, and teachers who understand their respective fields. Accreditation of Madrasah Aliyah Negeri 1 Batanghari A while for Madrasah Aliyah Negeri 5 Batanghari B and many school achievements were achieved.

Understanding data collection techniques according to Arikunto are ways that can be used by researchers to collect data, Where the method shows something abstract, it cannot be realized in visible objects, but can be shown its use.

### **1. Observation Method**

Observation or observation can be interpreted as systematic observation and recording of symptoms that appear in the object of research. This observation uses participatory observation, where the researcher is directly involved with the daily activities of the person being observed or who is used as a source of research data.

This direct observation was carried out by researchers for the Analysis of Readiness for the Application of the Independent Learning Curriculum in the Era of Society 5.0 in MAN 1 Batanghari and MAN 5 Batanghari.

### **2. Interview Method**

The author uses unstructured interviews as a complementary instrument for observation to collect data in the field on the Analysis of Readiness for the Application of the Independent Learning Curriculum in the Era of Society 5.0 in MAN 1 Batanghari and MAN 5 Batanghari.

### **3. Documentation Method**

Data collected on the technique in the form of words, actions and other written documents, are recorded using records. The author's documentation is used as the main instrument to obtain all data related to the general description of MAN 1 Batanghari and MAN 5 Batanghari, such as:

- a. Overview of Madrasah
- b. Organizational structure
- c. The state of teachers and students
- d. The state of facilities and infrastructure
- e. Vision and Mission of Madrasah

### **4. Data Analysis Techniques**

Data analysis according to Miles and Huberman, that there are three lines of activity, namely data reduction, data presentation, and conclusion drawing or verification.

### **5. Data reduction**

Defined as the process of selection, focusing on simplifying, abstracting, and transforming "rough" data that emerges from field notes. Reduction is carried out since data collection, starting with making summaries, searching for themes, writing memos, and so on, with the intention of setting aside irrelevant data or information, then the data is verified.

## 6. Presentation of data

A description of an organized set of information that provides the possibility of drawing conclusions and taking action. The presentation of qualitative data is presented in the form of narrative text, with the aim of being designed to combine information arranged in a unified and easy-to-understand form.

## 7. Drawing conclusions

Drawing conclusions or verification is the final activity of qualitative research. Researchers must come to conclusions and verify, both in terms of meaning and truth of the conclusions agreed by the place where the research was carried out. The meaning that researchers formulate from the data must be tested for correctness, fit, and robustness. The researcher must realize that in the search for meaning, he must use an emic approach, that is, from the lens of key information, and not the interpretation of meaning according to the researcher's view (ethical view).

## RESEARCH FINDINGS

### **Implementation of the independent learning curriculum in the era of society 5.0 in Batanghari Regency**

The application of the independent learning curriculum in the era of society 5.0 at MAN 1 Batanghari in the subject of Biology has been carried out quite well, starting from the preparation of Biology teachers in implementing learning, namely following guidance from schools and compiling learning tools. After that the Biology teacher made preparation for learning. Furthermore, Biology carries out its learning. teachers have applied ICT media in learning where after researchers conduct research Biology teachers are able to use ICT media such as laptops, and infocus while applications used such as power point, whatsapp and google meet.

Meanwhile, MAN 5 Batanghari is not even one year old, starting in July 2023. The implementation of the Independent Curriculum carried out by Biology teachers has not been optimal, because its implementation is quite new so it is still in the adjustment stage. In addition, there is also a need for deepening for stakeholders in it so that the steps in implementing the independent curriculum are more mature and can run in accordance with the goals to be achieved. In MAN 5 Batanghari teachers have applied ICT media in learning where after researchers conduct research Biology teachers are able to use ICT media such as laptops, and infocus while the applications used such as power point, youtube, whatsapp, and google meet.

### **Obstacles in implementing the independent curriculum in the era of society 5.0 in state aliyah madrasahs in Batanghari district**

The problem of implementing an independent curriculum in man 1 batanghari in biology subjects is that biology teachers are still lacking in attending training, and still have to improve ICT skills to be able to follow ICT developments and be able to produce ICT-based learning media to be more varied. Furthermore, in MAN 1 Batanghari ICT media is still insufficient such as infocus which only amounts to 4 pieces and 2 are damaged and cannot be used at one time because there are 12 classrooms so that when teachers want to use it must alternate and of course make teachers constrained in using ICT media in the learning process, for this reason, it takes efforts from the principal in completing school facilities, especially ICT media so that gur can carry out his duties professionally without any obstacles in order to achieve educational goals.

The problem that occurs in the application of the independent curriculum in MAN 5 Batanghari in Biology subjects is that Biology teachers find it difficult to change old mindsets



or habits in teaching, Biology teachers are still carried away with the 2013 Curriculum learning model so that its application to learning uses a mixed approach between the 2013 curriculum and the independent curriculum. The second problem is that Biology teachers still feel lacking in attending training, and still have to improve ICT capabilities to be able to follow ICT developments and be able to produce ICT-based learning media to be more varied. Furthermore, in MAN 5 Batanghari, ICT media is still insufficient, such as infocus which only amounts to 2 pieces and cannot be used at one time because there are 8 classrooms so that when teachers want to use, they have to alternate and of course make teachers constrained in using ICT media in the learning process, for that it takes effort from the principal in completing school facilities, especially ICT media so that teachers can carry out their duties professionally without any obstacles in order to achieve educational goals.

### **Teacher efforts/solutions to overcome obstacles faced in the implementation of the independent learning curriculum in the era of society 5.0 in Madrasah Aliyah Negeri in Batanghari district.**

Efforts to overcome the problem of implementing the Independent Curriculum in MAN 1 Batanghari in Biology subjects are by attending training or workshops, Increase the creativity of a teacher by sharing with fellow teachers to change the mindset in teaching. Furthermore, by conducting ICT-based training carried out by the authorities, Biology teachers at MAN 1 Batanghari in overcoming this, namely by watching YouTube or asking with fellow teachers, Biology teachers should be more active in participating in training on ICT so that by attending training, the ability to use ICT teachers will increase and ICT-based learning media will be more varied. The solution carried out in the problem of independent curriculum learning at MAN 5 Batanghari in the subject of Biology is the first to expand knowledge and try new things including varied methods in learning. This can train teachers to get used to and become more experienced in applying existing creativity and continue to try to find information such as sharing with teachers as a means of adding insight into how they should be able to compile various teaching tools with different provisions. Furthermore, by attending training or workshops on the independent curriculum to better understand what are the differences between the independent curriculum and the 2013 curriculum so that they can find out what is the best method for teaching students using the independent curriculum. The solution to the latter problem is to conduct ICT-based training organized by the authorities, Biology teachers at MAN 5 Batanghari in overcoming this, namely by conducting courses, as well as watching youtube or asking questions with teachers, Biology teachers should be more active in participating in training on ICT so that by attending training, the ability to use ICT teachers will increase and increase teacher knowledge more deeply about the use of ICT.

### **CONCLUSION**

Based on the description of the data and the discussion of research as stated above, it can be concluded that the application of the independent curriculum in the era of society 5.0 in MAN 1 Batanghari is that teachers have implemented the curriculum quite well and teachers have also used ICT devices in learning such as using laptops, and infocus. While the applications used such as Power Point, WhatsApp and Google Meet. The obstacles faced by teachers in implementing the independent learning curriculum in the era of society 5.0 are first, the ability to use ICT where teachers must always improve their ICT skills to be able to keep up with the times, second, school facilities, especially ICT media, are still insufficient. Teachers' efforts in overcoming obstacles in implementing the independent learning curriculum in the era of society 5.0 are by attending training or workshops, increasing the creativity of a teacher by sharing with fellow teachers to change the mindset in teaching. furthermore, by conducting ICT-based training with the authorities. Furthermore, in MAN 5

Batanghari, it can be concluded that the application of the independent curriculum in the era of society 5.0 is The implementation of the Independent Curriculum carried out by Biology teachers has not been optimal, because its implementation is quite new so it is still in the adjustment stage and in learning teachers have also used ICT devices such as using such as laptops, and infocus while the applications used such as power point, whatsapp and google meet. The obstacles faced by teachers in implementing the independent learning curriculum in the era of society 5.0 are first is the first Biology teacher who finds it difficult to change the old mindset or habits in teaching, Biology teachers are still carried away with the 2013 Curriculum learning model, the second Biology teacher still feels lacking in attending training, and still has to improve ICT skills to be able to follow ICT developments, third, school facilities, especially ICT media are still lacking. Teachers' efforts in overcoming obstacles in implementing the independent learning curriculum in the era of society 5.0 are first by expanding knowledge and trying new things including varied methods of learning. Furthermore, by attending training or workshops on the independent curriculum to better understand what are the differences between the independent curriculum and the 2013 curriculum.

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