

## Concept analysis of the independent learning curriculum in the mass of covid 19 at early childhood education institutions

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### Abstract

Independent learning (Merdeka Belajar) is the latest discovery in the field of Early Childhood Education. Institutions, teachers, and students have the flexibility to organize their learning activities when they have the freedom to learn. For PAUD teachers, the problem of learning independence is a matter of the ability to communicate and adapt to changes in the world of education. This study aimed to analyze the concept of an independent learning curriculum. This study uses qualitative methods, data sources from journals, research reports, scientific articles, etc. The data collection technique in this study uses source triangulation and technical triangulation. The data analysis technique in this study used SWOT analysis. The author's study results in the concept of Independent learning in PAUD is Freedom to Play. The idea is child-centered, and so far, learning is mostly teacher-centered. The characteristics of the curriculum are children. Teachers can develop their learning themes that will be implemented and efforts to increase creativity in learning based on their relationship with independent learning. Therefore, the learning process can provide free space for educators and students to be more creative in learning. This study found that independent learning gives schools the flexibility to determine learning materials that aim to develop better students.

## INTRODUCTION

COVID-19 is a dangerous epidemic. All elements of human life on earth are disrupted, including in the world of education (Elisvi et al., 2020; Robandi et al., 2020). Rejang Lebong Regency, Bengkulu province, decided to close schools. Due to this outbreak, the government took action to prevent the spread of COVID-19, so learning activities that are usually carried out directly or face to face with teachers are carried out Learning from Home (BDR) (Arifa, 2020; Fauzi & Sastra Khusuma, 2020). This online learning occurs at a ratio that has never been tested and measured because it has never happened. There is no exception in isolated and remote villages because their infrastructure, especially technology, is limited or non-existent (Effendi et al., 2020; Hartono & Yusuf, 2021).

Based on circular letter No. 4 of 2020 concerning "implementation of education policies in the emergency period of the spread of Coronavirus Disease (COVID-19)" (Pendidikan et al., 2020). The role of the government, especially in the education sector

during the crisis caused by the COVID-19 outbreak, is indispensable as a basic reference in the implementation of the learning process (Asha, 2021; Choiri et al., 2021; Tatu, 2019). Many strategies have been carried out and approached through the role of local governments, especially education, to continue to carry out the learning activities in each educational unit contained in the regional government. During the Covid-19 outbreak, students were asked to carry out the Learning From Home (BDR) process, and teachers also taught from home. So a process of change and adjustment must be carried out very quickly in this condition (Basar, 2021; Fauzi & Sastra Khusuma, 2020; Harahap, 2020; Oktawirawan, 2020).

The Ministry of Education and Culture through Circular No. 4 2020 concerning the Implementation of Educational Policies in an Emergency Period The spread of Covid-19 makes sense in connection with the spread of the Covid Disease (Covid-19) developing, so the welfare of students, instructors, directors, and all school individuals who are sincere and Intellectual property is a fundamental thought in implementing training strategies with a learning process from home through online learning and the application of a more adaptable curriculum (Basar, 2021; Nadeak & Juwita, 2020; Wiguna I. B. A. A, 2021)

Through this government regulatory system, teachers as educators are required to carry out effective learning virtually from home (Basar, 2021; Sri Budi Herawati et al., 2020; Syafril et al., 2020). In addition, teachers are also required to improve competence in the field of information technology because online teaching methods are needed (Arifa, 2020; Nurdin & Anhusadar, 2020; Sitia Syarh et al., 2020).

The use of an emergency curriculum is one option that schools can do to carry out relaxation and adaptation of special deep learning, such as during a disaster (Denda Suryadien ddk., 2022; Muh Hasan Marwiji et al., 2021; Rofiq & Arifin, 2021). Minister of Education and Culture Decree Number 719/P/2020 is the legal basis for this policy, which took effect on August 4, 2020. Minister of Education and Culture Nadiem Makarim said the implementation curriculum specifically aims to provide flexibility for educational units to determine a curriculum that suits the learning needs of students. Education units in special conditions in the implementation of learning can still refer to the national curriculum, use an emergent curriculum, or simplify the curriculum independently (Faradita et al., 2021; Rachman et al., 2021; Sumarbini & Hasanah, 2021; Warlizasusi, 2019).

The concept of Independent Learning is driven because it wants to create a happy learning atmosphere without being burdened with achieving certain scores or values, as has been the case (Basar, 2021; Fakhruddin, 2021; Sumarbini & Hasanah, 2021). Freedom of

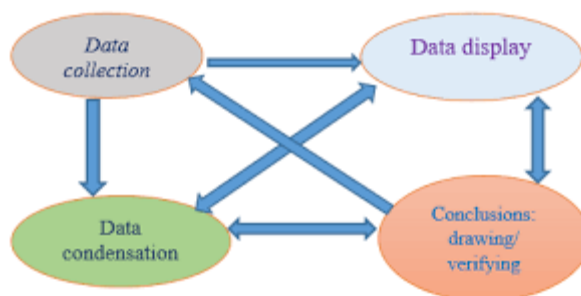
learning does not only apply to students but also applies to other learning actors without the exception of teachers or educators at the PAUD (Tuti Marjan Fuad, 2021). Educating independent children is our freedom in choosing our talents with the supply of facilities (Metafisika & Pangastutia, 2020; Siregar & Sriyolja, 2020). The school provides facilities with professional teachers. With extracurricular activities, the school facilitates children who have talents and interests in certain fields. Children can choose their talents by filling out a questionnaire (Ahmad, 2020; Resiana, 2017; Syaepul Manan, 2017).

There are various studies related to the concept of independent learning. Still, no results have been found that reveal the analysis of the concept of independent learning in the curriculum of independent learning in PAUD as research (Nehe, 2021) explains that Independent learning provides a great experience for students to improve their competence to be more mature in the future. The MBKM program is to improve the quality and reputation of the campus according to the challenges of the times. Another research by (Tuti Marjan Fuad, 2021) found that the MBKM curriculum is expected to facilitate students to develop their potential according to their passions and talents. The research was also conducted (Chrisyarani et al., 2022). Students were satisfied with implementing the independent learning curriculum as a way of self-development to prepare graduates for the world of work. Several studies related to MBKM have been carried out. However, the concept of the MBKM curriculum needs to be analyzed in PAUD learning. This study aims to analyze the MBKM concept during the covid 19 period in PAUD to find out more clearly.

The research results are expected to be used to improve the policy of the independent learning curriculum concept. There have been many studies that have examined the independent learning module. Still, each region must have a certain quality adrift from the alibi of the joint effort. These stages were passed during the collaboration, the responsibilities, the deterrents, and the strengths of each party involved. Furthermore, the focal point of the problem studied is related to the idea of autonomous realization, which many later scientists have not completed. In the future, the writer hopes that with this research, educators and education staff will be able to prepare and implement an independent learning curriculum.

## RESEARCH METHODS

This study used a qualitative approach (Sugiyono, 2006) to obtain data regarding the analysis of the concept of an independent learning curriculum for the COVID-19 masses at the Melati Dharma Wanita PAUD, Curup District Rejang Lebong Regency (Gunawan, 2013; Tarjo, 2019). This research information was collected through interviews and observations (Kunto, 2006; Lexy J, 2019). After the information has been collected, it is then analyzed using the Miles, Huberman, and Saldana approach (Miles et al., 2014; Semiawan, 2010). Meanwhile, the implementation period of research is carried out for six months, starting after the announcement of the independent learning curriculum at PAUD, from July to November 2021. The SWOT analysis technique (Strengths; Weaknesses; Opportunities; Threats) supports existing theories (Freddy Rangkuti, 2004; Sugiyono, 2013). Data analysis in this study is presented in Figure 1.



**Figure1.** Miles, Huberman, and Saldana's approach

## RESULTS AND DISCUSSION

### A. Results

The concept of Freedom of Learning in early childhood education (PAUD), Director General of Teachers and Education Personnel (Dirjen GTK) of the Ministry of Education and Culture (Kemendikbud), Iwan Syahril, said Physical Motor Stimulation for Early Childhood in the context of early childhood education, Independent learning is Freedom to Play (Ahmad, 2020; Kemdikbud, 2020) because playing is learning. In the context of PAUD, Freedom to Learn is Freedom to Play. In education, various misconceptions can occur (Anita Damayanti et al., 2020; Nasution, 2020). Among them are reading, writing, and counting misconceptions in early childhood. The misconception we often see is that education for early childhood is seen only for reading, writing, and counting. This concept is different from early childhood

education, which must strengthen integrative aspects and play more (Nurani, 2019; Risdianto et al., 2020).

It means that the teacher's position in the classroom is not to plant or uniform the truth according to the teacher, but to explore the truth to see the world and phenomena. The teacher is not used as a source of truth by students; rather, the teachers and students collaborate to move and seek the truth. The opportunity for developing the internet and technology is momentum for learning independence. Because it can hack into a rigid or non-liberating education system, this includes reforming the excessive workload of teachers and schools (Hendri, 2020; Kusumaryono, 2020).

According to Mrs. Indah, the head of PAUD, the school has received information regarding this matter. The concept of learning is no longer focused on educators but on children as the center. Well, to change it is not easy. Starting from the educators how to compose the syllabus, innovate and others". In Independent learning, there is independence and independence for the learning area, ensuring the best method in the educational process. The concept is that children can use very appropriate learning procedures. Independence also belongs to the teacher. They can determine the teaching method and choose the best curriculum components for students (Arifa, 2020; Nasution, 2020)

The head of early childhood education also motivates teachers and educators to use the Covid-19 pandemic moment to practice the concept of Independent Learning. Teachers are free to teach using any method as long as they are online or distance learning (Nurjanah, 2020). This statement matches the results of the following interview: "This is an opportunity for teachers to innovate how independent learning is applied. For example, to provoke children to disassemble solutions to a given task, which mainly refers to the core and basic competencies".

A perfect concept whose implementation is not optimal. The implementation of Free Learning is not without obstacles. From the results of observations, there are some obstacles experienced in PAUD, namely: (a) Independent learning has not been optimally implemented because of the Human Energy Resources (HR) problem. The Independent Learning Program demands teacher creativity. The reality is that teachers in the interior are still a little creative. If educators are not creative to guide students, the implementation of Independent learning is perfect for today's era. In reality, it becomes difficult to implement; (b) The mentality of students and teachers. The case experienced today is a child's mental problem. Many students and teachers still wish it was easy, at least the will to fight.

Experience in the area displays so.

Meanwhile, independence in learning for Ki Hajar Dewantara means (Kurniasih & Rahimah, 2021; Wahyuni & Aryani, 2021) Not living under orders, meaning that a person can determine the direction of his own goals or can govern himself; Standing tall because of one's strength is one's independence in achieving goals with one's efforts; Able to control his life in an orderly manner, if a person can be skilled at controlling his own life in an orderly manner, it is based on the values and norms of the citizens.

Avoiding misconceptions about the purpose of learning, Ki Hajar Dewantara explained that the purpose of learning is to guide all natures in children so they can achieve the highest safety and happiness, both as humans and as members of the community. Thus, an educator can only guide the development of the life of the natural power contained in children so that they can correct themselves. Students' talents and attention do not change what children want (Karmawan, 2021; Kurniasih & Rahimah, 2021)

Students explore skills with appropriate instructions and instructions from educators, so they do not run out of direction and endanger themselves. This process wants to urge children to create their independence in learning.

## **B. Discussion**

The concept of independent learning was coined by Nadiem Makarim and related to teachers and students as subjects in the learning system. The teacher is not used as a source of truth by students, but teachers and students collaborate to move and seek the truth (Kusumaryono, 2020). The position of the teacher in the classroom is not to cultivate or uniform the truth according to the teacher, but to explore the truth and reasoning power to see the world and phenomena. The opportunity for developing the internet and technology is momentum for learning independence. Because it can hack into a rigid or non-liberating education system, this includes reforming the excessive workload of teachers and schools (Hendri, 2020).

As indicated by the Ministry of Education and Culture, learning independence provides opportunities and independence to educational institutions and autonomy from bureaucratization, teachers are freed from chaotic organizations, and students are allowed to choose the field they want (Zaenab, 2021). As communicated by Agustinus Tanggu Daga in several writings, freedom to learn in the learning process is characterized as an opportunity to naturally guess, an opportunity to progress independently and inventively, and an opportunity to be complacent (Ammas, 2021). The concept of independent learning begins with the aim that students have the opportunity to think clearly and sharply. This will make students investigate

how the constructive interaction is expected by Ki Hajar Dewantara in implementing Ing Ngarso Sung Tuladha, Ing Madya Mangun Karso, and Ing Ngarso Sung Tuladha. Tut Wuri Handayani is in the ongoing school system in Indonesia with an emphasis on acceptance in thinking ([Anwar, 2021](#)).

The implementation of learning at the Melati Dharma Wanita PAUD is mostly carried out at home during the COVID-19 pandemic. The learning was focused on life skills and character education, which refers to the characteristics of students. The activities are arranged to vary according to the interests and needs of the students. The special programs and supporting programs implemented at the Melati Dharma Wanita PAUD act as superior programs that strengthen the development to achieve the basic competencies to be possessed by students. Special Programs at Melati Dharma Wanita PAUD are documented as follows: (1) The program for developing the ability to read and write memorized the Qur'an (BTHQ) with the Iqro method. This program is carried out daily with a schedule that the school has arranged through the BTHQ Coordinator. This program is intended for students in groups A and B, while for students in Playgroups, the BTHQ program is implemented with the basic introduction of the hijaiyyah letter. In addition to reading the Qur'an, students are also equipped to memorize the Qur'an ( juz 30 and selected verses), which is integrated with learning in the RPPH according to age/age group. Four educators carry out this program with S1 qualifications (4 people).

First program English language development program. This program is carried out weekly with a schedule that the school has arranged through the program supervisor. This program is intended for students in groups A and B. The method used is introducing vocabulary, simple conversation, listening, simple courtesy, playing, singing, and total physical response (TPR), making it easier for students to understand English and use it in speaking. This program is carried out by one person who has a bachelor's qualification and is assisted by a class teacher who has competence in English for monitoring daily practice. this program is carried out every three months as an event to display student learning outcomes in the form of work, performance, and performances designed by each class teacher.

Second program is Field trip or outdoor class. This program is held once a year for each level of the Playgroup, TK A and TK B. This program is designed and implemented by classroom teachers on a parallel basis. It must meet the standardization of the implementation of activities that the school management has set. The material for field trips is adjusted to the theme studied in class.

Supporting programs at the Dharma Wanita PAUD Melati: (1) Student Welfare Program. This program is designed by the principal and the Guidance Counseling (BK) teacher, intended to provide special guidance for students who experience learning disabilities due to various factors. This program also offers teaching assistants for students in need after observation and monitoring have been carried out by classroom teachers and BK teachers. Is teaching assistant assistance in the form of an offer to parents of students by charging special financing to parents; (2) Tutty fruity program. This program is carried out daily to get all students to eat fruit and drink water. This program is also accompanied by education for students about the benefits of eating fruit and drinking water. (3) Formation of the Student Parent Committee. The program for the formation of the Parental Committee is carried out once a year, so the committee will change once a year. This program is intended to form a parent organization that will act as a bridge of communication and information between schools and parents of students, as well as supporters and actors of programs the school has launched. The Parent-Student Committee consists of thirteen people consisting of the core administrators and representatives of the parents of each class. In addition to supporting school programs, the Parent-Student Committee also has its programs that directly touch parents, such as regular monthly recitations, women's health education, social gathering, and others; (4) Parents Teachers Meeting (PTM). This program is held once in three months per level, intended as a means of communication and sharing between schools and parents. PTM is held in conjunction with the assembly so that parents who have witnessed the appearance of their children are expected to be able to immediately follow the PTM. program is also carried out parenting which is an inseparable part of the PTM program itself; (5) Medical examination. This program is carried out once in three months and is carried out by the Student Parent Committee in collaboration with a team of doctors who have been appointed or the local Puskesmas. The Health Examination consists of a general health examination (term I), dental health (term II), ENT health (term III), and eye health (term IV). In addition to the scheduled health checks, general health checks are carried out by classroom teachers, which include measuring height, measuring the head circumference, weighing weight, checking for nail hygiene, checking hair hygiene, and brushing teeth every day after eating.

Counseling Guidance Program. In addition to implementing the student welfare program, BK teachers also carry out other programs that are directly related to mentoring and mentoring, improving the personality quality of students, and providing consultation on child development for parents in need. Special BK programs implemented include; toilet training, Sound Scale,



reflection box, simple occupation, and mentoring for students who need individual handling related to language and cognitive development.

The SWOT analysis in researching the concept of an independent learning curriculum for the masses of covid 19 at the Melati Dharma Wanita PAUD, namely: Strengths, fostered teaching and learning activities that are participatory, active, creative, effective, and fun. This teaching and learning activity uses the STEAM-charged Group learning model. Weaknesses, are the unavailability of a standardized free learning curriculum from the government. Teachers and parents also don't understand the existing free learning curriculum. Opportunities, which occur in the concept of independent learning, are focused on life skills, life skills, and character education which refers to the characteristics of students. Challenges, namely in the concept of independent learning in PAUD during the covid-19 pandemic, teachers need motivation, direction, and guidance from the government.

From the information above, the policy of independent learning greatly influences teachers, considering that the task of educators as the main driver in training can be more adaptive. Independent learning makes students aware of progress and has high scientific and thinking abilities in dealing with problems experienced throughout everyday life. With independent learning strategies, students can be free, according to Pancasila, which expects students to think, have a respectable personality, be innovative, work together, have global diversity, and be free. Moreover, the teacher as a driver only acts as an aide and mentor for students in learning (Widiyono & Millati, 2021).

Furthermore, it is important to lead in preparing instructors, providing understanding and inspiration to students, and working with government and school organizations and partners in a guided and organized way to understand the ideal result of an independent learning approach.

## **CONCLUSIONS**

The research results can be synthesized that the concept of an independent learning curriculum at Melati Dharma Wanita PAUD is Freedom to Play. The concept itself is child-centered, whereas so far, learning is mostly teacher-centered. The characteristics that exist in the curriculum are children. Teachers can develop their learning themes to be implemented and efforts to increase creativity in learning based on its relationship with independent learning so that it can be said that the learning process can provide free space for educators and students to be more creative in learning.

Following the results of this research and conclusions, some suggestions can be made: in facing independent learning, teachers, parents, and students can enjoy the teaching and learning process in schools well. Of course, for teachers to be well studied about the concept of an independent learning curriculum, parents must also know the concept of independent learning in PAUD so that there are no misconceptions related to reading, writing, and counting at an early age. In the end, the researcher wants experts in the curriculum, especially the government, to deepen the independence of early childhood learning. In the progress of this era, social and cultural technology in Indonesia for now, educators must be critically literate. It is possible that this goal will not be fully achieved.

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