Article

The Role of Teachers in Developing the Curriculum and Implementing the Independent Curriculum in Elementary Schools

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Article Info	ABSTRACT
	The aim of this research is to describe the role of teachers in developing curriculum and implementing an independent curriculum in elementary schools. The research method uses qualitative through a descriptive analysis approach. The data sources for this research include primary data sources including teachers, school principals, and secondary sources for this research include several documents such as articles related to the research. Data collection techniques in this research include observation, interviews and documentation. Data analysis follows the theory of Miles and Huberman by condensing data, presenting data, and drawing conclusions. The results show that teachers have a big role in student learning activities to achieve the designed learning objectives. Teachers experience the learning process directly, allowing them to correct weaknesses in learning strategies and develop a curriculum that promotes better education and keeps up with current developments. A well-planned educational curriculum will create competitive schools that can adapt to the ever-growing progress of the times.

1. Introduction

Since 2022, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) of the Republic of Indonesia has introduced a new curriculum policy called the independent curriculum, including at the elementary school level, to be implemented in the 2022/2023 academic year (Inayati, 2022a; M. M. Jannah & Rasyid, 2023; Laila et al., 2022; Wardani et al., 2023). Each school is given the authority to carry out curriculum development to address weaknesses in previous educational methods. The aim is to improve education continuously and keep up with developments (Irawan et al., 2023).

Changes to educational plans outlined in the curriculum are necessary to ensure that education remains relevant to the real world (Adisel & Suryati, 2022; Marisa, 2021; Nursikin, 2016; Prastowo, 2018). Curriculum renewal significantly impacts the learning process, making it more effective and efficient, and enhancing the quality of education in Indonesia (Zulaiha et al., 2023). The curriculum must be updated to align with current developments, especially in science and information technology, while meeting the minimum criteria for graduate competency. Curriculum development has been a focus since the 1952 curriculum up to the 2013 curriculum (R. Jannah, 2020; Muhammedi, 2016).

The transition from the 2013 curriculum to the independent curriculum is crucial for achieving national education goals (Inayati, 2022b; Ramadhan, 2023b, 2023a; Rawi et al., 2023). A curriculum is a set of plans and patterns used as guidelines for learning and teaching activities (Jojor & Sihotang, 2022). Traditionally, the curriculum is a series of subjects that students must take to earn a diploma according to their education level (Rawung et al., 2021; Yusran, 2019).

An independent curriculum offers various learning opportunities tailored to students' needs. It emphasizes interactive learning methods to make content engaging and skill-enhancing (Budiarti et al., 2023; Oktavia & Qudsiyah, 2023; Rambung et al., 2023; Thana & Hanipah, 2023).

Teachers have the freedom to choose strategies and resources suited to students' needs (Arwitaningsih et al., 2023; Magdalena et al., 2021; Pohan & Dafit, 2021; Syaparuddin et al., 2020a). The Merdeka curriculum aims to create a pleasant learning atmosphere for teachers, students, and guardians (Nelisma, 2022; Saleh, 2020; Sudana & Wesnawa, 2017; Syaparuddin et al., 2020b).

The curriculum is periodically developed to keep pace with technological advances and global needs (Arwitaningsih et al., 2023; Hasibuan et al., 2023; Medan, 2023; Suratno et al., 2022). Ensuring relevance between the national curriculum and the competencies required by students and the school environment is essential (Julaeha, 2019). Teachers are key actors in developing and implementing the curriculum in schools (Fajri, 2019; Sobarningsih et al., 2019a).

The role of teachers in curriculum development includes *implementing*, adapting, developing, *and* researching (Fatmawati, 2021a; Sirnayatin, 2017; Sobarningsih et al., 2019b; Totoda et al., 2023). Teachers help students achieve

learning goals by designing effective classroom management strategies and providing inspiration and motivation (Anggreini & Priyojadmiko, 2022). Several studies on the importance of the role of teachers in developing the curriculum have been carried out by previous researchers, one of which was research studied by Uranus Zamili which (Dhani, 2020) stated that because teachers implement the curriculum, teachers play an important role in its implementation. As a result, teachers must be able to put it into practice because the curriculum will be useless as a teaching tool without it. On the other hand, without a curriculum as a reference, learning will not be effective.

Another research conducted by Sulaiman stated that as professional educators, teachers play an important role in curriculum development, because a good educational plan will create schools that have competitiveness, as in the ever-growing progress of the times (Sulaiman, 2022). Other research conducted by Ira stated that the teacher's success in achieving learning objectives that have been prepared in such a way by all parties who must be involved in the curriculum, will be determined by how the teacher develops the curriculum (Fatmawati, 2021b).

The difference in this research is that apart from acting as a teacher who develops an independent curriculum, he also implements the curriculum in the learning process. This research aims to describe the role of teachers in developing and implementing an independent curriculum in elementary schools.

2. Method

The research uses a qualitative method through a descriptive analysis approach. Primary data sources include teachers and school principals, while secondary sources include articles related to the research. Data collection techniques involve observation, interviews, and documentation. This research was conducted in one of the state elementary schools in Yogyakarta in the even semester of the 2022/2023 academic year. The informants in this research were teachers (R1), namely the homeroom teacher of class IV (four) and the school principal (R2).

Table 1. Research informants

No.	Informant's Name	Status	Gender
1.	R1	Classroom teacher	Woman
2.	R2	Headmaster	Woman

Source:(Kartika & Alfurqan, 2022)

Data analysis follows Miles and Huberman's theory, involving data condensation, data presentation, and drawing conclusions (Halitopo, 2020). Data condensation includes summarizing and recording research results from observations, interviews, and documentation. The data is then presented descriptively, and conclusions are drawn and verified for accuracy through data triangulation.

3. Results and Discussion

a. The Role of Teachers in Implementing the Independent Curriculum in Schools

Teachers are essential in conveying educational information to students and are responsible for student learning achievements (Hasanah et al., 2020). Interviews with a class IV, teacher and the head of a state elementary school in Yogyakarta reveal positive responses to the independent curriculum. According to Mrs. R2:

"*Actually, if we can implement it optimally, this independent curriculum is very good because both teachers and children are creative, and children don't get bored of receiving lessons. We emphasize that children enjoy learning. Even though the implementation is only in grades I and IV, the implementation for grades II, III, V, and VI has also started like the independent curriculum. We have only developed the curriculum in grades I and IV. The obstacle is that we are still learning and adapting. We need to prepare, and although we have implemented the independent curriculum and prepared carefully, the curriculum is new, and the books also need adjustment.* "

The independent curriculum provides a fun and engaging learning experience, fostering creativity and activity among students. Although the curriculum has only been fully implemented in grades I and IV, other classes are adapting to it. Using the independent curriculum and will soon follow using the independent curriculum in the learning process. Achieving learning objectives cannot be separated from the teacher's role in the learning process which has been designed in such a way. It is the teacher whose role is considered the key personnel for the successful implementation of the curriculum (Grgic, 2023). If in carrying out learning there are obstacles, the teacher is expected to be able to find solutions and be able to organize the learning process well. However, obstacles when carrying out learning cannot be avoided, namely that there are no teaching materials in the form of printed books that are in accordance with the independent curriculum. The role of teachers in achieving learning objectives is crucial, despite challenges like the lack of printed teaching materials. As explained by Mrs. R1:

"*If the facilities are complete, such as a computer laboratory, projector and WIFI, we have provided them. f there are no printed teaching materials according to the independent curriculum, that's up to us as teachers. Now, information is very easy to get. We can access the internet. Google already has videos displayed during learning. Today's children are more enthusiastic when learning using technology, making the learning process enjoyable.*"

The independent curriculum implementation in the researched school has been successful, with facilities and readiness from teachers and students. The lack of printed materials is mitigated by using electronic resources available online. This

demonstrates that the role of teachers in implementing the independent curriculum is very important, reinforced by research conducted by Agustinus Tanggu Daga stating that in implementing the independent curriculum, teachers do play an important role, and the teacher's duties in supervising the implementation of learning are very varied, including facilitator, provider. Inspiration, demonstrator, intermediary, evaluator, to help achieve the learning goals that students must achieve (Daga, 2022).

b. The Teacher's Role in Developing the Curriculum

Teachers as implementers carefully *apply* the curriculum which has been prepared in such a way (Irawan et al., 2023). As adapters, they align the curriculum with students' characteristics and needs (Ulfadilah & Darmiyanti, 2023). Teachers as developers have the authority to tailor educational programs to students' needs. They can determine the objectives, content, system, and evaluation methods (Yamin et al., 2021). Furthermore, as researchers, teachers test various curriculum components and collect information to track student progress (Shunhaji, 2019).

Teachers' direct involvement with students enables them to design, implement, and evaluate the curriculum effectively. What teaching and learning media should be developed and how to measure student achievement. Mrs. R2 emphasized:

"Those who participated in developing the curriculum include the school principal, supervisor, committee, student guardians, district head, and teachers because teachers deal with students directly."

Teachers play a big role in developing a curriculum that creates better education and adapts to current developments. Strengthened by research conducted by (Jannati et al., 2023) stating that teachers as professional educators are crucial in curriculum development, creating fun learning environments, and integrating technology into teaching. For example, teachers link technology in learning, such as asking students to do assignments in the form of photos and videos so that they are able to follow technological developments. Teachers who do not have sufficient skills to integrate digital resources into their teaching or who believe that such integration will have no effect or even have a negative impact on the teaching and learning process are less likely to use existing resources effectively (Petko et al., 2018; Vannatta & Nancy, 2004).

The research has limitations, focusing only on teachers' roles without addressing the challenges of integrating technology with the Independent Curriculum. Many teachers still struggle with technology but are expected to develop and implement the curriculum effectively.

4. Conclusions and Suggestions

Teachers significantly influence curriculum development and implementation of the Independent Curriculum. As they are directly involved with students, teachers can design, implement, and evaluate the curriculum effectively. Teachers ensure the Independent Curriculum is dynamic and meets students' needs.

Suggestions include the need for teacher training and professional development in using technology to overcome obstacles in implementing the Independent Curriculum. Schools should provide the necessary facilities and support for teachers to develop and implement the curriculum effectively. Future research could explore the challenges of integrating technology in the Independent Curriculum and how teachers can overcome these challenges to improve the quality of education in Indonesia.

5. Author Contribution

AKN prepared the concept and research design, collected data, and presented tables, while DKKW analyzed the discussion, conclusions and abstract

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