

Implementation of Independent Learning Curriculum in Social Studies Learning: Literature Review

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Abstract: The curriculum plays an important role in determining the quality of learning. Changes to the education curriculum in Indonesia have occurred 11 times. Every curriculum change always begins with a study of the weaknesses of the current curriculum, then a comprehensive solution search process is carried out. In addition, curriculum changes can also occur because the existing curriculum does not accommodate scientific developments, developing cultural trends and other factors. Because of the importance of the role of the curriculum, it has become commonplace for researchers who focus on education to conduct studies which can be in the form of studies to determine the quality of the curriculum. The purpose of this study was to find similarities and differences in the study of self-learning curricula in social studies learning. In this writing, the data collection technique is through searching the Google Scholar database. In addition, the authors have used inclusion criteria in screening these papers. The results showed that social studies teachers' perceptions of the self-learning curriculum showed a positive trend even though several obstacles were found. From the effectiveness of the independent learning curriculum on social studies learning outcomes it is known that the Merdeka Learning curriculum gives satisfactory results, it is shown that students experience increased speaking skills and teamwork in groups.

Keywords: literature review, Self-study curriculum, social studies.

INTRODUCTION

After appearance policy new from Ministry of Education and Culture Republic of Indonesia initiated directly by the Minister of Education Nadiem Makarim namely the Freedom to Learn program. The teaching curriculum is a plan that provides guidelines or guidelines in the process of teaching and learning activities. Freedom to learn It means Study independent, where give chance learn comfortably and freely to student For Study with calm, comfortable and happy, without stress or pressure, accentuate talent default, no forced it for learn (Hattarina, 2022). The importance of the role of the curriculum because the learning curriculum is closely related to the direction, content and process of education (Ainurofiq, 2021). In connection with the important role of the curriculum in improving the quality of learning, the curriculum in Indonesia has undergone 11 changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and 2020. These changes were caused by factors improvements to the previous curriculum. In

addition, curriculum changes also occur due to factors responding to future challenges in terms of mastery of knowledge, attitudes and skills in an ever-changing environment (Oktaviani, 2023).

Therefore, the emergence of an independent learning curriculum is not without cause, but because of gaps or deficiencies in the previous curriculum. In research conducted by the Center for Development and Empowerment of Educators and Education Personnel (PPPPTK) it was found that the obstacle in implementing the 2013 Curriculum was that the curriculum was too conceptual and technical (Faiz, et al, 2022). Through the independent learning curriculum it is hoped that it can cover the deficiencies in the 2013 curriculum. Basically the independent learning curriculum is not a substitute for the 2013 curriculum, but rather to facilitate the learning process which can be seen from: 1) One sheet lesson plan means it is made simply. 2) a zoning system for accepting new students that is flexible in its implementation. 3) The national exam is replaced with a minimum competency assessment and character survey. 4) National standard school exams are replaced with

continuous assessments such as portfolios (group assignments, written work, practicums, etc. (Ainurofiq, 2021).

Research on the mutual influence between the curriculum and the quality of learning or teacher and student perceptions of the curriculum has become a hot topic of discussion. Because the curriculum basically plays an important role in the quality of learning. Furthermore, the quality of learning is influenced by several factors such as the teacher's ability to master the material and teaching methods, as well as the teaching curriculum. By researching the teaching curriculum, gaps or deficiencies will be found so that it can be used as evaluation material whose results will replace one curriculum with another, as happened in the 2013 curriculum which was replaced with the independent learning curriculum.

After the authors conducted a search on the Google Scholar database, the authors found that there were at least 50 articles discussing the independent learning curriculum specifically, including the influence of Independent Learning on certain subjects such as Social Sciences and Natural Sciences, as well as the influence of Independent Learning on certain subjects such as Social Studies and IPA. teacher and student perceptions of the implementation of the Freedom to Learn curriculum in certain fields. In this paper the authors conduct a systematic review to see the interrelationships between these studies. In this effort the authors focus on discussing the implementation of the self-learning curriculum in learning social sciences. This research is interesting, because throughout the author's research there has been no systematic review regarding the implementation of independent learning.

METHOD

This research is a literature review research. The trick is to identify each article found. Furthermore, an evaluation and

interpretation is carried out to answer the research problem. In this effort the literature search uses a combination of keywords namely social studies, independent learning, evaluation (teacher's perception, student's perception, and the influence of independent learning). These search terms add the words and & or to focus and broaden the search.

While this study used inclusion criteria in the sorting and selection process, namely articles that discussed the implementation of social studies independent learning, with a qualitative and quantitative research design, the research was conducted in schools in Indonesia other than tertiary institutions and early childhood education. Education, and the articles are not in the form of a systematic review or literature review and are not the result of community service, and in the end these articles will be published in the period between 2020-2023. A systematic review was conducted with reference to the PRISMA guidelines (Liberati et al., 2009). The online database is Google Scholar. The reason is because almost all scientific journals or scientific publications make Google Solar the most important indexer that must exist at a minimum. In addition, other indices such as Sinta also always synchronize data with existing data on Google Scholar.

Article searches were carried out by the first and second researchers simultaneously on 1-25 April 2023. Then the data was selected based on the title and abstract to publish the same article. Selection was also carried out to review articles that were relevant to the research objectives. In the final stage, the researcher synthesizes the narratives separately, then the results are discussed. After going through the article selection process, the articles obtained were synthesized in the format: title, researcher and year, research design and research about. This synthesis format was inspired by the format used by Hastin (Asih 2023).

FINDINGS AND DISCUSSION

Table 1. Findings The results of the review

No	Title, Author and Publishing Year	Method	Results
1	Teacher Perceptions About Its Implementation Independent Learning in Social Sciences Education Apriani Sijib , et al (2023)	Case study research with quantitative methods. The research location at SMP Dr. Wahidin Sudirohosodo Medan	The research results showed positive results. The problems faced are human resource problems, independent learning support facilities, and teachers who are still comfortable using the

No	Title, Author and Publishing Year	Method	Results
			old curriculum compared to independent learning.
2	Perceptions of Social Studies Teachers at SMP 27 Banjarmasin on the Merdeka Curriculum Raudhatul Jannah, et al (2023)	Descriptive Qualitative Research. Data collection methods with interviews and documentation	The results of the study show that teachers have a positive perception of the implementation of the Freedom to Learn curriculum. The indicators can be seen from the teacher's point of view, teacher readiness, steps taken, and previous experience in the old curriculum.
3	Elementary School Teachers' Perceptions of Science Subjects in the Merdeka Curriculum Neneng Widia Sopa Marwa (2023)	Descriptive qualitative research. Data collection is done by interviews and documentation. The number of informants was 20 elementary school teachers who were taken by purposive sampling at two schools in East Jakarta and Bekasi.	The results of the study show: teachers show a positive response to an independent curriculum. In addition, IPAS is considered to have a positive impact because it can reduce the teacher's burden in pursuing material so that teachers have plenty of time to explore various learning models and methods that are interesting to students.
4	Perceptions of Social Sciences Teachers in the Implementation of the Independent Learning Curriculum at State Junior High Schools in Tanjung Kemuning District, Kab. Kaur Wingsi Angila (2022)	Qualitative descriptive research method with field studies. The informants consisted of 16 teachers in the IPS study program.	Social studies teachers' perceptions have several indicators in their implementation self-learning curriculum including reduction of curriculum content, constructivism learning, teacher personal experience and teacher education degrees. Obstacles in implementing the Free Learning curriculum are human resources and school facilities, besides that teachers are used to the old curriculum.
5	Perceptions of Class X Students on the Application of the Independent Learning Curriculum in Social Studies Learning at SMA 1 Bukit Sundi Wina Roza Fahira, et al, (2022)	This research is a quantitative research. The number of samples 82 obtained by slovin formula. Sampling by means of purposive sampling	The results of the analysis show that the perceptions of SMA 1 Bukit Sundi students towards the implementation of the independent learning curriculum have been well received.
6	Application of Differentiated Social Studies Learning in the Independent Learning Curriculum Yuneke Sulistyosari, et al (2022)	This research is a descriptive qualitative research with field studies. The research location is at the Ksatrian 1 Semarang school. The informants in this study were social studies teachers and 7b grade students, totaling 28 people	The results showed that initiation into the self-learning curriculum gave students more autonomy to express learning abilities based on their potential and interests. But the drawback of this method is that teachers are sometimes confused in choosing suitable material to be given to students because of the many variations of teaching materials.
7	Implementation and readiness of IPS teachers in the Independent Learning Curriculum	This study uses a qualitative approach. Data collection by collecting documents and texts about the implementation of Independent Learning	The results showed that the level of teacher readiness in the Merdeka Learning curriculum showed adequate results. This can be seen from the understanding, sources of information,

No	Title, Author and Publishing Year	Method	Results
			implementation and planning processes, as well as the teacher's assessment of the Freedom of Learning curriculum.
8	The Effect of Applying the Independent Learning Curriculum on Social Studies Learning Outcomes Seen from a Comparison of the 2013 Curriculum. Anna Maria Oktaviani, et al, (2023)	Quantitative research method This research was conducted at Cipocok Jaya 1 Elementary School, Serang City, precisely in class Va and Vb, with a total of 61 students. Determination of the sample using Random Sampling which allows all grade levels to be the research sample. The research instruments used were interview sheets and documentation.	The results of the study show that the effect of implementing the self-learning curriculum on social studies learning outcomes at SDN Cipocok Jaya 1 Kota Serang is that teachers are expected to be able to develop all aspects of self-development for independent learning in order to create independent learning, independent learning for students.

From this research, 5 (five) articles were obtained that focused on the social studies teacher's perception of the independent learning curriculum, namely those researched by Apriani Sijuang (2023), Raudhatul Jannah (Jannah et al. 2022), Neneng Widya Sopa Marwa (2023), Wingsi Angila (2022), and Ari Gunawan (2022). While the remaining 1 article focuses on student perceptions researched by Wina Roza Fahira (2022), and 3 other articles on the implementation and influence of independent learning curricula on social studies studied by Yuneke Sulistyosari (2022), Anna Maria Oktaviani (2023), and Ari Gunawan (2022). In addition, among these articles there is 1 article written by Anna Maria Oktaviani (2023) which also examines the effectiveness of the Social Studies independent learning curriculum compared to the effectiveness of Social Studies learning with the 2013 curriculum. Judging from the type of research, 7 out of 8 articles are field research, so only 1 article used this type of library research, namely Ari Gunawan's research (2022). Most of this research is qualitative research, except for the research by Anna Maria Oktaviani (2023) and Apriani Sijuang, DKK (2023) which uses a quantitative approach.

Discussion

Perceptions of IPS Teachers

The social studies teacher's perception can be interpreted as the social studies teacher's view of the independent curriculum which is embodied in the social studies learning process. Factors that can affect perception include (Yoedo Shambodo,

2020): (a) functional factors, factors that are subjective based on their function such as when a communication expert will not provide an understanding when a neurologist talks about brain tissue; (b) personal factors that are personal such as experience, motivation and personality; (c) situational factors based on the situation and what happens when someone begins to interpret; (d) structural factors are factors that influence outside the individual such as environment, culture and social norms. So, it can be concluded that a person's perception can be influenced by various factors, both internal and external, including in this case the perception given by the social studies teacher towards the self-learning curriculum.

Based on research by Apriani Sitanding (2023), Raudhatul Jannah (2022), Neneng Widya Sopa Marwa (2023), Wingsi Angila (2022), and Ari Gunawan (2022), social studies teachers provide a positive response to the implementation of the self-learning curriculum. This is because as stated by Jannah (2022), the independent learning curriculum places more emphasis on the teaching process, so teachers are actually only asked to adjust to the characteristics of the independent learning curriculum. Basically learning is an active, collaborative, integrated, and constructive process that is influenced by social and contextual factors (Yuhani et al., 2018).

There are three characteristics of an independent learning curriculum, namely student-centered, literacy processes, as well as objectives, methods and scope of learning. In addition, Ari Gunawan (2022) said that what

distinguishes the independent learning curriculum from the 2013 curriculum or the previous curriculum is that the learning process in the independent learning curriculum is carried out based on projects or case studies, the aim of which is to improve student soft skills. So that the learning process based on theoretical understanding in the previous curriculum was revised by adding projects or case studies.

In the process of implementing the self-learning curriculum, Neneng Widya (2023) revealed that several social studies teachers at her research location had mapped out students' interests and learning styles. Basically every student has potential within him, and often they stand out in one field of study and are weak in other fields. Through an independent learning curriculum as stated by Jannah (2023), teachers must explore students' interests and motivate students to develop these interests. So basically in the self-learning curriculum, the perceptions of smart and stupid students, as well as the ranking of exam results are no longer relevant.

In addition to student interests, learning styles also determine understanding of the material being taught and everyone certainly has different learning styles. Neneng Widya (2023) revealed that a homeroom teacher at his research location mapped the learning styles of 28 students in his class, found that 25% of students liked the auditory learning style, 36% liked the visual learning style, and 39% liked the auditory learning style. kinesthetic learning. The diversity of learning styles is then used as the basis for the learning process by the teacher. Furthermore, the results of the mapping are forwarded to be discussed with the subject teacher in class.

Basically, as revealed by Apriani Sijib (2023) that through the independent learning curriculum, there has been a gradual shift in the mindset of teachers from result-oriented to process-oriented. So students are not just trying to pursue grades, but are in the process of growing and developing according to their interests and talents. The obstacles to implementing the Freedom to learn curriculum as revealed by Apriani Sijuang (2023), Raudhatul Jannah (2022), Neneng Widya Sopa Marwa (2023), Wingsi Angila (2022), and Ari Gunawan (2022) are human resources and school facilities, in addition teachers are familiar with the old curriculum. Raudhatul jannah (2022) explains that some IPS teachers at SMP 27 Banjarmasin do not understand the importance of an

independent learning curriculum, according to them the most important thing is that students understand the lessons being taught.

On the other hand, as stated by Neneng Widya (2023), several teachers at her research location said that there were still many fellow teachers and parents who did not understand that the key to learning in the Independent Curriculum was focused on process. So that even though the self-learning curriculum has been implemented, until now students are still required to get high scores on each exercise and test, but the teacher ignores the process that students go through. In addition, as revealed by Anna Maria (2023), some teachers find it difficult to implement the independent learning curriculum because they are used to the 2013 curriculum, which incidentally has been implemented for a long time. Teachers also doubt the impact of the self-learning curriculum when compared to the old curriculum. In addition to human resource problems, problems with school facilities are also an obstacle. Wings of Angila (2022) revealed that teachers in the study locations considered the self-learning curriculum to be unfriendly to schools in remote areas or areas included in the 3Ts.

The Effect of Learning Independence Curriculum on Social Studies Learning Outcomes

In the national education system, the formulation of educational goals, both curricular goals and instructional goals, uses a classification of learning outcomes consisting of cognitive, affective and psychomotor domains. Learning outcomes are the results achieved by students after carrying out learning in schools on certain subjects. Learning outcomes are influenced by several factors including the quality of learning. The quality of learning is influenced by the teacher's ability to master the material and teaching methods, as well as the teaching curriculum. Therefore the teaching curriculum can be a benchmark for the quality of learning, the better the quality of learning, the more quality the learning curriculum used.

The importance of the role of the curriculum because the learning curriculum is closely related to the direction, content and process of education (Hermanto, 2021). The teaching curriculum is a plan that provides guidelines or guidelines in the process of teaching and learning activities. With regard to

the important role of the curriculum in improving the quality of learning, the curriculum in Indonesia has undergone 11 changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and 2020. These changes were caused by factors improvements to the previous curriculum. In addition, changes to the curriculum also occur due to factors responding to future challenges in terms of mastering knowledge, attitudes and skills in an ever-changing environment (Anna, 2022).

Therefore, the emergence of the Freedom to Learn curriculum is not without reason, but because of gaps or deficiencies in the previous curriculum. In research conducted by the Center for Development and Empowerment of Educators and Education Personnel (PPPPTK) it was found that the obstacle in implementing the 2013 Curriculum was that the curriculum was too conceptual and technical (Faiz, et al, 2022). Through the Independent Learning Curriculum, it is hoped that it can cover the deficiencies of the 2013 Curriculum. Basically, the Independent Learning Curriculum is not a substitute for the 2013 Curriculum, but rather to facilitate the learning process as seen from: 1) One sheet lesson plan means it is made simply. 2) a zoning system for accepting new students that is flexible in its implementation. 3) The national exam is replaced with a minimum competency assessment and character survey. 4) School exams with national standards are replaced with continuous assessments such as portfolios (group assignments, term papers, practicums, etc.).

In research conducted by Anna Maria Oktaviani (2023) on social studies learning with the Merdeka Learning curriculum, it was found that since the Merdeka Learning curriculum was implemented at the research location, the Merdeka Learning Curriculum had a positive influence on learning outcomes. In this study, the researchers also found the results of the midterm exam scores, where the average score was 87 out of 100. According to the researchers, the Merdeka Learning curriculum was better than the 2013 curriculum because this curriculum developed competencies through methods that referred to talents and interests with various intra-curricular learning. In addition, because in the self-learning curriculum, the teacher's burden in terms of administration as emphasized in the previous curriculum is simplified in the self-learning curriculum, so that teachers have plenty of time to develop their own potential and

learning creations so as to improve the quality of learning. (2023).

Research on the effect of independent learning curricula on social studies learning outcomes so far that researchers are exploring has only been conducted by Anna Maria Oktaviani (2023), but research on the effect of independent learning on overall learning outcomes has already been carried out. put forward by a number of researchers whose results showed positive results. However, the quality of learning from the Merdeka Learning curriculum can also be seen from students' perceptions of the curriculum because good learning outcomes always start from positive student responses (Gunawan, 2022).

In Wina Roza Fahira's research (2022), which took 33 samples from 175 student populations in certain classes where the research was conducted, it was found that students showed a positive response to implementing the self-learning curriculum. Research in Vienna also found that students rated achievement of learning objectives better in the self-study curriculum. The indicators used by Wina in achieving learning objectives are student enthusiasm and the ability to collaborate on various problems. In addition, there was also an increase in students' communication skills and group work in the self-learning curriculum.

So that social studies learning in the independence program study, student must control Skills 21st century through application of thinking - based learning processes critical and solving problem. Learning benefits social is enter sense in life daily (according context), students solve problem with fine, study more meaning, students feel challenged, find new ideas and easy adapt with environment new (Nurohmah, 2023). Because IPS Learning holds role important in give understanding to student about sciences social, fine That socialization between society, culture, geography, history or something else. order education can Keep going growing, then in IPS learning is important for adopt curriculum independent Study with various existing methods in it to be able to develop potency every student so that with method whatever can experience change (Nurazizah, 2023).

CONCLUSION

Implementation of Independent Learning Curriculum in Social Studies Learning it is

known that social studies teachers' perceptions of the Implementation of the Independent Learning Curriculum are positive. It's just that some of the obstacles in its implementation are HR problems where some educators don't understand the Freedom to Learn curriculum. Apart from that, the problem of supporting facilities for the independent learning curriculum is also another obstacle that is feared will lead to an increasingly sharp gap in the quality of education between the quality of education in remote and densely populated areas. Application curriculum Study independence in social studies subjects shows a positive influence on learning outcomes, where in research conducted by Anna Maria Oktaviani (2023) it was found that independent learning outcomes in the 2013 curriculum are better than the 2013 curriculum. In addition, students as disclosed in study Wina Roza Fahira (2022) shows a positive response to achieving social studies learning objectives with the Independent Learning curriculum.

CONFESSION

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