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IMPLEMENTATION OF THE INDEPENDENT LEARNING CURRICULUM IN THE SUBJECT OF PANCASILA AND CIVIC EDUCATION

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Abstract. *This study aims to determine the effect of applying the Independent Learning Curriculum in Pancasila and Civic Education subjects in the experimental class with the average learning outcomes of lessons in the control class using the 2013 curriculum. The method used in this research is the Experimental method with the research design used is that the experimental group is given treatment, namely using the independent learning curriculum (x) and the control group in its learning uses the 2013 curriculum (y). The sample in this study were all students of class VII A and class VII B of the Catholic Junior High School of the Sacred Heart of Manado totaling 38 students, consisting of two classes, namely the control class totaling 18 students and the experimental class totaling 20 students. The variables and indicators used are independent variables and dependent variables. In data collection techniques using observation and research instruments. Based on the results of the study, it shows that there is a significant influence on learning outcomes in Pancasila and Civic Education subjects in class VII students of the Catholic Junior High School of the Sacred Heart of Manado.*

Keywords*: Independent Learning Curriculum, Student Learning Outcomes, Pancasila and Civic Education*

A. INTRODUCTION

The government is preparing various strategies to welcome Indonesia's golden generation 2045. The golden generation that will lead the nation's civilization exactly 100 years of Indonesia's independence. One of the strategies taken by the government is to improve the system in the education sector, starting from infrastructure facilities, teaching and education personnel, including changing the national education curriculum [1].

In organizing education, it is impossible to escape the policies made by the government or those who have the authority where the educational institution exists (there are public and private educational institutions) and one of them is the curriculum. The curriculum holds a key position in education. This is because it is closely related to determining the direction, content and process of education, which ultimately determines the type and qualifications of graduates of an educational institution [2].

The need for education is one of the most important parts of human life, with better quality education. The level of education unit that is considered as the basis of basic education is primary school. Education taken in basic education will be the foundation for the next educational process so that the implementation of basic level education should be carried out optimally [3].

The curriculum is a centralized system that has components regarding subjects with various work procedures that have been arranged to achieve national goals and agency goals, the curriculum in Indonesia often changes based on the needs that often change and follow technological advances, eleven times the curriculum in Indonesia has changed, the changes that occurred followed the change of the Minister of Education in office, it is not a necessity to replace the implementation of the ongoing curriculum but the phenomenon that occurs confirms that the curriculum changes after the determination of the Minister of Education is carried out [4].

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In the Law on the National Education System Number 20 of 2003 article 26 explains that curriculum development is carried out with reference to national education standards to realize national education goals. [5]. The objectives of national education as stated in the National Education System Law Number 20 of 2003 Chapter II Article 3 are as follows: Developing the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [6].

The implementation of the 2013 Curriculum at various levels of education, starting from elementary, junior high, high school, and vocational schools, it turns out that there are still various obstacles both conceptual and technical. According to the Center for the Development and Empowerment of Educators and Educational Personnel (PPPPTK), the obstacles in implementing the 2013 curriculum are conceptual in nature in the form of low teacher understanding of the 2013 curriculum which includes the rationale, foundation, approach and principles of curriculum development, learning methodology, and assessment of learning outcomes, especially the development of learning outcomes assessment instruments. Technical constraints in the implementation of the 2013 curriculum lead to the actualization of the 2013 curriculum in learning activities [5].

Some of the findings in the field conducted by the Center for the Development and Empowerment of Educators and Education Personnel (PPPPTK) related to technical obstacles are planning and implementing learning activities and evaluating learning outcomes that have not been carried out in accordance with Permendikbud Number 81A of 2013 [7]. Based on the results of assistance to the implementation of the 2013 curriculum, the technical obstacles found in the learning process are problems related to the development of contextual subject matter, the application of scientific-based learning strategies or methods and the application of authentic assessment techniques, especially experienced by teachers of subjects that are currently not directly touched by the National education policy [8]. In addition, there are also schools that have not been able to develop learning by utilizing Information Technology (IT) to optimize student learning outcomes, both due to the competence of the teachers themselves and the limited facilities and infrastructure [6].

Starting from distance learning or during the covid 19 pandemic, the government formed a learning module in elementary to high school / vocational education units which is a simplification of the 2013 curriculum, from this idea, it was formed and realized into an independent learning curriculum or prototype curriculum whose implementation has taken place by forming various digital platforms and driving school programs that have taken place in the 2021/2022 school year involving approximately 2,500 education units in 34 provinces and 110 districts / cities. Meanwhile, in the 2022/2023 school year, it is projected that as many as 10,000 education units in 34 provinces and 250 districts/cities will be involved in the driving school program [9].

Merdeka is something that symbolizes something that is free and not bound, so that independent learning can be interpreted as freedom for students to learn and acquire what their interests and talents are and the abilities they want to have and develop based on their will. Independent learning has principles similar to the humanistic school which defines students as learning subjects who can develop because they have the potential of fitria from within themselves and the learning process is based on a sense of willingness to obtain the learning results they want to achieve.

On the unfinished problems in the 2013 curriculum, the government reappeared the latest curriculum, the independent curriculum. This curriculum according to Lestari (2018), is expected to be able to overcome the problems in the previous curriculum [10]. According to Adi et al. (2021), an independent learning curriculum will create active learning [11]. This program is not a replacement for the current program but provides improvements to the current system. Independent Learning offered by the Ministry of Education and Culture is a simpler learning process, this includes; 1) One-sheet Learning Implementation Plan means that it is made simply and not complicated as before, 2) zoning system for new student admissions that is flexible in its implementation, 3) The National Examination is replaced with minimum competency assessment and character survey, 4) the National

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Standardized School Examination (Ujian Sekolah Berstandar Nasional) is shifted to continuous assessment such as portfolios (group assignments, written works, practicums, etc.).

Based on the results of observations made by researchers on March 21 at the Catholic Junior High School of the Sacred Heart of Manado, it was found that the application of the independent curriculum was not fully distributed in all classes, only class VII used the independent curriculum while classes VIII and IX were still some subjects that still used the 2013 curriculum. Based on the results of interviews with Civics teachers at the Catholic Junior High School of the Sacred Heart of Manado, it is explained that the independent curriculum is good in its objectives, but the application and readiness for students is very far away because they still do not understand what to do, especially in the learning process. These students think that the merkeda curriculum only brings new problems after the 2013 curriculum. In addition, student learning outcomes have dropped due to the influence of students' ignorance of the applicable curriculum pattern. Especially in the subject of Civics, which is in the spotlight because the KKM value has dropped.

Based on the description above, the researcher is interested in raising the title The Effect of Implementing Independent Learning Curriculum on Pancasila and Civic Education Subject at the Catholic Junior High School of the Sacred Heart Manado. This study aims to determine the effect of applying the Independent Learning curriculum in the experimental class with the average learning outcomes of lessons in the control class using the 2013 curriculum.

B. METHODS

The type of research used is pseudo-experiment research. This type of experimental research can be interpreted as a research method used to seek the influence or seek certain treatments on others under controlled conditions [12]. The research design used in this study was a true experimental design with a pre-test and post-test group design pattern. This research was conducted in two classes. The first class as the experimental class and the second class as the control class.

The research design used is that the experimental group is given treatment, namely using the independent learning curriculum (x) and the control group in its learning uses the 2013 curriculum (y).

Table 1. Research Design

Class	Pretest	Treatment	Posttest
R_1	O_1	X	Q_2
R_2	O_3	Y	Q_4

Description :

X : Treatment using the learning independence curriculum
Y : Treatment using the 2013 curriculum
R1 : Experimental class
R2 : Control Class
O1 : Experimental group pretest
Q2 : Experiment group posttest
O3 : Control group pretest
Q4 : Control group posttest

The sample in this study were all students of class VII A and class VII B of the Catholic Junior High School of the Sacred Heart of Manado totaling 38 students, consisting of two classes, namely the control class totaling 18 students and the experimental class totaling 20 students.

The hypothesis in this study is as follows:

H_1 : there is no significant effect of the learning independence curriculum on the learning outcomes of seventh grade students at the Catholic Junior High School of the Sacred Heart of Manado.

H_2 : There is a significant influence of the independent learning curriculum on the learning outcomes of seventh grade students at the Catholic Junior High School of the Sacred Heart of Manado.

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C. RESULTS AND DISCUSSION

1. Results

This study was conducted at the Catholic Junior High School of the Sacred Heart of Manado, class VII A as a control class with a total research sample of 18 students and class VII B as an experimental class consisting of 20 students. The design used in this study was control group pretest postest.

Data on Learning Outcomes in the Experimental Class

Descriptive data on learning outcomes of Civics lessons using the Merdeka learning curriculum for pre-test and post-test experimental classes can be seen in Table 2 below:

Table 2. Description of Learning Outcomes Data Using the Independent Learning Curriculum in the Experimental Class

Statistics	Pre-Test	Post-Test
Total (∑)	1070	1720
Mean ($\bar{X}_1$)	53.50	86.00
Standard Deviation (Sd_1)	14.79	8.83
Varians (S_1^2)	218.684	77.895
Max Score	75	100
Min Score	30	75

Based on the table above, it shows that the pre-test data on learning outcomes in the experimental class Civics subject obtained the results of the total score of 1070 with an average value of 53.50, a standard deviation of 14.79 and a data distribution level (variance) of 218,684 with the maximum score of learning outcomes data in Occupational Safety subjects before treatment is 75 and the minimum score is 30. However, after being given treatment using the Independent Learning Curriculum , there was an increase in learning outcomes in Civics subjects, namely with a total post-test score of 1720 with an average value of 86.00 standard deviation of 8.83 and a data distribution rate (variance) of 77.89 with a maximum score of Occupational Safety learning outcomes data after treatment was 100 and the minimum score was 75.

Data on Learning Outcomes in the Control Class

Descriptive data of pre-test and post-test results on Civics subjects in control classes that use the 2013 curriculum can be seen in Table 3 below:

Table 3. Description of Learning Outcome Data in the Control Class

Statistics	Pre – Test	Post – Test
Total (∑)	995	1400
Mean ($\bar{X}_2$)	55.28	77.78
Standard Deviation (Sd_2)	13.23	5.75
Varians (S_2^2)	174.918	33.007
Max Score	75	90
Min Score	35	65

Based on the table above, it shows that the pre-test data on the learning outcomes of Civics subjects in the control class obtained the results of the total score of 995 with an average value of 55.28 standard deviation of 13.23 and the level of data distribution (variance) 174.91 with a maximum score of 75 and a minimum score of 35. While the post-test data on learning outcomes in Civics subjects in the control class obtained the results of the total score of the post test 1400 with an average

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value of 77.78 standard deviation of 5.75 and the level of data distribution (variance) 33.007 with a maximum score of 90 and a minimum score of 65.

Gains Score Data of Learning Outcomes in Experimental Classes and Control Classes

Data on the difference between pre-test and post-test (gains score) learning outcomes in Civics subjects with practical methods and those not given treatment can be seen in table 4 below:

Table 4. Statistics of Gains Score of Learning Outcomes in Experimental Classes and Control Classes

Statistics	Eksperiment	Control
Subject	20	18
Total	650	405
Mean	32.50	22.50
Standard deviation	8.66	11.01
Varians	75.000	121.324
Max Score	50	40
Min Score	20	5

The research data in table 4 above shows that the average learning outcomes in the Civics subject of the experimental class taught using the Independent Learning Curriculum are 32.50 and a standard deviation of 8.66 with a maximum score of 50 and a minimum score of 20 while in the control class which only uses the 2013 curriculum the average is 22.50 and a standard deviation of 11.01 with a maximum score of 40 and a minimum score of 5. Learning outcomes in the experimental class Civics subject is better than the control class. The factor causing the learning outcomes in the experimental class Civics subject to be higher than the control class is because the experimental class in the learning process is taught using the Merdeka learning curriculum while the control class only uses the 2013 curriculum.

Analysis Requirements Testing

Variance Homogeneity Test. From the calculation obtained F count is 1.25. Based on the table of critical values of the F distribution at = 0.05 with a numerator DF (Degrees of Freedom) of 19 and a denominator DF of 17, the F_{table} value = 303 is obtained. So, F_{count} = 1.25 is smaller than the F_{table} 3.03. Based on the test criteria, if $F_{count} \leq F_{table}$ then H_o is accepted which means rejecting H_a. Thus it can be concluded that: The variances of the two classes, namely the experimental class and the control class, are homogeneous or the same.

Normality Test. The results of data normality testing used are using the Lilliefors test using the help of the M. Excel 2013 program. The data normality test is carried out by first determining the significant level, namely 5% (0.05) with the decision-making criteria being if the L_{count} value is smaller than the L_{table} , the data distribution is declared normal, whereas if the L_{count} value is greater than the L_{table} , the data distribution is declared abnormal. Based on the calculation of the normality test of the Civics learning outcomes data using the Lilliefors test, it shows that H_o is accepted, which means that the experimental class and control class data come from a normally distributed population or data. Based on testing the requirements of data normality and variance homogeneity analysis, it has met the requirements. Therefore, research hypothesis testing can be continued.

Research Hypothesis Testing (t test)

The hypothesis to be tested in this study is that the practice method can have an effect on improving learning outcomes in Civics subjects for seventh grade students at the Catholic Junior High School of the Sacred Heart Manado. To test this hypothesis means comparing the average score of the experimental class Civics learning outcomes taught with the Merdeka learning curriculum with the

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average score of the control class Civics learning outcomes using the 2013 curriculum, so the appropriate formula is the t test with equal variances.

From the calculation of testing the research hypothesis, t_{count} is 3.214. Based on the t distribution table at = 0.05 with DF = n1 + n2 - 2 = 18 + 20 - 2 = 36, the t_{table} value = 2.028 is obtained. So t_{count} is greater than t_{table} , namely t_{count} = 3.214 > t_{table} = 2.028. According to the test criteria if $t_{count} > t_{table}$ then H_o is rejected which means H_a is accepted. Thus it can be concluded that the average score of learning outcomes in Civics subjects for experimental classes taught by Independent Learning Curriculum is higher than the average score of learning outcomes in control Civics subjects using the 2013 curriculum.

2. Discussion

There is a difference in learning outcomes in the Civics subject of the experimental class and the control class, where the learning outcomes in the Civics subject taught with the Merdeka learning curriculum are higher than the learning outcomes of the control class Civics subject taught using the 2013 curriculum, this can be seen from the average value of the experimental class post test is 86.00 and a standard deviation of 8.83 with a maximum score of 100 and a minimum score of 75 while the average value of learning outcomes in the control class Civics subject is 77.78 and a standard deviation of 5.75 with a maximum score of 90 and a minimum score of 65. From the calculation of testing the research hypothesis, thet_{tcount} is 3.214. Based on the t distribution table at = 0.05 with DF = n1 + n2 - 2 = 20 + 18 - 2 = 36, the t_{table} value = 2.028 is obtained. So t_{count} is greater than t_{table} , namely t_{count} = 3.214> t_{table} = 2.028.

From the results of the discussion of this study, it shows that to improve learning outcomes in Civics subjects in class VII, the teacher is advised to use the Independent Learning Curriculum in the Civics learning process. Because this can improve student learning outcomes. According to the opinion of Ardiansyah et al (2023), the independent learning curriculum has various types of assessment in the independent curriculum: early learning or diagnostic assessment, formative assessment, and summative assessment [13]. There are two types of diagnostic assessments: cognitive diagnostic assessments and non-cognitive diagnostic assessments.

This can be seen from the results of research involving two classes, namely the experimental class and the control class, where the experimental class was taught using the Merdeka learning curriculum which was given for one month with a frequency of three times a week while the control class used the 2013 curriculum, and the results showed that the experimental class learning outcomes in Civics subjects were higher than the learning outcomes of the control class Civics subjects. This is confirmed by Indriyani et al (2023) in their research, it is clear that there is a significant increase in student learning outcomes [14]. This is evidence that the implementation of an independent curriculum can be effective in improving student learning outcomes in Pancasila and Civics Education subjects.

In Fauzi's research (2022) The results of this study indicate that the implementation of the curriculum in the driving school has been implemented optimally and is ongoing, although in its implementation there are still many shortcomings and obstacles. The key to the success of the curriculum implementation in the driving school is that the principal and teachers must have the willingness to make changes. The principal as the leader must be able to change the mindset of the Human Resources in the school to want to make changes so that the independent curriculum can be implemented [15].

According to Nanda & Samosir (2023) in their research found that the application of the independent curriculum for learning is no longer theme-based but subjects that are covered by each teacher based on an agreement on what subject areas will be taught, the application of the independent curriculum is starting to be well adopted by students [9]. Based on the results of data analysis, there is a significant difference in the results of the midterm exam in the ganji semester and the results of the midterm exam in the even semester (application of the independent learning curriculum) after the paired sample t-test is applied which shows a significant difference in the comparison of the learning outcomes of third grade students in SDN 191320 Raya Tongah.

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Thus, the results of this study indicate that the Merdeka learning curriculum can have a significant effect on improving learning outcomes in Pancasila and Civic Education subjects at the Catholic Junior High School of the Sacred Heart of Manado.

D. CONCLUSION

The conclusion in this study is that there is an effect of the Merdeka learning curriculum in improving learning outcomes in Pancasila and Civic Education subjects for seventh grade students of Manado Sacred Heart Catholic Junior High School. Based on the results of the study, it shows that there is a significant effect on learning outcomes in Pancasila and Civic Education subjects for seventh grade students of the Catholic Junior High School of the Sacred Heart Manado.

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