

Role of Teacher Competence to Implement the Independent Curriculum

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Abstract: This study aims to explore the teacher's role in the process of implementing the Independent Curriculum which has been implemented nationally through central government policies. In its implementation, the independent curriculum requires various adjustments to the social system and institutional support. This research uses a qualitative approach with a case study type. The results of the study show that the role of teacher competence is very important in the implementation of the independent curriculum, especially in achieving the expected educational goals and ideals. In addition, teachers as professional educators have a good role to play in guiding, motivating, and teaching students according to the needs and demands of the industrial revolution 4.0.

Keywords: Teacher Role, Independent Curriculum, Learning Outcome, Independent Learning.

Introduction

As a matter of fact, the education process in Indonesia has experienced rapid development in the Industrial Revolution 4.0 era. In addition, the Covid-19 pandemic that occurred 2 years ago was the main trigger for migration and digitalization of the system, especially in the

world of education ([Sopiansyah et al., 2022](#)). From these two incidents, education in Indonesia underwent enormous changes. Education units and the government make every effort to prepare students for conducive teaching and learning activities ([Rosad, 2019](#)).

In the learning process, the teacher becomes strategic tools in increasing human and citizen competence. Even education is an investment in human resources (human investment) and an investment in the form of capital (capital investment) to prepare for a better and prosperous future ([E Mulyasa, 2017](#)). School is a place for students to learn and develop their cognitive (knowledge), affective (attitude), and psychomotor (skills) competencies. In its implementation, formal education is influenced by the curriculum which is used as a tool to achieve educational goals ([Rosyad & Maarif, 2020](#)). To respond to current social changes, every educational institution always tries to adapt to all the changes and demands of society. However, every educational institution has diverse capabilities in the process of adaptation to changes and demands of society ([Arribathi et al., 2021](#)). The Covid-19 pandemic has proven that every educational institution is diverse in realizing its learning activities. For example, there are educational institutions that support education by using digital e-learning systems in their learning, but education can actually analyze the characteristics and needs of students. Self-directed learning policies are the basis for educational units to initiate learning reforms that are centered on student needs ([A'yun et al., 2022](#)).

The Minister of Education and Culture (Nadiem Makarim) pushed for curriculum changes in Indonesia with the independent learning curriculum ([Pananrangi & SH, 2017](#)). Student-oriented education. The independent learning curriculum is in line with what Ki Hadjar Dewantara aspires to, namely in education considering a balance of creativity, taste and intention not only as a process of transferring knowledge but at the same time as a process of transforming values ([Arifudin & Rosyad, 2021](#)).

The existence of the concept of independent learning makes the applicable curriculum also experience changes where the contents of the curriculum must have meaning in freedom of thought to be skilled at finding, managing and conveying information as well as being skilled at using information and technology in accordance with the mandate of the 1945 Law and Pancasila. Initially, circular letter number 1 of 2020 concerning the independent learning policy in determining student graduation sparked pros and cons from various groups. This relates to "Freedom to Learn" or "Freedom to Learn". If you look at the concept of "Freedom to Learn", it means that educational institutions have the authority to provide opportunities to encourage students to innovate and encourage creative thinking. In the context of learning activities, teachers and students contribute to sharing experiences. Therefore, this concept finds a middle point and can be accepted by various groups because it remembers the vision

and mission of Indonesian education, namely the creation of quality human beings and able to compete in various fields of life.

Based on national history, Indonesia has experienced several curriculum changes. These changes are closely related to the importance of the curriculum in implementing the national teaching system. According to Sukmadinata, the curriculum is an absolute requirement, meaning that education and teaching are an inseparable entity (Sukmadinata, 2019). The principal in implementing the independent learning curriculum has several functions as educator, manager, administrator, supervisor, leader, innovator, and motivator. In the context of implementing the independent curriculum, the role of the principal is vital in utilizing all school resources for the successful implementation of the independent curriculum.

The concept of an independent learning curriculum is inseparable from the role of the teacher who is the main character in learning who has the task of educating, guiding, training and developing various aspects contained in students. The application of the curriculum should be able to create a conducive learning atmosphere, namely having fun, interesting elements, giving a sense of security, being active, creative and innovative in exploring the abilities of students so that they are able to achieve learning goals. Teachers are seen as professionals who are required to be able to carry out their duties, and are seen as a gateway for innovation towards integrated development (Rosyad & Zuchdi, 2018).

This research was conducted at state junior high school in Indramayu Regency, which became the first batch of schools to implement the independent learning. Based on the objectives to be achieved, driving schools have various objectives that focus on developing holistic student learning outcomes consisting of competencies (literacy and numeracy), and character starting with quality human resources, namely principals and educators. The results of a preliminary study at State Junior High School in Indramayu Regency indicated that the implementation of the independent study curriculum at the SM, which was the first batch of driving schools, had various kinds of problems. These problems include (1) the limited competence of teachers related to the implementation of the independent curriculum, (2) the implementation of learning is not yet optimal due to differences in teacher interpretation of the goals of the independent curriculum, (3) the not optimal use of technology in learning activities implementing the independent curriculum.

The previous study conducted by Susetyo argued that to develop the quality of teacher human resources, it is necessary to conduct teacher education and training which can be held online and face to face. The training aims to renew their insights, skills and attitudes in order to create a more conducive learning process (Susetyo, 2020). Another study was conducted by

Arviansyah stated that to relate to the implementation of the independent curriculum in mobilizing schools which aims to identify and obtain information about the role of principals and teachers in the implementation of the independent curriculum in mobilizing schools in junior high schools so that it will describe and provide an overview of the implementation of the independent curriculum ([Arviansyah & Shagena, 2022](#)).

This research is expected to be a policy reference in educational institutions in terms of implementing an independent curriculum so that it can achieve the school's vision, mission and strategy properly. The role of the teacher is very important in guiding the process of learning the independent curriculum referring to the profile of Pancasila students aiming to produce graduates who are competent and uphold character values. The challenge of a teacher in implementing an independent curriculum in a driving school is one example, the teacher must take the time to build creative, innovative and challenging learning every day. Involving teachers in the curriculum development process is important to align curriculum content with the needs of students in the classroom.

Research Method

This study used a qualitative approach with a case study type carried out at a public junior high school educational institution in Indramayu Regency, data collection techniques using interviews, documentation and observation techniques. Sources of data in this study were: (1) school principals, (2) educators/teachers and (3) other parties who will later be required to obtain information. In collecting data, the authors used the following data collection techniques: interviews, documentation, and participatory observation. Data analysis techniques consist of data reduction stages, data presentation, drawing conclusions/verification ([Creswell & Poth, 2018](#)). The data sources in this study were informants, the data sources were selected by purposive sampling, the object of the person who knows and masters the problems being examined is the object of this research (key informant). In this study, data collection was carried out using several techniques, namely; observation, conducting interviews, and documentation studies. As for ensuring the validity of the data, it is carried out in several ways, including: extending the data collection period, carrying out continuous and serious observations, conducting triangulation, and involving colleagues to conduct discussions.

Data collection method

Data collection techniques used by researchers are non-participant observation, in-depth interviews, and documentation. The following explanation is observation. In this case, the

researcher jumps directly into the research location and participates in activities that occur in the school environment while making observations. The forms of activities that researchers observed include; learning activities in class, extracurricular activities, an curriculum program.

In-depth interviews, in this study, are the form of interviews with informants using interview guidelines to make notes about the main questions in accordance with the research objectives. The documentation in this study is a process of taking several documents that serve as rational and empirical evidence related to the research objectives. The documentation method is carried out by investigating written objects such as vision and mission, teacher learning administration, and school programs.

Data analysis

The researchers use the interactive model to analyse the data introduced, which includes: the first stage is collecting data. The second stage is reducing data, the purpose of reducing this data so that data is not biased, then the third stage is presenting the data, and the last stage is concluding and withdrawing data that has been verified. As long as the research is ongoing, any conclusions set are continuously verified until a valid and solid conclusion is obtained.

Result and Discussion

Teacher Competence in the Independent Curriculum

Based on data finding stated that the independent learning curriculum is a breakthrough to be able to apply freedom of thought. the “freedom of learning” education program provides a new view that education does not only focus on cognitive assessment, but also affective and psychomotor assessment of students. Independent learning according to the Ministry of Education and Culture can be interpreted as the application of a curriculum in the learning process that demands to be fun with the development of innovative and creative thinking by teachers. where the essence of this freedom of thought must start from the teacher as the driving force of national education.

The teacher is an educator who is one of the main factors for the creation of the next generation of the nation. In accordance with RI regulation Number 19 of 2005 concerning National Education Standards, "The quality of education is said to be of quality if the learning process in educational units is carried out in an interactive, inspiring, fun,

challenging and motivating way for students to achieve actively and provide sufficient space for initiative, creativity and independence. according to the talents, interests and physical and psychological development of students. Therefore, the teacher as the front guard in the world of education has a role in educating the nation's generation.

National Education Number 16 of 2007 Concerning Academic Qualification Standards and Teacher Competency, states that there are four competencies that must be possessed by teachers, namely pedagogical competence, personal competence, social competence and professional competence ([Dirsa et al., 2022](#)). The problem of teacher competence is an urgent matter that must be owned by every teacher at any level of education ([Napitupulu, 2020](#)). Competence is knowledge, skills, and basic values that are reflected in the habits of thinking and acting (Isroani et al., 2022). The habit of thinking and acting consistently and continuously can enable a person to become competent, in the sense of having basic knowledge, skills and values to do something ([Marwiyah et al., 2022](#)). Teachers who are skilled at teaching must also have a good personality and be able to make social adjustments in society.

Teacher competence is very important in the context of curriculum development. This is because the educational curriculum must be prepared based on the competence possessed by the teacher, because the teacher plays an important role in the preparation and implementation of the curriculum, and therefore the teacher must understand well the curriculum issues ([Hamalik, 2007](#)). Objectives, educational programs, delivery systems, evaluations, and so on, should be planned in such a way as to be relevant to the demands of teacher competence in general ([Hindardjo et al., 2022](#)). Thus the teacher is expected to be able to carry out their duties and responsibilities as well as possible. In the context of the independent learning curriculum, there are 4 competencies that need to be developed for a teacher.

Pedagogic Competence

Pedagogic competence is the teacher's ability to process learning and control the class properly which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students ([Daga, 2021](#)). The following sub-competencies are essential indicators of pedagogical competence, namely:

- a) Understanding students has indicators that utilize the principles of cognitive development ([Majid, 2011](#)).
- b) In designing learning it has indicators in understanding educational foundations, applying learning and learning theories, determining learning strategies based on the

characteristics of students, the competencies to be achieved, and teaching materials, and learning designs.

- c) The learning competence has indicators, namely organizing learning preparations, and carrying out effective learning.
- d) When designing and implementing learning evaluations.
- e) Student development competencies have essential indicators, namely by facilitating students to develop various academic potentials, and facilitating participants students to develop various non-academic potentials ([Mardiyana et al., 2022](#)).

Personal Competence

Personality competence is related to the appearance of the teacher as someone who has discipline, looks good, is responsible, has commitment, and is a role model. Personal competence is reflected in a personality that is stable, mature, wise, authoritative, and has good character. According to Syaiful Sagala, personality competencies include ([S. Sagala, 2013](#)):

- a) Ability to develop personality.
- b) Ability to interact and communicate.
- c) Ability to carry out guidance and counseling

The personality possessed by the teacher is the main foundation for self-realization as an effective teacher both in carrying out his professional duties in the educational environment and in society. This has the meaning that a teacher must be able to realize an effective person to be able to carry out his functions and responsibilities as a teacher. For that, he must know himself and be able to develop it in the direction of realizing a healthy, intelligent and humane person ([H. S. Sagala & Sos, 2016](#)).

Social Competence

Social competence is related to the teacher's ability as a social being in interacting with others. Social competence according to Slamet PH as explained by Syaifudin Sagala, among others ([H. S. Sagala & Sos, 2018](#)):

- a) Understand and appreciate differences (respect) and have the ability to manage conflict.
- b) Carry out harmonious cooperation with colleagues, school principals, and other related parties.
- c) Build teamwork that is compact, intelligent, dynamic, and agile.
- d) Carry out communication (oral, written, illustrated) effectively and pleasantly with all school members, parents of students, with full awareness.
- e) Has the ability to place himself in the value system that applies in society.

- f) Implement the principles of good governance (participation, law enforcement, and professionalism).

The centre of social competence lies in communication. Communication can be interpreted as a process of mutual influence between humans. Without communication, a person cannot be social. However, the intended communication has the meaning of effective communication. Communication is often used as an expression of feelings, attitudes or expectations to be conveyed either directly or indirectly, whether done consciously or unconsciously ([Rosyad, 2019](#)).

Social Competence

Professional competence relates to mastery of learning materials broadly and in depth, which includes mastery of subject curriculum materials in schools, mastery of scientific structures and methodologies ([Pianda, 2018](#)). Following are the essential indicators of professional sub-competencies, namely:

- a) Competence in mastering scientific substance is related to fields of study which have indicators, namely understanding teaching materials in the school curriculum, understanding structure, scientific concepts and methods with teaching materials, understanding conceptual relationships between related subjects, and applying scientific concepts in everyday life. day.
- b) Competence in mastering scientific structures and methods has indicators, namely mastering research steps and critical studies to deepen knowledge/subject matter in a professional manner in a global context ([Sudrajat, 2020](#)).

From the description above, it can be seen that professional competence is a competency that must be possessed and mastered by teachers in relation to carrying out their main teaching duties. So that a teacher is required to master the science related to the field of study.



Figure 1. Teacher competence in Independent Curriculum ([Alfath et al., 2022](#))

Based on Figure 1 we can concluded that teacher competence in State Junior High School becomes pivotal aspect to design the learning system. Every teacher must have ability 1) to magnify meaning, 2) to elevate experience, 3) to amplify agency, 4) to curate curriculum such as Independent curriculum, 5) to bust barriers, 6) to teach technology, and 7) to revamp role.

Teacher Role to Implement the Independent Learning Curriculum

Based on the results of research that has been carried out at State Junior High school in Indramayu. it was found that teachers have a very important role in following up on the independent learning curriculum that has been formulated by the Ministry of Education and Culture. As stated by the President and Vice President of the Republic of Indonesia to increase the capacity of Human Resources, the Minister of Education and Culture formulated four basic programs of education and free teaching policies. The program includes national standard school exams, national exams, learning implementation plans, and government regulations regarding the acceptance of new students. The new policy direction in implementing the national standard school exam, the Ministry of Education and Culture, in 2020 has implemented online exams which are carried out only in schools.

Apart from that, regarding the National Examination, 2020 will be the last implementation of the National Examination ([Azzery, 2022](#)). The implementation of the 2021 National Examination was changed to a Minimum Competency Assessment and a Character survey, which consists of competence in reasoning using language (literacy), reasoning ability using mathematics (numeracy), and strengthening character education. The test will be carried out by students who are already at the secondary school level, so that it can motivate educators and schools to improve the quality of their learning ([Rosyad, 2019](#)). The results of this exam

are not used as the basis for selecting students to the next level. However, the preparation of the RPP, the Central Government will simplify it by trimming several components. With the new policy, educators can choose, design, use, and develop lesson plans formats. There are three core components of RPP, namely learning objectives, learning activities, and learning assessment ([Hidayat et al., 2020](#)).

In the process of designing lesson plans in State Junior School, they are carried out efficiently and effectively so that the teacher has sufficient time to prepare and evaluate the learning process. In accepting new students, the central government continues to use a zoning system with more flexible policies to accommodate access and quality difficulties in various regions.

As a matter of fact, educators in the era of learning independence were educators who implemented the 2013 Curriculum, namely authentic learning, so that educators were willing to be "authentic teachers" ([Abdurohman et al., 2022](#)). The role of educators is not only in the learning process, but also in assessment. To be able to carry out authentic learning, educators must meet certain criteria, including: (a) understand how to assess student strengths and weaknesses and learning designs, (b) understand how to guide students to develop their initial knowledge by presenting questions and providing appropriate resources. adequate for students to actualize knowledge, (c) become caregivers of the learning process, view the latest information, and demonstrate student understanding, and his responsibility to prepare students mentally (attitude and character as well as intellectually) ([Suwoyo & Kristanto, 2022](#)).

Thus, educators in the era of independent learning should abandon conventional and counter-productive old ways and be able to understand new things quickly ([Izza et al., 2020](#)). Utilizing digital technology to help teachers learn more quickly and effectively and turning boring and non-innovative lessons into fun and interesting multistimulant learning, as well as revolutionizing its role as a learning resource and provider of knowledge information as a motivator, facilitator, mentor and even inspiration to develop creative imagination, character, and teamwork needed by students in the future. And also teachers must be able to master risk tasking, effectiveness, autonomy, collegiality, and respect ([Majid, 2011](#)).

In addition, the skills that must be possessed by teachers that are transferred to students include skills that must be taught ([Daga, 2021](#)): (1) Basic Literacy: Literacy, Numeracy, Scientific Literacy, ICT Literacy, Financial Literacy, Cultural Literacy and Citizenship; (2) Competency: Critical thinking/problem solving, Creativity, Communication, Collaboration; and (3) Character Qualities: Curiosity, Initiative, Tenacity/grit, Adaptability, Leadership Social and cultural awareness. While the characters that must be possessed include: (1) Idealized influence where the teacher is an ideal figure who can be used as an example to be

trusted, respected and able to make the best decisions to improve the quality of education. learning; (2) Inspirational motivation where teachers can motivate all students and colleagues to have a commitment to the vision of the organization and support the team spirit in achieving educational goals in schools; (3) Intellectual Stimulation where teachers can foster creativity and innovation by developing critical thinking and problem solving to make learning better; and (4) Individual consideration where teachers can act as trainers and advisors and provide constructive feedback for students and colleagues (Hidayat & Alaydrus, 2019).

These characters are formed by religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly, communicative, love peace, love to read, care for the environment, social. caring and responsible. Learning strategies in the era of Education 4.0 and Independent Learning must focus on cultivating the superior potential of each learner with a balance of various intellectual, emotional, social, spiritual, kinaesthetic, and life skills learning (Akbarjono, 2017). The teacher role in independent curriculum will describe in below

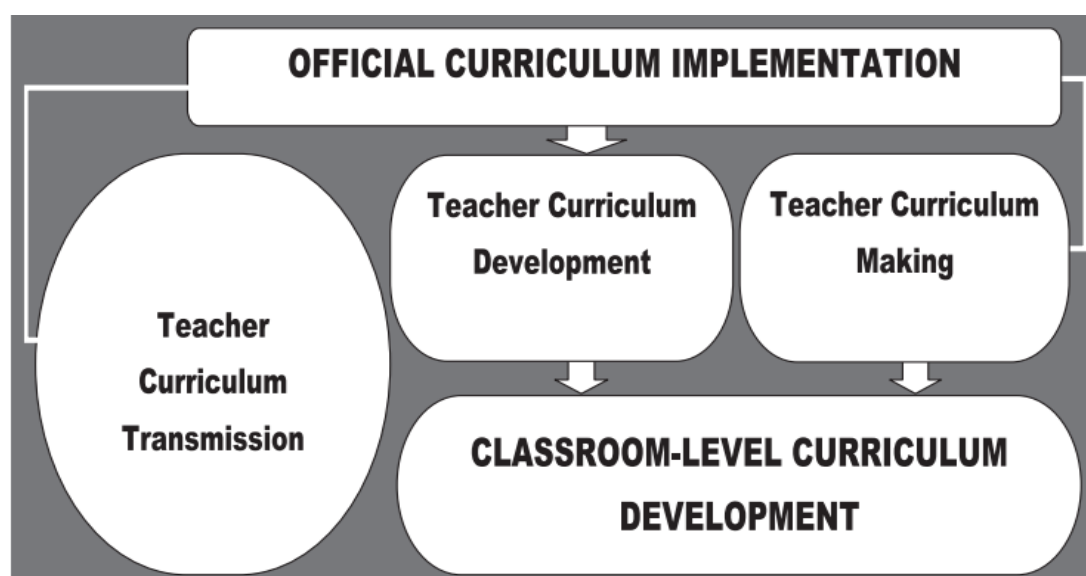


Figure 2. teacher role in independent curriculum

Based on figure 2 we can have concluded that curriculum as vehicle and teacher as driver to bring the learning in the best way. The teacher spirituality is very significant to design the meaningfully learning in the school. On the other hands, the assessment system is a portfolio based on student work, real-life based learning, and field practice. The teacher acts more as a motivator and facilitator so that students can develop their own interests and learning based

on abilities, learning styles, and the psychological development of each child. And the work ethic that must be built is "work is worship", "work is responsibility", and "work is a gift".

Conclusions

Based on the results of the research and discussion, the following conclusions can be drawn: first, the teacher is one of the most important components in the teaching and learning process, which plays a role in efforts to form superior and intelligent human resources intellectually and spiritually. With the idea of the independent learning program by the Minister of Education and Culture as a form of improving the quality of education in Indonesia, teachers must be able to carry out their duties with full responsibility in carrying out their duties, so that educational goals can run well according to their aspirations. Second, teachers have an important role in guiding, educating, and motivating students so they can study well. In facing the industrial revolution 4.0, better teacher competence is needed so that they can design good and exciting learning.

This study has several limitations because this study does not illustrate learning approach, learning evaluation concerning implementation of Independent Curriculum. We expect for further study to investigate the school culture and teaching system in the Independent Curriculum.

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