

Stages of Analysing the Characteristics of Education Units Implemented by SDN 40 Ampenan and SMPN 7 Mataram, Indonesia

Baiq Vina Handayani¹, Sudirman¹, Muhammad Makki¹

¹ *University of Mataram*

Jl. Majapahit No 62 Mataram, Nusa Tenggara Barat, Indonesia

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Corresponding Author:

Baiq Vina Handayani

vhandayani5@gmail.com

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Abstract. This study aimed to determine the stages of analysing the characteristics of education units implemented by SDN 40 Ampenan and SMPN 7 Mataram. This research method uses qualitative research methods. The data used in this research is qualitative. The data collection techniques used in this research are observation, interview and document/documentation study. In this research, the data analysis technique used is the descriptive qualitative data analysis technique of the interactive model "Miles & Huberman", which consists of four stages: data collection, data reduction, data presentation, and conclusions. The results showed that the analysis of the characteristics of education units carried out at SDN 40 Ampenan and SMPN 7 Mataram analysed students' factors using cognitive and non-cognitive diagnostic assessments. The form and format of the check used by teachers in both schools differ depending on the level or class taught, such as grade 1 and grade 4. The form and content of the assessment are different. The review results then become the teacher's reference in designing methods and learning strategies and preparing teaching materials to support the differentiated and learner-centred learning process by the learning principles of the independent curriculum.

Keywords: Characteristics; Education units; Qualitative.

INTRODUCTION

The curriculum is one of the most essential parts of education [1]. The curriculum is the raw material for learning in educational units that contains content, methods, strategies and evaluation of learning so that it becomes a determining factor for the quality of education [2, 3]. The Ministry of Education, Culture, Research and Technology implemented a new strategy to change the national curriculum. The curriculum offered by the Ministry of Education and Culture is called the independent curriculum. The independent curriculum is implemented in stages, starting with implementation in a small number of schools designated as driving schools through the selection stage [4]. Then, the target of its application is to expand to schools that are not going schools through independent pathways. Marks that will apply to the independent curriculum are determined through registration opened by the Ministry of Education and Culture.

The Merdeka Curriculum was first implemented in the Mobilization School Program. This limited implementation involves private and public lev-

els such as PAUD, SLB, SD, SMP, SMA and SMK. The findings from the study show that several good practices occur both in schools with adequate facilities and in several schools with limitations. The results show that the Independent Curriculum encourages teachers always to provide pro-student learning strategies. Flexibility in teaching and developing learning strategies in the Independent Curriculum provides space for teachers to implement pro-student contextual learning [5]. A flexible curriculum will hone students' creativity and can improve learning outcomes [6].

The strategy for implementing the Independent Curriculum in Mobilizing Schools and Independent Tracks has differences. In Mobilizing Schools, the Government was assisted by Facilitators for three years. For independent pathway schools, the emphasis is on implementing them by studying independently through learning resources provided by the Ministry of Education and Culture.

Based on the results of observations and literature studies conducted, data related to the inde-

pendent curriculum, that there were several significant changes to the previous curriculum, including [6]:

- 1) change of Core Competencies and Basic Competencies into Learning Outcomes (CP);
- 2) changes in the status of subjects, namely that English is increasingly recommended to be taught at the elementary level, Natural Sciences and Social Sciences (IPAS) topics at the Elementary school level, informatics subjects become compulsory subjects at the Junior High School level, and local content can be developed in a more diverse form;
- 3) learning is divided into two, namely extracurricular and co-curricular, in the form of projects to strengthen the profile of Pancasila students. Co-curricular learning is allocated as much as 20-30% of the total hours of study for one year;
- 4) The authority of the education unit to develop an operational curriculum;
- 5) the use of phases, which are defined as the period to achieve the targeted competencies;
- 6) flexibility in preparing learning implementation plans (RPP can be used daily, three days, or even for one week);
- 7) the implementation of learning differentiation, namely differentiation in learning methods, differentiation in learning products and differentiation in learning content by the talents, interests and potential of students.

The changes made to the independent curriculum based on the above data are significant and require qualified time, effort and competence from all parties involved in the school, especially the principal and teachers. In the independent curriculum, many educational units are given freedom and flexibility in compiling several things, such as operational curricula, setting learning objectives, collecting teaching tools, determining learning time allocations, and so on [4]. The flexibility emphasised in the Independent Curriculum concept represents a variety of understandings for teachers and principals, so confusion and misconceptions arise in implementing the independent curriculum [7]. A disorder that occurs includes organising extracurricular and co-curricular learning (projects to strengthen Pancasila student profiles), establishing learning objectives (known as ATP), preparing teaching modules according to the needs and characteristics of students, preparing lesson

plans, etc. This confusion is often conveyed by teachers at seminars or webinars held by the NTB Mobilization Teacher Center as UPT Kemdikbudristek, which has one of the primary duties and functions in implementing the Independent Curriculum Implementation Program.

In implementing the independent curriculum, one of the steps that schools must carry out is to develop an Education Unit Operational Curriculum (known as KOSP). This KOSP is a development of an independent curriculum structured based on school characteristics. In the KOSP, the school describes the vision and mission, which is then supported through learning programs prepared by the school by emphasising flexibility according to students' needs, interests and talents and the availability of natural and human resources around the school. As stated by [8] in their research, assessment and planning are needed in school development efforts to determine the goals to be achieved, the programs to be implemented, the parties involved, the resources required and the work steps to be carried out.

Schools' flexibility in developing an operational curriculum means that each school implementing an independent curriculum will have different patterns and strategies for implementing a separate curriculum in their respective schools. Based on these facts, the author feels the need to research the implementation of the independent curriculum for schools that implement it through separate channels to explore how the performance of the independent curriculum is carried out. It is hoped that the results of this research will provide an overview and strategies that can be adopted by other schools that also apply the independent curriculum. Based on the data, 3,292 schools are implementing IKM-independent pathways in NTB.

METHOD

This research method uses qualitative research methods. Qualitative research is an approach used to explore and understand the meaning of individuals or groups in looking at a problem. The research was conducted in SD Negeri 40 Ampenan and SMP Negeri 7 Mataram, both schools implementing the independent curriculum.

The research subject is SD Negeri 40 Ampenan. The research issues at SD Negeri 40 Ampenan were the curriculum development team, the

school principal, grade 1 and grade 4 teachers, and representatives of grade 4 students who were the target of the Independent Curriculum. In addition, the subject of this research is SMP Negeri 7 Mataram. The study subjects at SMP Negeri 7 Mataram were the curriculum development team, grade 7 teachers, and representatives of grade 7 students who were the targets of the Independent Curriculum.

The data to be used in this research is qualitative data. Qualitative data is in the form of data obtained from interviews, observation and analysis of documents. The sources of data in this study are primary and secondary data. Preliminary data is data obtained by researchers through direct observation and interviews. The secondary data is in the form of documents supporting research, namely the education unit curriculum, learning implementation plans, children's work, documentation or photos of activities and other relevant records.

Data collection techniques used in this study were observation, interviews, and document/documentation studies. In this study, the data analysis technique used was the qualitative descriptive data analysis technique of the interactive model Miles & Huberman.

RESULTS AND DISCUSSION

The analysis of the characteristics of the educational units carried out at SDN 40 Ampenan and SMPN 7 Mataram is to analyse the characteristics of students. Two stages of research are used, namely, a cognitive diagnostic assessment and a non-cognitive diagnostic assessment.

Student Cognitive Diagnostic Assessment. The teacher designs the cognitive assessment referred to by the informants to explore information related to students' cognitive abilities. This assessment is arranged based on subjects. As stated by informants at SMPN 7 Mataram, as follows:

"The first thing we did was carry out an initial diagnostic assessment during the MPLS during the introduction to the school environment. On the second day, we collaborated with the counselling teacher. Previously, we had prepared initial cognitive questions, such as the difficulty level. The problem is taking lessons from grade 4 and grade 5 elementary school that they have learned".

The statement explains that SMPN 7 Mataram conducts an initial diagnostic assessment to gather information about students' knowledge and competencies at the start of new student admissions. This statement is also corroborated by the word of the class 7 student informant at SMPN 7 Mataram as follows:

"Yes, there was a question about student profiles using the same form as questions anyway".

What these students mean is that students are given a form to fill in and explore information about the data or profile of each student and a list of questions or questions related to specific subjects. What was conveyed by the informant was corroborated by the following documentary evidence.

The same thing was done at SD Negeri 40 Ampenan. The teacher analysed student characteristics by gathering information using cognitive assessment data, as conveyed by the informant, namely the teacher, as follows.

"We select reading first, letters first, note who can and does not know letters".

In addition, other teacher informants also conveyed the following:

"Yes, you can immediately find out if you have a hobby. If you have a background, there is a questionnaire, a kind of biographical data, about the parents' jobs and their impressions of their environment. Questions and answers just distributed the questionnaire and analysed it, oh most of these students like this sport and so on".

From the statements of the two teachers, it was confirmed that an analysis was carried out first to explore data and information about the characteristics of students related to their knowledge and competencies. This is reinforced by the statements of other informants as follows.

"Yes, we at school do an assessment, hmmm, an analysis by looking first at scientific disciplines then oriented towards individual development, access to interests by the surrounding environment and is a technological curriculum because we also received chrome book assistance from the Mataram city education office".

The informant said that an analysis was carried out regarding the knowledge and competence of students, teachers, and other PTK in schools while also paying attention to the availability of facilities and infrastructure owned by schools.

From the researchers' observations in the learning process, students sat in groups. The teacher arranged this group based on the results of a cognitive assessment by looking at the level of student understanding.

Assessment Student Non-Cognitive Diagnostics. Non-cognitive assessment assesses students to dig up information about students beyond the knowledge of specific subjects such as learning styles, hobbies, family environment, and others, as stated by an informant from SD Negeri 40 Ampenan.

"Yes, we at school do an assessment, hmmm, an analysis by looking first at scientific disciplines then oriented towards individual development, access to interests by the surrounding environment and is a technological curriculum because we also received chrome book assistance from the Mataram city education office".

The informant said that in addition to analysing the knowledge and competence of students, it was also analysed related to the learning environment that was by the surrounding environment. Also conveyed by teacher informants related to exploring data and information about students as follows.

"Yes, you can immediately find out if you have a hobby. If you have a background, there is a questionnaire, a kind of biographical data, about the parents' jobs and their impressions of their environment. Questions and answers just distributed the questionnaire and analysed it, oh most of these students like this sport and so on".

The teacher carries out non-cognitive assessments through discussions with parents or guardians of students and meetings with previous homeroom teachers regarding the condition of students. Apart from discussing the students' characteristics with the parents and guardians beforehand, the teacher distributed a questionnaire to determine the students' parts.

As stated by the teacher informant, a non-cognitive assessment was also carried out at SMP Negeri 7 Mataram.

"Yes, for those who are non-cognitive, we use the application. I'm smart enough to see learning styles; they use cell phones. We also work with psychologists. Each student has complete data with diagnostic results".

Class 7 at SMP Negeri 7 Mataram conducted a non-cognitive assessment to see student charac-

teristics such as learning styles and others using an application, namely the "I'm Smart" application. This application is available on the internet and can be used by teachers freely to explore student learning style data. The document analysis results of the following student non-cognitive diagnostic assessments corroborate this. A psychologist appointed by the school carried out this non-cognitive diagnostic assessment analysis. The test used by the psychologist also uses the "I'm Smart" application to analyse student learning styles.

Discussion with Guardians. The discussion with the student's guardian in question is related to all matters relating to students. It aims to collect data and information about students. This was conveyed by teacher informants at SMP Negeri 7 Mataram as follows:

"For parents from the committee, we establish communication through the FORTUNA group forum for parents and children".

Teachers use the WhatsApp application to communicate and discuss topics related to child development with parents. The school also sought information about the parents' profiles as conveyed by the 7th-grade students at SMPN 7 Mataram.

"Yes, I was asked what job, how much salary do you have in one month?".

This information is explored to find out the students' environment at home. A similar statement was also made by an informant at SDN 40 Ampenan as follows.

"In the big team, we invite committees and active parents who often come to school. Even though they come to pick them up, it's the parents who are concerned, and there are discussions".

Discussions with parents or students at SDN 40 Ampenan were carried out both formally and informally when parents picked up their children so that there was mutual information from both the parents of the students and the school. This was also conveyed by the following teacher informant at SDN 40 Ampenan.

"Yes, parents are also active. They often communicate. Please help. My child is lacking here".

The slightest information from parents becomes input or data for teachers.

According to [9], to set school goals, it is necessary to identify contemporary problems, such as

students' knowledge, abilities, and attitudes, to assist schools in planning what philosophy is the basis for designing school goals. Meanwhile, Tyler put forward three factors to be considered in determining the purposes of education in schools, namely: 1) The needs and interests of students, 2) contemporary life analysis (community life experiences and community values and 3) particular knowledge/subjects. As for the research results described in CHAPTER IV, SDN 40 Ampenan and SMPN 7 Mataram have implemented the abovementioned three things with the following explanation.

SDN 40 Ampenan and SMPN 7 Mataram identify students' needs and interests through non-cognitive diagnostic assessments. Diagnostic assessment is an assessment that aims to determine the initial abilities and initial conditions of students. The non-cognitive diagnostic assessment is an assessment that seeks to select the psychological and social-emotional state of students and define the shape of the family and environment of students at home [10]. The mono-cognitive diagnostic assessment by SDN 40 Ampenan and SMPN 7 Mataram is as follows.

SDN 40 Ampenan conducted a non-cognitive diagnostic assessment to determine students' psychological state related to learning interests. The teacher uses an evaluation in the form of a list of questions to be answered by students. Diagnostic non-cognitive assessments are carried out at the beginning of the semester to map students' initial conditions. The results become the teacher's reference in designing intra-curricular, co-curricular and extracurricular learning. By mapping students' learning interests, the teacher uses differentiated learning per the guidelines in implementing the independent curriculum, then arranges project activities according to children's interests and for mapping extracurricular programs.

SMPN 7 Mataram conducted a non-cognitive diagnostic assessment to find out the psychological state of students related to students' learning styles, IQ, etc. In carrying out non-cognitive diagnostic assessments, the teacher works with psychologists. The evaluation is compiled and analysed by a psychologist. The results are then reported to the teacher for intervention in school learning programs. The non-cognitive diagnostic assessment was carried out during the introduction to the school environment for grade 7.

Analysing community life and community values in the environment around the school was carried out by SDN 40 Ampenan and SMPN 7 Mataram through discussions with parents of students and observing students' daily habits and the atmosphere around the school. For example, at SDN 40 Ampenan, the school directly observed that the climate in Sekarbela is known for its religious community. Besides that, most parents work as traders, so several school programs are linked to the culture in that environment. At SMPN 7 Mataram, the school environment is known for its students' diversity, so its agenda adapts to the cultures that suit students.

A cognitive diagnostic assessment measures students' ability in certain subjects initially. Cognitive diagnostic assessment is an assessment that aims to determine student competency achievements, adapt classroom learning to the average student competency achievement results and provide additional services for students with below-average competence [10].

SDN 40 Ampenan conducts a cognitive diagnostic assessment for grade 4 by giving questions to students according to the subject matter, while for grade 1, reading, writing and arithmetic tests are carried out because, in grade 1, listening ability is the primary key for students to understand the subject matter. The assessment was carried out at the beginning of semester I. The evaluation was designed and analysed by the teacher himself, and then the results of this cognitive diagnostic assessment became the teacher's reference in providing further learning services.

SMPN 7 Mataram conducts a cognitive diagnostic assessment for grade 7 using questions or a list of questions about the subject matter in elementary schools in grades 4-6 to measure students' knowledge of certain subjects. Each subject taught at school is subject to cognitive assessment first. The review was carried out at the beginning of semester 1. The evaluation was designed and analysed by each subject teacher. All subjects carried out an initial assessment.

According to [9], identifying school goals will determine the school's learning philosophy. By analysing the characteristics of the educational unit, which is carried out through diagnostic assessments on students, it can be concluded that SDN 40 Ampenan and SMPN 7 Mataram use the philosophy of progressivism in learning, which argues that education should be child-centred and not focussed on the teacher. This is shown by

how teachers provide services to children, such as conducting diagnostic assessments to design learning according to students' talents, interests and characteristics using group learning strategies by looking at the diversity of students' abilities.

CONCLUSIONS

The form and format of the evaluation used by the teachers in the two schools differed depend-

ing on the level or class being taught, such as grade 1 and grade 4, which differed in the form and content of the assessment. The assessment results then become the teacher's reference in designing learning methods and strategies and preparing teaching materials to support a differentiated and learner-centred learning process by the principles of learning in the independent curriculum.

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