



## **INDEPENDENT CURRICULUM MANAGEMENT IN MOVING SCHOOLS IN IMPROVING THE QUALITY OF GRADUATES**

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### **ABSTRACT**

Seeing the worrying conditions resulting from Covid-19, especially with the continuing increase in the number of students experiencing learning loss, the Minister of Education made a breakthrough to design a prototype curriculum or development curriculum that is used to fulfill students' learning needs during the Covid-19 pandemic. The prototype curriculum is an effort to reduce learning loss rates. Because it is still experimental, this prototype curriculum is being implemented in certain schools designated as driving schools. The general aim of the research is to find out about the management of the independent curriculum in driving schools towards improving the quality of graduate outcomes of driving school students. The specific objectives of this research are to obtain an overview/information and analyze the planning of independent curriculum management in driving schools in improving the quality of graduates, organizing independent curriculum management in improving the quality of graduates in driving schools, implementation and evaluation of independent curriculum management in driving schools in improving the quality of graduates . The research method used is qualitative. The research method we use in implementation is a qualitative method using interview and observation instruments. Based on the research results, it can be concluded that independent curriculum management in driving schools by holding the P5 project, literacy programs can improve the quality of graduates in driving schools

**Keywords:** learning loss, P5 project, driving school.

## **INTRODUCTION**

We need to know, currently the world is experiencing drastic changes since the Covid-19 pandemic hit all parts of the country. Since Covid-19 hit, various aspects of life ranging from the economic sector to education have declined. Because at that time the situation restricted people from doing social activities (social distancing). In addition to the impact of the declining economy, this also brought about major changes in the world of education. Seeing the concerning conditions, especially with the increasing number of students experiencing learning loss, the Minister of Education made a breakthrough to design a prototype curriculum or a curriculum that is of a development nature that is used to meet students' learning needs during the Covid-19 pandemic. The prototype curriculum is an effort to reduce the number of learning losses. Because it is still experimental, this prototype curriculum is implemented in certain schools that are designated as driving schools.

## **METHODOLOGY**

In this research we conducted, we took a qualitative approach. In short, a qualitative research approach is a research method that uses qualitative descriptive data, school documents, notes during observation. This qualitative approach is based on the research title, namely "Authentic Assessment Management in Improving Graduate Competency Standards in School Mover." making a link between the results of authentic assessments from portfolios and projects with increasing graduate competency standards. In this study, we will conduct interviews with school principals, teachers and students to obtain information about the learning methods used, the governance of PMO (Operational Management Working Group) and its impact on improving the quality of graduates of the school movers. The research method with qualitative presentation collected using interview and observation instruments which will be reported in the form of descriptive paragraphs

## **RESULT AND DISCUSSION**

1. Independent Curriculum Management Planning at the Driving School to Improve the Quality of Graduates.

Based on the findings through interviews, observations and documentation studies at the Driving School, it can be obtained that before implementing learning, the principal first prepares the KOSP, determines the hours according to the allocation of learning time for Phase A (grades 1-2), Phase B for grades (3-4). Phase C for grades (5-6). The principal divides the teacher's tasks according to their main duties. Teachers create annual programs based on the classes and subjects taught, teachers together determine the themes that will be used as P5 projects in each semester.

## 2. Organizing Independent Curriculum Management at the Driving School to Improve the Quality of Graduates.

In the activity of organizing independent curriculum management at the driving school to improve the quality of graduates, the first stage begins with the implementation of IHT (In House Training). The IHT discusses how to create teaching modules, learning processes that are in accordance with the characteristics of the independent curriculum with elements and sub-elements of the Pancasila student profile, the second stage is to implement differentiated learning and project-based learning, the third stage is to create a learning community (kombel) and divide tasks in the kombel team. In learning community activities, namely sharing good practices with colleagues, raising problems that occur during classroom learning activities and finding solutions together. The fourth stage provides an impact on schools that have not implemented the independent curriculum.

## 3. Implementation of Independent Curriculum Management in Driving Schools to Improve the Quality of Graduates.

The implementation of driving school management includes PMO with facilitators, committees supporting project-based learning, implementing P5 project activities, implementing the GEULIS (Literacy Movement) program, implementing programs that favor students. The program includes a religious program, namely praying Duha together every Friday of the first week, a lecture by the Islamic Religious Education teacher, the second week reading the holy verses of the Al-Quran, the third week a lecture by students, the fourth week is the readton program (reading comprehension). The implementation of readton is carried out by making a summary of the results of students' reading starting from phases A, B, C. This readton program can improve students' understanding in understanding the material, especially learning Indonesian in literacy competencies. In addition to holding religious and readton programs, there is also a P5 program whose implementation focuses more on the character of students according to their interests and learning styles. The P5 assessment includes 6 dimensions (Faithful and devoted to God Almighty and noble, Global Diversity, Mutual Cooperation, Independent, Creative and Critical Thinking). From these P5 activities, teachers conduct objective and comprehensive assessments to be included in the P5 Report Card as evaluation material.

## 4. Evaluation of Independent Curriculum Management in Driving Schools to Improve Graduate Quality.

Evaluation is carried out by discussing with stakeholders, namely the principal, teachers, committees, and parents of students. Curriculum Management Evaluation is carried out twice a year. At the end of each semester, the principal makes an evaluation meeting agenda schedule to discuss programs that have been carried out well and effectively and have an impact on improving student characteristics. The school provides a questionnaire to parents of participants to find out whether there are changes in student character that are implemented according to the school program that have had an impact on the habituation of student character in the environment where students live. With this

evaluation, it can be seen the achievement of the program and the impact of the program that has been applied by students.

## **CONCLUSION**

Independent Curriculum Management at the Driving School has been implemented well in accordance with the characteristics of the independent curriculum which can improve the quality of graduates according to the profile of Pancasila students.

Independent Curriculum Management Planning begins from the stage before implementing learning, first the principal prepares the KOSP, determines the hours according to the allocation of learning time for Phase A (grades 1-2), Phase B for grades (3-4). Phase C for grades (5-6). The principal divides the teacher's tasks according to their main duties. Teachers create annual programs based on the classes and subjects taught, teachers together determine the themes that will be used as P5 projects in each semester.

Organization of Independent Curriculum Management at the driving school to improve the quality of graduates, starting from the first stage of conducting IHT (In House Training) accompanied by a facilitator. In the IHT, it discusses how to create teaching modules, learning processes that are in accordance with the characteristics of the independent curriculum with elements and sub-elements of the Pancasila student profile, the second stage is to implement differentiated learning and project-based learning, the third stage is to create a learning community (kombel) and divide tasks in the kombel team. In learning community activities, namely sharing good practices with colleagues, expressing problems that occur during learning activities in the classroom and finding solutions together. The fourth stage provides an impact on schools that have not implemented the independent curriculum. The School of Mover status in PMM has received the criteria for independent sharing. The implementation of the management of the school of movers includes PMO with facilitators, committees supporting project-based learning, implementing P5 project activities, implementing the GEULIS program (Literacy Movement), implementing programs that favor students. The program includes religious programs, namely praying Duha together every Friday of the first week of Tausiyah by PAI teachers, the second week reading the holy verses of the Al-Quran, the third week of Tausiyah by students, the fourth week is the readton program (reading comprehension). The implementation of readton is carried out by making a summary of the results of students' reading starting from phases A, B, C. This readton program can improve students' understanding in understanding the material, especially learning Indonesian in literacy competencies. In addition to holding religious and readton programs, there is also a P5 program whose implementation focuses more on the character of students according to their interests and learning styles. The P5 assessment includes 6 dimensions (Faithful and devoted to God Almighty and noble character, Global Diversity, Mutual Cooperation,

Independent, Creative and Critical Thinking). From these P5 activities, teachers conduct objective and comprehensive assessments to be included in the P5 Report Card as evaluation material. Evaluation of Independent Curriculum Management at the School of Mover is carried out by discussing with stakeholders, namely the principal, teachers, committees, parents of students. Curriculum Management Evaluation is carried out twice a year. At the end of each semester, the principal makes a schedule for an evaluation meeting agenda to discuss the programs that have been carried out well and effectively and have an impact on improving student characteristics. The school provides a questionnaire to the parents of participants to find out whether there are changes in the character of students that are implemented according to the school program that have had an impact on the habituation of student character in the environment where students live. With this evaluation, it can be seen the achievement of the program and the impact of the program that has been applied by students. Recommendations for the government are expected to provide full support for policies related to driving schools. This support is provided with assistance in the form of chrome books, tablets, infocus equipment for each level, LCD TVs. Assistance in the form of BOS Performance specifically for driving schools can help with school operational costs in the Pancasila student profile strengthening project activities. This project is carried out in the context of a celebration (exhibition of student work) from the theme taken every semester. As for recommendations for educators and education personnel, researchers hope for solidarity and readiness in implementing the independent curriculum. Further improved in creativity and innovation to develop the potential of students. For the committee and parents to actively participate in supporting the programs of the driving school such as P5 (Pancasila Student Profile Strengthening Project) which is related to improving the knowledge and characteristics of students so that the vision of improving the quality of graduates of the driving school can be achieved..

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