

The Implementation of Independent Curriculum on Mover Schools in Yogyakarta

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ABSTRACT

This research aims to describe the implementation of independent curriculum-based learning in mover schools in Yogyakarta. This research used a qualitative approach. The type of research used is phenomenology. This research was carried out at an elementary school in Yogyakarta that has implemented an independent curriculum in the school's academic program, namely Muhammadiyah Sapen 1 Elementary School, Yogyakarta. This research was carried out in the even semester of the 2021/2022 Academic Year in April – September 2022. The subjects of this study were selected based on purposive considerations. The participants of this study were targeted representatives of principals, teachers, students, and the relevant communities. Data collection in this study was carried out using interviews, observations, and documentation. The data was collected based on the needs of the research topic, namely independent curriculum-based learning in mover schools in Yogyakarta. The data of this study were analyzed using Miles & Huberman qualitative analysis techniques in the form of interactive analysis, which includes data collection, condensation, data presentation, verification, and conclusion. The results of this study show that Muhammadiyah Sapen 1 Elementary School, one of the mover schools in Yogyakarta, has implemented the independent curriculum. It can be seen from several key aspects of the independent curriculum, namely 1) the flow of learning objectives—preparation of learning tools, determination of theme nets, and phase analysis in learning outcomes, 2) learning scenarios that have been scientifically based, diversity learning, application of project-based learning models, containing 4C elements, and seeking to develop a Pancasila student profile, 3) the media used already has a combination of media with methods and models learning, media based on student needs, and containing elements of TPACK, 4) student worksheets can encourage active learning and problem solving, and 5) the evaluation used is of the authentic assessment type with where at the question level HOTS is still pursued.

Kata Kunci: independent curriculum, mover schools, elementary school