

## IMPLEMENTATION OF LEARNING USING BLENDED LEARNING BASED ON THE INDEPENDENT CURRICULUM

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### Abstract

The discussion of this article begins with an emphasis on the importance of quality human resources, which can be produced through the development of educational curricula. The differences between the 2013 Curriculum and the Merdeka Curriculum, such as the emphasis on developing Pancasila student character, gradual learning outcomes, and teacher flexibility, are explained as innovations that encourage more innovative learning. Driving schools are an important element in the transformation of character education, focusing on literacy, numeracy and student character. This program targets student learning outcomes holistically and embodies the Pancasila student profile. In facing the pandemic, the implementation of the Merdeka Curriculum in driving schools uses a blended learning model, which combines face-to-face and distance learning. The research method uses literature study, with data analysis, especially related to planning in the Independent Curriculum teaching module. It is hoped that the research results can provide input for improving learning tools and processes for schools that will implement the Independent Curriculum. The article also discusses curriculum development, the 2013 Curriculum policy Revision to the Independent Curriculum, as well as the objectives and advantages of the Independent Curriculum. The conclusions from this discussion include a focus on character development, curriculum flexibility, the role of driving schools, and adapting the blended learning model. It is hoped that this article will make a positive contribution in supporting the implementation of the Independent Curriculum in Indonesia.

**Keywords** : Implementation, Independent Curriculum, Blended Learning.

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## INTRODUCTION

Source Power man best Which own ability think critical, innovative, And creative generated through education . By Because That, government moment This endeavor For increase quality education in Indonesia with more develop curriculum Which used. Development curriculum This required Because curriculum works as guidelines implementation process learning on all level education For reach objective education that is enhancement quality participant educate. Curriculum must designed like that appearance so that student can obtain experience Study through various activity, Good in eye lesson nor activity other in school. Matter This show that development curriculum need centered on student.

In this context, the Ministry of Education and Culture has issued new guidelines for the independent curriculum. Improving the quality of students. The curriculum must be designed in such a way that students can gain learning experiences through various activities, both in school subjects and other activities. This shows that curriculum development must be student-centered. In this context, the Ministry of Education and Culture has issued new guidelines – its own curriculum. The following are the differences between the 2013 curriculum and the independent curriculum: 1). The curriculum structure stipulates that 20-30% of class time is used for developing the character of Pancasila students through project-based learning. 2). Learning outcomes are implemented in stages (2-3 years) as an alternative to core competencies (KI) and basic competencies (KD). This gives teachers and schools more freedom to design innovative curriculum and learning content.

Driving schools emphasize the development of student learning outcomes holistically, including literacy, numeracy and character acquisition. The driving school aims to enliven students through various activities at school and realize the Pancasila student profile as part of the character education transformation that needs to be implemented in everyday life. Therefore, so that teachers can prioritize student-centered learning, namely learning that is fun and varied, several improvements have been made to the driving school program that encourages students to think critically, creatively and collaboratively. One of the existing driving schools is at the current school. This independent curriculum policy was introduced when Indonesia was still facing the Era Development pandemic.

Therefore, the learning model applied is blended learning (a combination of face-to-face and distance learning). This starts with the best resources for school leaders and teachers . In driving schools, the principal acts as an intermediary between students. Blended learning is learning that integrates aspects of traditional face-to-face learning with face-to-face or online learning environments. The implementation of blended learning is a combination of various activities using e-learning technology media to create a learning program that can specifically optimize student potential. Blended learning consists of two types of learning, including synchronous learning and

asynchronous learning. Synchronous learning is learning that occurs at the same time, even though it occurs in different locations. Meanwhile, asynchronous learning is learning activities carried out on the same material at different times and in different locations.

Based on the explanation above, this research aims to describe the planning and implementation of the learning process using Blended Learning based on the Merdeka Curriculum. It is hoped that the results of this research can provide input and inspiration for the preparation of learning tools and processes for schools that will implement the Independent Curriculum.

## **RESEARCH METHODS**

The data collection method in this research uses literature study by looking at several studies related to the independent curriculum which uses based learning methods, including looking at several studies. Data analysis regarding planning in the teaching module documents was carried out by looking at the suitability of the module content with the provisions contained in the Independent Curriculum.

## **RESULTS AND DISCUSSION**

### **Independent Curriculum Development**

The policy of implementing independent learning certainly provides benefits for school principals, teachers, parents and local governments. There are at least two benefits that will be obtained. First, school principals, teachers, parents and local governments can work together to seek and find effective, efficient and fast solutions to educational conditions, challenges and problems in each school. Especially in order to improve the quality of students' learning processes. Second, school principals, teachers, parents and local governments feel ownership and responsibility for the management of education in schools in their respective regions.

Development is an effort to improve technical, theoretical, conceptual and moral abilities according to needs through education and training. Development is a process of designing learning logically and systematically. In order to determine everything that will be implemented in the learning activity process by taking into account the potential and competence of students. 14 If the tool or method is deemed stable enough to be used continuously after undergoing refinement, then the development activity ends.

The policy for developing the 2013 Curriculum Revision to the Independent Curriculum is based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 dated 10 February 2022 concerning Guidelines for Implementing the Curriculum in the Context of the 2013 Curriculum Development Policy Revision to the Independent Curriculum is based on the Minister's Decree Education, Culture, Research and Technology of the Republic of

Indonesia Number 56/M/2022 dated 10 February 2022 concerning Guidelines for Implementing Curriculum in the Framework.

The 2013 curriculum has been implemented starting from the 2013/2014 academic year. Early implementation is carried out especially in schools that already have A accreditation. Implementing the 2013 Curriculum at the SMA/SMK/MA level is certainly very suitable because the designed curriculum contains effective, innovative, creative values, and can explore students' potential and interests in learning. Freedom to learn is a policy of the Ministry of Education and Culture of the Republic of Indonesia. The Independent Curriculum is implemented with the aim of training students' independence in thinking. The most important core of freedom of thought is directed at teachers. If teachers are not free in teaching, of course students are also not free in thinking. Freedom to learn is a new breakthrough for the Minister of Education and Culture of the Republic of Indonesia to make the learning process in every school more effective and efficient. The positive impact of independent learning is aimed at teachers, students and even student parents. Independent learning prioritizes students' interests and talents which can foster creative and fun attitudes in students. The independent learning curriculum answers all complaints about the education system. One of them is that students' grades are only based on the realm of knowledge. Apart from that, freedom to learn makes teachers more independent in their thinking so that students follow. When you believe in teacher independence and freedom of learning, it will intersect with many things, one of which is freedom in the learning process. The learning process requires independence because independence must be attached to the subject carrying out the learning process – child or adult. Including involving the support of many parties.

The aim of the Independent Curriculum. During Covid-19, education in Indonesia has become backward and lagging behind. The Independent Curriculum Policy is a solution to educational backwardness in Indonesia. The aim of the Merdeka Curriculum is to answer previous educational problems. The existence of this curriculum will direct the development of students' potential and competencies. This curriculum functions to develop potential, one of which is a learning process that is designed to be relevant and interactive. One way of interactive learning is by creating projects. This learning will make students more interested and able to develop issues that are developing in the environment.

### **Advantages of the Independent Curriculum**

The advantages of the Independent Curriculum are as follows. 1. Simpler and deeper. Essential material is the focus of the Independent Curriculum. Learning that is simple and in-depth without being rushed will be better absorbed by students. In-depth learning with a fun design will make students more focused and interested in learning. 2. More independence. The Independent Curriculum, which is the policy of

the Minister of Education and Culture of the Republic of Indonesia, is a benchmark in designing learning. The concept of independence provides teachers with freedom in designing the learning process according to learning needs and achievements.

So, the implementation of the Independent Curriculum aims to answer complaints and problems that occurred in the previous curriculum. The implementation of the Independent Curriculum can be seen in driving schools. The implementation of this curriculum emphasizes students' talents and interests in developing their potential. Implementation of this curriculum can make students competent according to their fields, and can develop in accordance with current developments in science and technology. Implementation is defined as an action from a plan that has been prepared carefully and in detail. 35 Implementation is carried out when the planning is complete and continues with activities, actions, actions, or the existence of a system mechanism that is in accordance with the plan. Implementation cannot stand alone, but is closely related to others. For example, human, natural resources, facilities, infrastructure and funding. In relation to the implementation of MBKM in tertiary institutions or primary and secondary schools, it is certainly influenced by the curriculum, classes, students, teachers, students, lecturers, and funding which is not cheap.

### **Problems of the Independent Learning Curriculum**

The MBKM Curriculum Program is part of the efforts of the Indonesian Ministry of Education and Culture. The aim is to encourage pupils and students to be able to master various competencies as stated in Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards. Contained in the Independent Learning Policy, it is stated that the Independent Campus is expected to be the answer to these demands. In connection with the above, government policies or programs that will be or are being implemented or implemented in 2021, several possible problems will occur. Problems will occur if the government regulations or policies that are implemented or implemented are not as expected

Curriculum development in Indonesia is the government's focus on creating superior human resources. The Merdeka Curriculum was introduced as an initiative to improve the quality of education. In this curriculum, significant changes occurred, such as learning experiences through various activities, emphasis on developing students' Pancasila character, and teacher flexibility in designing the curriculum. Differences between the 2013 Curriculum and the Independent Curriculum

1. Pancasila Character Development: The Merdeka Curriculum sets 20-30% of class time for developing the Pancasila character of students through project-based learning. This indicates a focus on national values.
2. Gradual Learning Outcomes: The striking difference lies in the implementation of learning outcomes which are carried out in stages over 2-3 years. This gives teachers

and schools more freedom to design curriculum that is innovative and suits students' needs.

### **Empowerment of Driving Schools**

Driving schools have a key role in developing student learning outcomes holistically, including literacy, numeracy and character. The transformation of character education, especially in realizing the Pancasila student profile, is the main focus. The Driving School Program seeks to encourage educational units to carry out transformations to improve the quality of learning in schools. This shows the government's seriousness in carrying out the State's mandate in providing educational rights and equality to all citizens. For this reason, all governing regulations are important indicators for the implementation of quality education and quality education in order to create the next generation who are able to build a better Indonesia in the future. As one of the newest programs from the Ministry of Education and Culture, it is a driving school which is intended to create an advanced Indonesia that is sovereign, independent and has personality through Pancasila Students. Driving schools are schools that focus on developing student learning outcomes holistically by realizing the Pancasila student profile which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies. As a note, the principal and teachers from the driving school carry out guidance on other educational units. Then the Minister of Education, Nadiem Makarim, said that driving schools are catalysts. This aims to realize the vision of Indonesian education, namely; A school that focuses on developing student learning outcomes holistically by realizing the Pancasila Student profile and starting with superior Human Resources (school principals and teachers).

The Pancasila Student Profile is a graduate profile which aims to show the character and competencies that are expected to be achieved and strengthen the noble Pancasila values of students and stakeholders. Then the Pancasila Student profile consists of six dimensions, including; 1) Faithful, devoted to God Almighty, and have noble character, 2) Global diversity, 3) Independent, 4) Working together, 5) Critical reasoning and 6) Creative. These six dimensions must be viewed as a unity that supports and is continuous with each other.

The driving school program is implemented by strengthening the capacity of school principals and teachers who are key in carrying out educational restructuring and reform. Pounder stated that the school principal is an important element in improving governance and is the driving force behind every education unit so that meaningful and enjoyable learning can be created through system improvements that support improving the quality of education (Zamjani, 2021: 38). The school principal is a determining figure in the development of education at the school level. One indicator of the success of a school principal's leadership is measured by the quality of education achieved by the educational institution he or she achieves (Harapan, 2016:

134). Therefore, school principals must be able to integrate their professionalism as a teacher and their competence as a school managerial leader to realize the school's vision which has an impact on improving student learning outcomes. Increasing the capacity of school principals will help school residents to explore the problems they face and solve problems. For this reason, driving schools are expected to be able to make changes continuously and transform into schools that create a Pancasila Student Profile.

Learning carried out in the Mobilization school program refers to the Pancasila student profile in order to strengthen the competency and character of students as an important component in implementing learning. The basic curriculum framework is the main basis for developing a curriculum structure that becomes a reference for learning. The basic framework of the curriculum directs the competencies that students need to master, the character that needs to be built and developed, and the subject matter that students need to study.

The strategies, methods and curricula that have been implemented in schools definitely have advantages and disadvantages so that they will cause advantages or problems. The Independent Curriculum as the newest form of curriculum in the world of education will certainly not be free from problems in its implementation. These problems can be seen from the learning implementation plan to the evaluation of the learning used. The Independent Curriculum should provide more convenience for teachers, and it is hoped that no problems will occur. However, in fact there are still many obstacles faced.

### **Blended Learning as a Learning Model**

Facing the pandemic and the Independent Curriculum policy, the use of Blended Learning in driving schools is a solution. The principal acts as an intermediary, while teachers use the best resources to lead learning. Blended learning provides flexibility by integrating face-to-face and distance learning. Blended learning increases students' enthusiasm for learning and improves learning outcomes, as evidenced by the highest post-test scores in the experimental and control classes (Abroto et al., 2021). Meanwhile, other research shows (Rahayu and Iswari, 2021) that students who use the blended learning method experience an increase in student cognitive learning outcomes. In addition, blended learning can help students improve their critical thinking skills and academic achievement in science subjects (Prihadi et al., 2021). At the same time, blended learning implemented through Moodle as a Learning Management System (LMS) has an impact on cognitive learning outcomes and student freedom (Sari & Amalia, 2021). Moreover, the implementation of the blended learning model during the Covid-19 pandemic had a significant impact on learning outcomes, as shown by the effect size value of 1.23 in the medium category based on the ten publications evaluated. Apart from that, the implementation of the blended

learning model during the Covid-19 pandemic has been proven to improve students' critical thinking abilities. The increase in student learning outcomes was categorized as high with the average results from 10 samples increasing to 77.45 from the previous 56.88. From this data there is a significant increase, namely 20.57. This means that the blended learning model has a positive effect on learning outcomes during its implementation during the Covid-19 pandemic.

## **Discussion**

Main Components of the Independent Curriculum There are four main components of the Independent Learning Curriculum, namely as follows.

1. The National Standard School Examination (USBN) has been replaced with assessments in the form of written exams and/or other forms of exams, namely assignments and portfolios such as group assignments, written work, project assignments, and others.
2. In 2020 the National Examination (UN) was abolished and replaced with a Character Survey and Minimum Competency Assessment.
3. Implementation of one sheet of Learning Implementation Plan (RPP).
4. Implementing a zoning system for Admission of New Students (PPDB).

The Ministry of Education and Culture initiated the four components above with the aim of providing wide space for each student, teacher and school in determining policy steps. The existence of the Independent Learning Curriculum can respond to the rapid globalization that has entered the 21st century. The demands of contemporary developments encourage educational institutions to always be adaptive and provide solutions to the curriculum

Curriculum practitioners and implementers can use one or more approaches or theories in curriculum planning, implementation and evaluation. Textbook authors and teaching material compilers also have different curriculum approaches and theories. The curriculum approach focuses on the importance of planning in curriculum design. Therefore, it is important to remember that there are many curriculum approaches, but most can be categorized as technical or non-technical approaches. Next, identify the type of curriculum approach in each case. From a curriculum theory perspective, key theories related to curriculum development are examined and followed by a brief description of various theoretical features of curriculum. Includes curriculum history, program structure, course material content, and support. Important considerations in developing, implementing and evaluating the curriculum can be based on SNDikti (National Higher Education Standards). The aspect that is used as a reference is graduate competency (SKL)/graduate learning outcomes (CPL) which is stated as the main basis.

### **Focus on Character Development**

The Merdeka Curriculum shows a shift in focus from simply understanding academic material to developing student character. This strategy is important for creating human resources who are not only intellectually intelligent, but also have strong national values.

### **Flexibility in the Curriculum**

Flexibility in designing the curriculum gives teachers and schools the freedom to adapt learning approaches to student needs. This can encourage innovation in learning methods.

### **The Role of Driving Schools**

Driving schools are the key to realizing the transformation of character education. Through holistic activities and a focus on Pancasila, this school makes a big contribution in shaping students into individuals who think critically, creatively and have good moral values.

## **CONCLUSION**

The importance of developing human resources through improving the quality of education in Indonesia by designing a curriculum that focuses on students. The government has implemented the Merdeka Curriculum as an innovative step with several significant differences compared to the 2013 Curriculum. Changes include developing the character of Pancasila students and implementing learning outcomes in stages.

Driving schools are implemented as an effort to realize the transformation of character education, with a focus on literacy, numeracy and developing the character of Pancasila students. Teachers at driving schools are encouraged to make improvements to learning programs, especially in encouraging students to think critically, creatively and collaboratively.

The COVID-19 pandemic has encouraged the implementation of blended learning in the Merdeka Curriculum, with school principals as intermediaries between students and the best resources for learning. Blended learning combines face-to-face and distance learning, creating a learning program that can optimize student potential.

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