



Independent Curriculum Implementation in EFL Classrooms: Practical Stages

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Abstract

Independent Curriculum has given a new nuance to the education system in Indonesia. There are several significant changes in the independent curriculum, which aims to achieve optimal curriculum standards. Thus, this research aims to find out the stages of implementing this independent curriculum in English as Foreign Language (EFL) classrooms. This research took a single case study design and was conducted at a boarding-based junior high school. The researchers observed learning activities and interviewed an English teacher and fifteen students from three different classes. Observation and interviews provided data on how to implement the independent curriculum in EFL classes, which is supported by interview results. The results showcased that the teacher applied three practical stages in implementing the independent curriculum, namely planning and preparation, learning enactment, and evaluation. These stages cover the application of diagnostic assessments, formative and summative assessments, and teacher's emphasis on student-centered learning strategies and integration between differentiated learning and cooperative learning. The integration of these three phases forms the main basis for an in-depth understanding of the dynamics and effectiveness of curriculum-based independent learning in the context of this research.

Keywords: *EFL (English as a Foreign Language); Independent Curriculum; Stages*

Introduction

The Independent Curriculum becomes Indonesia's latest curriculum, initiated by Nadiem Anwar Makariem, the Minister of Research, Technology, Culture, and Education. The cultivation of character education through a project in this curriculum is known as the Pancasila Student Profile Strengthening Project (Proyek Penguatan Profil Pelajar Pancasila (P5)). The P5 learning concept uses the method of PjBL (Project-based Learning), namely observing, thinking, and solving issues. The independent curriculum focuses on student freedom in choosing interests and talents to optimize their talents and be able to contribute to the country (Hasibuan, et. al., 2022). Freedom of Learning focuses on freedom and creative thinking. The independent learning curriculum concept integrates reading skills, knowledge, skills, and attitudes (Fadhli, 2022). This concept allows students to think freely to make the most of the knowledge they need. Nikmatin Mabsutsah and Yushardi (2022) pointed out that the independent curriculum is defined as a learning design that provides opportunities for students to learn in a fun, relaxed, calm, and pressure-free way and displays student talents.

The freedom referred to in the independent curriculum concept is freedom of learning, which includes conditions of independence in achieving learning objectives, methods, materials, and assessments for teachers and students. So this shows that the learning process in the independent learning curriculum is adapted to the needs of students (Hamdani & Husain, 2023). The independent learning curriculum does not limit the concept of learning at school and outside of school but emphasizes the creativity of teachers and students. Since monotonous learning or unidirectional becomes an obstacle for students to express their abilities, the limitations of the curriculum concept that has been used so far have hampered the creativity that exists in teachers and students. This is also supported by Fadhli (2022), who says that the curriculum used so far shows that students must get the highest score in every subject taught at school. Meanwhile, each student has their expertise in their field, which results in students not being creative in displaying their skills.

Several previous studies were used as a literature review in this present research. The first previous research was carried out with the title "Pola Penerapan Merdeka Belajar pada Pembelajaran Pendidikan Agama Islam dalam Meningkatkan Kreatifitas Peserta Didik di SMAN 4 Wajo" by Hasnawati (2021). Research finds that the Independent Curriculum uses differentiated learning methods by grouping

lessons according to the needs. This makes students: think critically, generate ideas, formulate and solve problems in learning, and communicate well through project-based learning. Student learning outcomes also involve more collaboration with classmates and showing their work, increasing creativity and learning design. Independence fosters students to increase their creativity, have high imagination, as well as create innovative and creative projects. Learning objectives are not only based on national regulations but also on student abilities. Assessment is carried out continuously until the material is truly understood by students. The implementation of the independent curriculum at SMAN 4 Wajo has had a big positive impact on students, teachers, and the school itself.

Another related research has been conducted by Khairatunnisa (2022) entitled "*Implementasi Kurikulum Merdeka dalam Proses Pembelajaran Bahasa berbasis Teknologi Informasi dan Komunikasi*". The use of media and ICT in learning Indonesian at school has a significant positive impact on students' enthusiasm for learning, the quality of teaching, and overall educational achievement. The integration of technology in the education curriculum is a necessity to answer the demands of globalization and increase student competitiveness in this digital era. The use of ICT has also been proven to improve the quality of teaching and student interest in learning, along with advances in technology. With the adoption of technology, teachers can choose various teaching tools that suit students' interests and learning needs. Enables students to explore more ideas and develop competencies.

The third previous study with the title "*Penerapan Kurikulum Merdeka Belajar pada Satuan Pendidikan Jenjang SMP*" by Anggara, et al. (2023). In the Independent Curriculum, completeness of learning outcomes is no longer merely measured by quantitative Minimum Completeness Criteria (Kriteria Ketuntasan Minimal (KKM) since it has been changed to Learning Objectives Achievement Criteria (Kriteria Ketercapaian Tujuan Pembelajaran (KKTP). Teachers have the freedom to set criteria for achieving learning objectives following the desired competency characteristics. Additionally, students can progress to the next level based on their learning goals achievement. Assessment in the Independent Curriculum is carried out comprehensively, encouraging students to develop competencies according to their talents and interests without the burden of achieving a minimum score, in other words, KKM is no longer a dominant element in the Independent curriculum.

The researchers conclude from those previous studies that the gaps between the previous and this current research are the subject and the school system. In previous research, the focus was on Islamic religious and ICT subjects, while in this study, the focus was on English. Besides that, the school is also based on a boarding

school, where previous researchers only researched in public schools. In addition, the school that the researchers want to study is a school that has received the predicate of the third model driving school. The third model driving school is the school that has a good reputation for implementing an independent curriculum and no longer needs guidance or is already independent. The school also has no red notes on the report cards for the quality of education in the fields of literacy and numeracy.

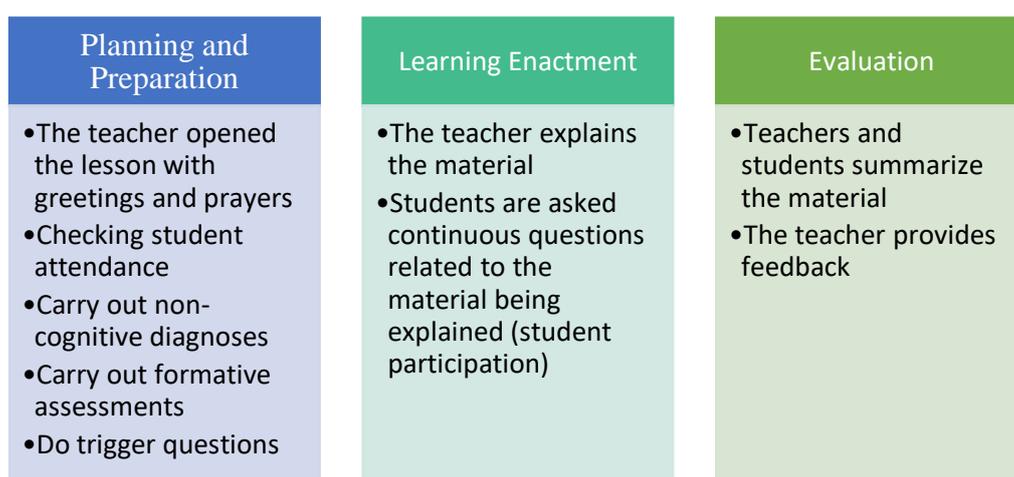
To sum up, this present research aims to explore the implementation of the independent curriculum in a boarding-based junior high school, with a special focus on English classes. The school that will be the subject of the research has been given the title of 3rd model school, which indicates that they are independent in implementing an independent curriculum without requiring external guidance. Researchers are committed to thoroughly exploring how the school succeeded in implementing an Independent Curriculum in English classes, as well as identifying success factors that can serve as guidelines for other schools in improving the quality of education. By studying it in depth, it is hoped that this research can provide valuable insight for the development and improvement of the implementation of the Independent Curriculum in schools with a focus on English subjects.

Method

This study employed a single case study design to provide a comprehensive analysis of the process and activities involved in learning the English subject. The research focused on the specific activities conducted by a teacher and students. This study approach addresses social issues by gathering responses from individuals or groups and involving them in data collection activities (Yin, 2018). The researchers analyzed and wrote it with a flexible framework, and concluded or interpreted the data obtained in the field (Creswell & Creswell, 2018). This research was conducted at a boarding-based junior high school. The participants in this research were one English teacher who was a driving teacher and fifteen students from three different classes. Data collection techniques use observation and interviews. Observations and interviews are used to produce data on how to implement the Independent Curriculum. The data analysis technique uses thematic analysis and an interactive data analysis model to make it easier for readers to read research results based on several related themes.

Result

The ultimate goal of implementation is usually to ensure that the program is used regularly. The implementation process usually proceeds in three main stages: planning, action, and evaluation. In this study, the researchers investigated the steps used by the EFL teacher to implement an Independent Curriculum in an English language learning environment. In coding the data, several relevant and meaningful units from the interview text transcriptions and observation notes were identified and categorized based on the stages of the teaching module framework created by the teacher.



*Figure 1. Independent Curriculum Implementation
Observable Behaviour and Activities*

The results showcase the three stages of Independent Curriculum implementation in EFL classrooms, focusing on teacher activities from the beginning to the end of the learning session. Even though the sequence of teacher activities is not always the same, the concept remains identical. In this research, it was observed that the teacher creates an environment that supports the formation of students' non-cognitive aspects, starting with the initial planning and preparation stages. The teacher prepares the classroom and asks questions that focus on the non-cognitive aspects of students. The next step is the learning

enactment stage, where the teacher not only explains the material but also encourages student participation. The teacher not only acts as a conveyor of information but also encourages students to think critically and independently. The students also present the results of their assignments and receive input from their friends. At the end of the lesson, students draw their own conclusions while the teacher provides feedback. The final step involves the teacher's evaluation of student achievement, taking into account the student's verbal and gestural responses during the lesson.

1. Planning and Preparation

Before starting classroom learning, a teacher is required to create an open module designed by himself. In implementing this module, the teacher must adapt to the new, which has significant differences from the previous curriculum, namely the 13th Curriculum. The teacher revealed:

"The most striking difference between the Independent Curriculum and the 13th Curriculum lies in the administration and learning that is reflected in the learning outcomes (Capaian Pembelajaran (CP)), flow of learning objective (Alur Tujuan Pembelajaran (ATP)), the teaching module (Modul Ajar), and other elements. These differences are more complex." (Ust D, script 4, line 58, interview data)

In applying the Independent Curriculum to English subjects, the teacher prioritizes the preparation of the student's psychological condition through ice-breaking or brainstorming activities at the beginning of learning. The teacher stated:

"There should indeed be ice breaking every time I teach, but sometimes it can be done and sometimes it doesn't." (Ust D, script 4, line 10, interview data)

But if there's no ice breaking, the teacher usually holds non-cognitive diagnostic assessments based on researchers' observations.

The teacher realizes the importance of knowing the student's learning level before starting learning. In this case, the teacher explained:

"Diagnostic assessment is done at the beginning of learning to enable the teacher to assess the level of learning and ability of the student. This activity is usually done once or twice, especially at the start of the semester. So after carrying out a cognitive diagnostic assessment, the teacher knows whether this child has learned or not." (Ust D, script 4, line 19, interview data)

After understanding the student's initial diagnosis, the next step is implementation, such as giving assignments. The teacher stated:

"After I carry out a cognitive diagnostic in class and know each student's abilities, I adjust assignments according to their level of ability. For example, for children with average ability, they are given the assignment to do 8 questions, while for those with below-average ability, the assignment is limited to just 6 questions." (Ust D, script 4, line 27, interview data)

The importance of this diagnostic assessment was emphasized by the teacher by stating that:

"Previously, students' abilities were considered equivalent. However, in the Independent Curriculum, this approach changed, and students' ability assessments were adapted to their respective learning levels and styles." (Ust D, script 4, line 64, interview data)

It shows that diagnostic assessment is the latest innovation in the Independent Curriculum, which aims to better understand and adapt learning according to the needs and characteristics of students.

In the initial stage of class preparation, the teacher not only prepares the psychological condition of the students but also the condition of the class to create a class atmosphere that is ready for learning. The teacher carries out two assessment diagnoses at the beginning, namely non-cognitive and cognitive diagnoses. This is in line with the Independent Curriculum assessment guidebook, both of which have the same function. The diagnostic assessment aspect consists of cognitive and non-cognitive aspects, which each have their own objectives (Kuswara, Nurmiati, Gazali, & Lume, 2021).

In implementing non-cognitive diagnostic assessments in the classroom, the teacher begins learning by asking questions related to non-cognitive aspects, such as "Have you eaten?", "Why aren't you wearing an official school uniform today?", and "Why do you look like you're sick? ". These questions are designed to identify students' conditions before the learning process begins. The teacher carries out

non-cognitive diagnostic assessments as a form of concern for students' psychological well-being. This is in line with Maut's (2022) findings regarding why non-cognitive diagnostic assessments are carried out in the classroom. Non-cognitive diagnostic assessments aim to measure psychological aspects and conditions of students' emotions before starting learning. Thus, non-cognitive diagnostic assessments place more emphasis on the psychological and emotional well-being of participants.

Cognitive diagnostic assessments are designed to provide an overview of students' initial abilities in a subject topic (Azis & Lubis, 2023; Maut, 2022); this research was coherent with the findings that researchers got. Cognitive Diagnostic Assessment was carried out to evaluate students' level of understanding and learning styles. The teacher carries out cognitive diagnostic assessments one to two times a semester in class. This is in line with the findings of (Maut, 2022) that Cognitive Diagnostic Assessments can be carried out periodically, especially at the beginning of new material, at the end of the teacher's explanation of a particular topic, and at other times during the semester (for example, every two weeks, months, quarters, or semesters).

2. *Learning Enactment*

When conducting learning, the teacher uses strategies that have been planned by the Independent Curriculum. Teacher highlighted:

"Our learning uses strategies. The strategy is that we must be able to adapt to student's needs, which is different from curriculum 13." (Ust D, script 4, line 75, interview data)

This is in accordance with what the teacher has done, namely carrying out a cognitive diagnostic assessment at the beginning of the semester to determine students' learning styles. Students' learning styles are definitely different from each other. So the Independent Curriculum comes with several strategies. Teacher stated:

"In the Independent Curriculum, we use cooperative learning strategies, differentiated learning, and the learning more contextual." (Ust D, script 4, line 78, interview data)

Apart from differentiating in assigning tasks, there is also group division. The

teacher said:

"When I form groups, I ensure that there are representatives from each group whose abilities are above average, intending to teach other friends as a reflection of cooperative learning in the Independent Curriculum." (Ust D, script 4, line 39, interview data)

Learning methods are also crucial in the Independent Curriculum because teachers are required to create teaching modules with clarity about what learning methods to use. The teacher said:

"I usually use the Grammar Translation Method in class." (Ust D, script 4, line 52, interview data)

Teaching methods are also more directed towards students. The teacher in the class is only a facilitator. Teacher noted:

"I also focus on the student-centered method. What I often apply in class is that when I have finished explaining the material, I give the students 1-2 sentences, and then the next day they are tested one by one at the start of learning. The method is that they are asked to stand up first, and if they can answer, then they are allowed to sit down." (Ust D, script 4, line 54, interview data)

This method is effective in ensuring that all students are tested for their abilities and encourages students to be competitive.

The implementation of P5 in English subjects in the Independent Curriculum has not been realized for several reasons that can be considered reasonable. The teacher stated:

"It should be possible, but not yet. There is no project-based learning that is supported in English yet, except for class 8 yesterday. They fell in their presentation; the presentation was a bit difficult, but it should be there, but not yet. (Ust D, script 4, line 209, interview data)

Even so, P5 is still implemented in schools with a focus on other subjects that involve projects, such as Mathematics, Science, and Social subjects. The teacher emphasized:

"The Mathematics, Science, and Social subject has successfully implemented to the project and does need this P5 concept." (Ust D, script 4, line 104, interview data)

One other reason is related to the budget that has been regulated by the school. The teacher stated:

"English has not been integrated into P5 because there is no urgent need for it and because of the limited budget that has been set by the school. The project requires a special allocation of funds, and currently, it is still not a priority and has been represented in other subjects." (Ust D, script 4, line 106, interview data)

The application of literacy and numeracy in the Independent Curriculum for English subjects is also an important highlight because it has become an integral part of the Independent Curriculum. Teacher said:

"The application of literacy and numeracy in the classroom is more integrated than in the previous curriculum." (Ust D, script 4, line 44, interview data)

In fact, there was already literacy and numeracy in the previous curriculum, but in the current curriculum literacy and numeracy are mandatory for teachers. Based on the results of the interview, it appears that the use of technological media is a choice that should be adopted by every teacher who implements the Independent Curriculum in their school. The teacher emphasized:

"Of course, technology should be a means to transfer knowledge, because the Independent Curriculum prepares students to communicate with technology effectively in the future." (Ust D, script 4, line 173, interview data)

Although not all learning meetings rely on technology, the presence of informatics subjects reflects the Independent Curriculum's commitment to technology-based learning. Teacher stated:

"Its implementation is reflected in the existence of informatics subjects. With the existence of these subjects, the Independent Curriculum shows a clear friction towards integrating technology in the learning process." (Ust D, script 4, line 169, interview data)

Independent's curriculum provides mapping for material delivery to students, and teachers implement it in the classroom. The teacher explained:

"I used to do differential learning in class. For example, when I do a formative assessment in the classroom and realize that the goal of learning has not been achieved, I can give a re-explanation as an attempt at completion." (Ust D, script 4, line 231, interview data)

The application of student-centered learning has already been executed in the classroom. Consistently, the teacher keeps doing it for the benefit of their students so that they can continue to think critically and improve their understanding. The application of student-centered is always emphasized in the Independent Curriculum because it is appropriate for students to participate actively. Since the 2013 curriculum, student-centered learning methods have been introduced and can be implemented. And until now, with the presence of an Independent Curriculum, student-centered learning methods are still intensively to be implemented (Pertiw, Nurfatimah, & Hasna, 2022).

Differentiated learning is a teacher's effort to adapt classroom learning to meet students' individual learning needs. It involves a series of logical decisions by the teacher aimed at fostering a harmonious relationship between teacher and student and enhancing strong relations between them (Pitaloka & Arsanti, 2022). Independent Curriculum is expected to be capable of improving the quality of student learning outcomes because learning is carried out sequentially independently according to the needs of students in every school (Pratikno, Hermawan, & Arifin, 2022). Those findings are in line with the researchers' observations during the teacher's learning process in the classroom, where the teacher adjusts the teaching method by paying attention to students' needs as an implementation of the Independent Curriculum approach. The application of this differentiation can be seen when an assessment is being carried out and many students still have not achieved the desired understanding. In response, at the next meeting, the teacher decided to change the method of delivering the material by using video media. This decision is based on the understanding that all students in the class have a visual learning style. Therefore, teachers choose to focus on video media without integrating other learning styles, such as kinesthetic and auditory. This approach is taken to ensure that the delivery of material is more effective and in line with students' visual learning needs.

In the Independent Curriculum, there is an increase in a more in-depth approach to literacy and numeracy. In the classroom, teachers emphasize the application of literacy as an integral part of implementing the Independent Curriculum. This approach is in line with the views of Darling-Hammond and Hyler (2020) regarding the condition of learning loss during the COVID-19 pandemic, which has led to the need for renewal in learning through the adoption of the latest curriculum. The Independent Curriculum is directed at providing updates with a focus on developing basic skills such as literacy, numeracy, and character to restore learning.

Teachers have flexibility in transferring learning by utilizing traditional media, such as whiteboards, and technological media, such as videos. The choice of media used is based on student formative results. If students do not achieve the desired understanding, teachers can change strategies by turning to technological media to facilitate their understanding. This change in strategy is in line with the principle by Khairatunnisa (2022) that the use of media to transfer knowledge must be adjusted to students' preferences and needs. If students feel more comfortable with video media, the teacher will adapt the teaching method to video format as part of evaluating the teacher's way of teaching. Various information and communication technologies, such as email, mobile devices, cameras, videos, websites, and so on, can be used for language mastery (Devana & Afifah, 2021). Their finding is similar to this research that thoroughly examines the use of video media in class as part of language mastery in the classroom.

In learning English, teachers are more active in using technology, while students tend to only enjoy its benefits as recipients of information. Limited facilities make it difficult for students to participate actively (Rafiq, Sabil, & Aswad, 2023). Even though students may not yet actively use technology in learning English, the application of Information and Communication Technology (ICT) is already taking place actively in ICT subjects. This shows that in the Independent Curriculum, the focus on the technological era (Era 4.0) is seen through the mandatory ICT subjects. The new paradigm curriculum known as the Independent Curriculum, requires subjects such as ICT, which in the previous curriculum were only permitted and not mandatory.

3. Evaluation

Based on the interviews conducted, the teacher said that the Independent Curriculum has two types of assessment, namely formative and summative. Teacher uttered:

"Formative assessment is carried out throughout the learning process until the end to determine whether the students' abilities know well or not. It doesn't have to be in the form of a test, it can be just a little question I ask when explaining the material." (Ust D, script 6, line 3, interview data)

Formative assessment can also measure the extent to which students understand whether they still remember previous material or not. The teacher pinpointed:

"I can check students' abilities, to what extent students have understood the material, whether they still remember the previous material or not." (Ust D, script 6, line 6, interview data)

Next is the summative assessment. This assessment is always carried out regularly to find out the extent of students' knowledge. The teacher mentioned:

"Summative assessment is carried out at the end of the chapter or the end of the semester." (Ust D, script 6, line 9, interview data)

In the Independent Curriculum, assessments made in the middle of the semester are no longer valid. Schools are given the freedom to determine the appropriate type of evaluation for their students. The teacher explained:

"The use of PTS that used to be in previous, now called Mid-Semester Summative (Summatif Tengah Semester (STS)). Although the function remains the same, the school no longer formally enforces it because the school has other activities, so the time is limited. The assessment for the mid-semester is now taken from the formative assessment and the daily assessment." (Ust D, script 6, line 13, interview data)

The school that the researchers studied was a boarding school where activities were divided into boarding school activities and formal schools. So the school has the best policy on how to ensure that all activities can be carried out.

Indonesian education observers have proposed a new policy that sets competency achievement standards for students. This was expressed by the

teacher:

"In the newest curriculum, there is no longer a specific KKM because what is being pursued is only the KKTP" (Ust D, script 5, line 25, interview data)

Formative assessment is an assessment carried out by the teacher during teaching and learning activities to see the success of the teaching and learning activities. This is in line with the findings made by Lee and Ogawa (2021) that formative assessment is an activity of teacher and students whose aim is to monitor student learning progress during the learning process. Teachers can use formative assessments as feedback aimed at evaluating teaching and learning to make it better in the future. Furthermore, findings from Dunn and Mulvenon's (2009) formative assessment are interpreted as all activities with students that provide information to be used as feedback in improving the quality of activities carried out in learning activities. Formative assessment can be carried out in written or oral ways, either formally or informally, using both test and non-test instruments (Nafi'ah, Mirma, & Ilhami, 2021). This opinion is related to the researchers' findings. The teacher carries out formative assessments during learning. The teacher assesses a non-test and informal form. The teacher carries out formative assessments at every opportunity. For example, when the teacher writes a sentence in class, then the teacher asks the students "What does this word mean?" The teacher does this to test the children's abilities.

Summative assessment is a form of assessment carried out by the teacher in class and aims to assess the achievement of overall learning objectives. The implementation of this assessment is generally carried out at the final stage of learning, at the end of the semester, or even at the end of the school year. Summative assessment emphasizes a comprehensive evaluation of student understanding and skills, and the results are used to determine the extent to which learning objectives have been achieved. This concept is in line with the views of Mujiburrahman, Kartiani, and Parhanuddin (2023) who describe summative assessment as an assessment carried out to ensure the achievement of overall learning objectives, so this assessment is often carried out at the end of the learning process, the end of the school year, or the end of the educational level.

Formative and Summative also have the aim of setting assignments in class according to various student abilities, including average and low categories. Teacher implements this approach when they are aware of variations in students' abilities in the class. The teacher then arranges different tasks in their classes because designing instruments in the class must take into student characteristics. The teacher believes that children's abilities vary and cannot be forced; therefore, assessment instruments must be adapted to individual student characteristics. The focus of assessment is on the learning process rather than the result, with an emphasis on good participation in learning. This concept is in line with the findings of Purnawanto (2022) who highlighted several things that need to be considered in designing instruments, such as student characteristics, suitability of assessments to learning objectives, and ease of use of instruments to provide feedback to students and teachers. Therefore, it can be concluded that the development of assessment instruments is based on the characteristics of students and the learning objectives that have been formulated.

In the Independent Curriculum, national assessment has undergone significant changes from its initial focus which only assessed academic aspects. Now, the curriculum adopts a new approach by introducing two aspects of assessment, namely the (Minimum Competence Assessment (*Asesmen Kompetensi Minimum (AKM)*) and the Character Survey. This change is in line with government policy which replaces national qualifications with Minimum Competency Assessment and Character Surveys, as stated by Ningrum and Suryani (2022). The Minimum Competency Assessment is carefully designed with the main aim of measuring students' cognitive mastery, which is analyzed through literacy and numeracy aspects. This approach is in line with research findings that support the success of the Minimum Competency Assessment. This assessment system is implemented carefully to assess student learning outcomes, which are then reflected in report cards which can be accessed via various devices in the school environment. These reports detail students' achievements in literacy and numeracy, providing their cognitive progress comprehensively.

As claimed by Nadiem Anwar Makarim, Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, the independent curriculum is an innovation in creating a learning and happy atmosphere. Nadiem hopes that there will be learning that does not cause difficulties for teachers or students by showing the achievement of the Minimum Completeness Criteria or KKM, changing to the Learning Goal Achievement Criteria. Students are also given the freedom to think and learn from any source, so they are able to seek

knowledge and solve real problems they face (Hasibuan et al., 2022). Based on the research results, this is in line with the implementation of the Independent Curriculum, where the Independent Curriculum is an independent (free) learning model. The term KKM is no longer used and has been changed to Learning Objectives Achievement Criteria (KKTP).

Conclusion

In implementing the Independent Curriculum in the classroom. Learning begins with planning and preparation in class. The teacher opens the class, takes attendance, and asks about the students' condition as part of the non-cognitive diagnostic assessment. After that, the teacher carries out a cognitive diagnostic assessment to determine the student's learning style and initial abilities, but this assessment is only carried out by the teacher at the beginning of the semester. After carrying out the core activities, the teacher always carries out a formative assessment to check students' understanding. This assessment is carried out throughout the learning process, from start to finish. During core activities, the teacher uses a student-centered and differentiated learning strategy. In this curriculum, it is emphasized that teachers teach according to students' learning styles and use technology. At the end of the lesson, the teacher and students conclude the lesson, and the teacher provides feedback on the results of the students' work. At the end of the assessment, the teacher no longer used the Minimum Completeness Criteria (Kriteria Ketuntasan Minimal (KKM)) but changed it to the Learning Objectives Achievement Criteria (Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)).

The researchers gave suggestions to future researchers to use the results of this research as additional references and to enrich the data. The next suggestion is that future researchers can increase the number of teacher participants to see the differences in the teaching of teachers in Independent Curriculum schools and to take many views from the results. Researchers also suggest enriching the data by looking for solutions to existing challenges. Moreover, other researchers can conduct research entitled "Implementation of the Independent Curriculum: Evaluation of its Impact on Student Learning Preferences."

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