



The Impact of Learning Facilities & Infrastructure, Teacher Performance and Teacher Competency on The Implementation of The Independent Curriculum in Senior High Schools in Trangkil Pati District

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Abstract

Implementation of an independent curriculum is an educational approach that focuses on the core principles of learning, recognizing and nurturing the unique talents and interests of each child. The aim of this research is to determine the impact of learning facilities & infrastructure, teacher performance and teacher competency on the implementation of the independent curriculum in junior high schools throughout Trangkil Pati District, both simultaneously and partially. The research method uses quantitative methods. The subjects of this research were all junior high school teachers in Trangkil Pati District who were included in the basic education data. The total number of junior high school teachers is 89 or less than 100 so the sample uses a saturated sampling technique. The data collection method uses a questionnaire which is tested for validity and reliability. The research test used descriptive statistical analysis and multiple regression analysis. The results of the research show (1) learning facilities & infrastructure have a negative effect on the implementation of the independent curriculum by 37.8% (2) teacher performance has a negative effect on the implementation of the independent curriculum by 24.1% (3) teacher competence has a positive effect on the implementation of the independent curriculum by 18.6% (4) learning facilities & infrastructure, teacher performance and teacher competency have a positive impact on the implementation of the independent curriculum by 56.2%

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INTRODUCTION

Education plays an important role in the fabric of life. As stated in the National Education System Law no. 20 of 2003, emphasized that education is a conscious and planned effort to create an atmosphere and learning process in such a way that students actively develops his potential in the field of religion and strength spiritual, and self- mastery, personality, intelligence, noble character and skills needed by oneself, society, nation and state.

In organizing education, a plan and rules are needed implementation, where the plans and rules are made in the form of a curriculum. One of the learning tools that must be equipped by agencies education is a curriculum (Yusrizal et al., 2020).

Curriculum is lesson plans, teaching materials, programmed learning experiences first. The curriculum is a reference for every educator in implementing it teaching and learning process. Indonesia is a country that has been there several times make changes/revisions to the curriculum (Yusrizal et al., 2020)

Curriculum plays an important role in the field of education because serves as a guide to educational attainment. This must remain keep up with the latest technology and adapt to individual needs to ensure success. As in Law no. 20 of 2003, curriculum contains learning plans, objectives, content, teaching materials, and methods for achieving national education goals. The main goal is to prepare students for their future by cultivating high skills, critical thinking, and creativity for application in society.

The curriculum development process varies greatly in different countries, shaped by their respective policies and characteristics, as explained by Ajala in (Satiti & Fanikatun, 2022). In Indonesia, curriculum implementation developed over time, starting with the 1947 RPP Decomposed focuses on character formation and social awareness in context Indonesia's social and political order during the Dutch colonial period. Curriculum literacy later versions, such as the 1964, 1975, and 2004 versions, reflect the changes community needs and educational trends

(Manalu et al., 2022). At the moment, The government is taking steps to overcome the learning crisis by introducing an independent curriculum (Ulinniam et al., 2021). Because The world continues to develop, it is very important for curriculum development to keep pace with changing demands and stimulate creative learning and innovative. A well-designed curriculum does more than just deliver guidelines for educational activities but also help prevent deviation from established standards (Suwandi, 2020).

The curriculum development is an innovative approach taken government to overcome the learning crisis caused by the COVID-19 pandemic (Alawi et al, 2022). It is a learning design that enables students showcase their natural talents in a stress-free and carefree environment pressure. This independent curriculum is a significant change in Indonesia's national education system which shows the nation's will to adapting to changing times (Yamin & Syahrir, 2020). Minister of Education and Culture Nadiem Makarim in (Satriawan et al, 2021) assesses education reform not only relying on an administrative approach, but also transformation cultur.

The curriculum development is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) launched by Minister of Education and Culture of the Republic of Indonesia Advanced Indonesian Cabinet, Essence freedom of thought, according to Nadiem, must be preceded by teachers before they teach it to students (Mastiah et al., 2022). Nadiem said, in terms of teacher competency at any level, there is no process translation of basic competencies and existing curriculum, then it will not there was learning that occurred (Marlia et al., 2022). In the year of In the future, the teaching system will also change from initially nuanced in the classroom to outside the classroom (Nugroho, 2022). The nuances of learning will be more comfortable, because students can discuss more with the teacher, learn with an outing class, and not only listening to the teacher's explanation, but further forms the

character of students who are brave, independent, and intelligent sociable, civilized, polite, competent, and not just relying on the system ranking which according to several surveys only worries children and parents, because actually every child has talent and intelligence in a field each. Later, students will be formed who are ready to work and competent and virtuous in society (Widya, 2020).

Secretary of the Directorate General of Vocational Education, Ministry of Education, Culture, Research and Technology (Kemdikbudristek), Wartanto said The Merdeka Curriculum actually provides the widest possible freedom for students to choose learning materials. "With the CurriculumFreedom, the learning process will be maximized so that students have enough time to explore concepts and solidify competence," explained Wartanto in his release,

"In this way, the graduates produced will truly master what they do what they learn so that graduates will be more competent in their fields," he added. On the other hand, apart from preparing students to become superior human resources and competent, said Wartanto, teachers can also have more freedom in choosing methods and teaching tools in the teaching and learning process. "So, the Independent Curriculum isn't it "It only gives freedom to students, but also teachers," he said.

Implementation of the Independent Curriculum always begins with a diagnostic assessment. Although the Independent Curriculum tends more towards learning-based project, the project that is formed does not have to produce a product, but more about refraction and changes in attitude/character which include mutual cooperation, critical reasoning, independence, creativity, etc. according to the Pancasila Student Profile in specific time target.

Assessment or evaluation in the implementation of the Independent Curriculum must be consists of two tests, namely cognitive tests for learning and non-cognitive tests to find out the background of students. At the end of the lesson there will be test to determine the child's character (whether the student is happy or not).

Curriculum Merdeka no longer applies Minimum Graduation Criteria (KKM). Learning outcomes students during the learning process in the form of report cards that will be given to parents/guardians of students. The report consists of two report cards, namely the assessment report academic and project assessment reports.

The launch of the independent curriculum project must have facilities adequate facilities & infrastructure and teachers who must be ready learning, but the reality is that not many junior high schools in Trangkil District have complete facilities for support the continuity of the independent curriculum so that many of teachers who are not optimal in teaching, on the other hand neither are teachers thoroughly understand the independent curriculum program that resulted the performance has not been good. This research takes research focus Because junior high schools in Trangkil District are seen as more dominant, they have many obstacles related to the implementation of the independent curriculum in Pati Regency.

Gautam's research (2015) says there are several factors that influencing the curriculum, including teachers, sources of materials and facilities, groups interesting, school environment, culture and ideology, supervision and instruction and assessment. View their role in curriculum implementation as something autonomous. They choose and decide what to teach from the specified syllabus or curriculum. Because implementation occurs through learner interactions and planned learning opportunities, roles and the impact of teachers in the process cannot be denied. Thus, these factors have a negative impact on implementation independent curriculum.

Previous studies conducted by several researchers including Septian (2016), Anggi (2020) and Ghina (2022) stated that learning facilities & infrastructure have a positive impact on implementation of the independent curriculum. Positive impact here means more complete learning facilities & infrastructure that can be used by teachers for teaching, the better the

implementation of the independent curriculum will be in that school.

Utami et al (2023) also said that the implementation of an independent curriculum is not will be achieved optimally without the existence of essential infrastructure supports the learning process. The importance of educators implementing independent curriculum learning based on in-depth understanding regarding an independent curriculum, so that the learning process can be carried out appropriately with a Pancasila student profile.

Thus, it can be said that the curriculum implemented in schools are greatly impactd by adequate facilities and infrastructure so that The learning carried out by the teacher can be achieved well but based on reality What happens is that facilities and infrastructure are inadequate in schools so that The learning carried out by teachers is also not optimal.

As for previous research conducted by several researchers, among others others Habiibie (2023), Reksa et al (2023) and Lidya et al (2023) stated that Teacher performance has a positive impact on the independent curriculum. They said the performance carried out by teachers must be in accordance with implementation the current independent curriculum program and teachers must be able to follow the procedures new teaching and learning activities.

The impact of teacher competence in previous research also provides contributions include Dela et al (2023), Farah et al (2023), and Annisa et al (2022) states that teacher competency is for the continuity of the independent curriculum positive impact, among others, through the independent teaching platform application There are many features that make it easier for teachers to develop teaching abilities even though they still have weaknesses in the process use, where there are still many teachers who are not yet fluent in using it PMM, but PMM can make it easier for teachers to prepare teaching modules and learning.

A study conducted by Gautam shows factors that impact the curriculum include teachers, sources of materials and facilities, groups of interest, school environment, culture

and ideology, supervision and instructional and assessment. Gautam views their role as deep curriculum implementation as something autonomous. They choose and decide what will be taught from the syllabus or curriculum determined.

In contrast to the research conducted by Gautam, research that conducted by Norman found that the characteristics of the external environment, institutions, and lecturers are factors that impact implementation curriculum. This study further proves the important role of all factors This impact on curriculum implementation is impactd by the nature of educational policy announced by the authorities, lack of institutional support and lack of training in curriculum development. This is actually the opposite with the results of research conducted by Gautam.

The existence of gap phenomena and research gaps has become a topic The implementation of the independent curriculum is very interesting to study further. Researchers are interested in studying why there may be differences between existing facts. The independent curriculum needs to be researched considering this curriculum change There are pros and cons among educators and students in Indonesia which is still new.

Based on this background, researchers focused more research focused on "The Impact of Learning Facilities & Infrastructure, Performance Teachers and Teacher Competence in the Implementation of the Independent Curriculum in Middle Schools in Trangkil Pati District."

METHOD

The type of research used in this research is associative causal research, namely research with problem characteristics that ask about the cause-and-effect relationship between two or more variables.

Based on the research data obtained, this research is quantitative research because the data used is in the form of numbers which will then be processed to determine the influence of learning facilities & infrastructure, teacher performance

and teacher competency on the implementation of the independent curriculum for junior high schools in Trangkil Pati District. The research subjects were junior high school teachers in Trangkil Pati District..

RESULTS AND DISCUSSIONS

Middle schools in Trangkil Pati District are the most disadvantaged middle schools related to the independent curriculum program in Pati Regency. Known from the meeting school principals throughout Pati Regency in 2022, some of whom will still be The majority of people from Trangkil District often ask questions and complain. Between some things that the principal is not ready for because they are not yet complete facilities & infrastructure to support learning, including computer laboratories according to ICT subjects and used as a national assessment, science and language laboratories, libraries as literacy materials, fields to support PJOK subjects, and other complementary tools to support learning in the form of projects.

Apart from these facilities & infrastructure, the teacher's ability to teach must also be balanced and follow the independent curriculum program. Teachers are required to be more creative, not always using the lecture method in front of the class but directly into practice his. So that from several obstacles there are junior high schools in Trangkil District feel not fully ready to take part in the program.

In 2023 the end of December has given a little more advanced changes to be able to follow the overall implementation curriculum is independent from learning facilities & infrastructure, teacher performance and teacher competence has been sufficiently improved. Therefore The results of this research will be explained in more detail.

The learning facilities & infrastructure variable (X1) obtains a calculated t amounting to 1.259 with a significance of $0.211 < 0.05$. That means there is the impact of learning facilities & infrastructure on implementation The independent curriculum for junior high schools in Trangkil Pati District is positive and significant.

The teacher performance variable (X2) obtained a t count of 2.055 with significance $0.043 < 0.05$. So H_0 . This means that there is an impact on performance teachers regarding the implementation of the independent curriculum for junior high schools in the sub-district Trangkil Pati is positive and significant. The teacher competency variable (X3) obtained a t count of 5.440 with a significance of $0.000 < 0.05$. So H_0 . This means that the impact of teacher competence on the implementation of the independent curriculum for junior high schools in Trangkil Pati District is positive and significant.

Partial determination coefficient (r^2) facilities & infrastructure variables learning is $(0.6152) = 0.378$. These values are multiplied 100% to determine the value of the partial coefficient of determination (r^2) is 100%. So that learning facilities & infrastructure has an impact of 37.8% on the implementation of the independent curriculum in Middle Schools in Trangkil Pati District. Partial coefficient of determination (r^2) for the teacher performance variable of $(0.4902) = 0.2401$. This value is multiplied by 100% to find out the value of the partial coefficient of determination (r^2) is 24.01%. So teacher performance has an effect of 24.01% on implementation of the independent curriculum in junior high schools throughout Trangkil Pati District. Partial coefficient of determination (r^2) for the teacher competency variable of $(0.4902) = 0.1806$. This value is multiplied by 100% to find out the value of the partial coefficient of determination (r^2) is 18.06%. So teacher competence has an effect of 18.06% on implementation of the independent curriculum in junior high schools throughout Trangkil Pati District.

Based on the hypothesis test H_1 which states that there is positive and significant impact of learning facilities & infrastructure on implementation of the independent curriculum in junior high schools throughout Trangkil Pati District so it is declared not accepted. This is based on partial test results learning facilities & infrastructure variables on curriculum implementation independence in junior high schools in Trangkil Pati District with a significant

value amounted to $0.211 < 0.05$ while t was calculated for the implementation variable independent curriculum is 1.259 so H_1 is rejected.

Based on the hypothesis test H_2 which states that there is positive and significant impact of teacher performance on implementation independent curriculum in junior high schools in Trangkil Pati District so it is stated not accepted. This is based on the results of partial tests of teacher performance variables towards the implementation of the independent curriculum in junior high schools throughout Trangkil District Starch with a significance value of $0.43 < 0.05$ while the t count for the independent curriculum implementation variable is 2.055 so H_2 rejected.

Based on the hypothesis test H_3 which states that there is positive and significant impact of teacher competence on implementation independent curriculum in junior high schools in Trangkil Pati District so it is stated accepted. This is based on the results of a partial test of teacher competency variables on the implementation of the independent curriculum in junior high schools throughout Trangkil District Starch with a significance value of $0.00 < 0.05$ while t is calculated for the independent curriculum implementation variable is 5.440 so H_3 accepted.

Based on the hypothesis (H_4) which states that there is an impact positive and significant learning facilities & infrastructure, teacher performance & teacher competence together in implementing the curriculum independence in junior high schools in Trangkil Pati District. Hypothesis results can be seen from the results of the F test or simultaneous test which obtained a significance value of $0.000 < 0.05$ and F count of $38.630 > F$ table 2.74 which means that learning facilities & infrastructure, teacher performance & teacher competency has a positive and significant effect on curriculum implementation independence in middle school.

CONCLUSION

Based on the research results and discussions that have been described in chapter IV it can be concluded as follows: Based on

descriptive statistical values, learning facilities & infrastructure In general, the average score was 83.32, which is within reach high criteria, teacher performance generally gets an average score 31.48 which is included in the medium criteria, general teacher competence obtained an average score of 68.16 which is included in the high criteria, and the implementation of the independent curriculum generally achieved average results amounting to 84 which is included in the very high criteria for junior high school teachers in Trangkil Pati District. There is an impact of learning facilities & infrastructure on implementation of the independent curriculum was 37.8% among junior high school teachers in Trangkil Pati District. The impact is positive and not significant. The impact is not significant if the facilities & infrastructure learning is not enough then it has no effect whatsoever implementation of the independent curriculum. There is an impact of teacher performance on curriculum implementation independence was 24.1% among junior high school teachers in Trangkil Pati District. The effect is positive and not significant. Impact Positive means that if the teacher's performance is getting better, it is getting better the implementation of the independent curriculum was carried out. There is an impact of teacher competence on curriculum implementation independence was 18.6% among junior high school teachers in Trangkil Pati District. The impact is positive and significant. Positive effect This means that if the teacher's competency is better, the more it will be implemented implementation of the independent curriculum.

The results of the descriptive analysis are presented in the following table:

Table 1. Descriptive Statistic Result

Descriptive Statistics					
Variable	N	Minimum	Maximum	Mean	Std. Deviation
Implementation of the Independent Curriculum	89	67	90	84	7,195
Learning Facilities & Infrastructure	89	59	92	83,32	6,657
Teacher Performance	89	33	50	31,48	4,946
Teacher Competency	89	56	80	68,16	6,475

Source: Research data processed, 2024

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