

## **ANALYSIS OF FACTORS INHIBITING IMPLEMENTATION INDEPENDENT CURRICULUM AT STATE JUNIOR HIGH SCHOOL 1 AFULU NORTH NIAS REGENCY**

By

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### **ABSTRACT**

*This study aims to analyze the implementation and identify factors inhibiting the implementation of the Independent Curriculum at SMP Negeri 1 Afulu, North Nias Regency. The study used a descriptive qualitative approach with data collection techniques through observation, in-depth interviews, and documentation. Research informants consisted of the principal and teachers directly involved in curriculum implementation. Data analysis was conducted using the Miles and Huberman model through the stages of data reduction, data presentation, and conclusion drawing. The results show that the implementation of the Independent Curriculum has been ongoing at the planning and implementation stages of learning, including the development of teaching modules and the implementation of the Pancasila Student Profile Strengthening Project (P5). However, its implementation has not been optimal. The main inhibiting factors include a lack of teacher training, limited facilities and infrastructure, a conventional learning system, limited internet access, and a lack of supporting facilities for project-based learning. These findings indicate that the successful implementation of the Independent Curriculum is highly dependent on the readiness of human resources, school managerial support, and the availability of adequate educational infrastructure.*

**Keywords:** *Independent Curriculum, Implementation, Inhibiting Factors, Education Management.*

## **ANALISIS FAKTOR - FAKTOR PENGHAMBAT PENERAPAN KURIKULUM MERDEKA DI SMP NEGERI 1 AFULU KABUPATEN NIAS UTARA**

### **ABSTRAK**

*Penelitian ini bertujuan untuk menganalisis penerapan serta mengidentifikasi faktor-faktor penghambat implementasi Kurikulum Merdeka di SMP Negeri 1 Afulu, Kabupaten Nias Utara. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan dokumentasi. Informan penelitian terdiri atas kepala sekolah dan guru yang terlibat langsung dalam pelaksanaan kurikulum. Analisis data dilakukan menggunakan model Miles dan Huberman melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi Kurikulum Merdeka telah berjalan pada tahap perencanaan dan pelaksanaan pembelajaran, termasuk penyusunan modul ajar dan pelaksanaan Proyek Penguatan Profil Pelajar Pancasila (P5). Namun, pelaksanaannya belum optimal. Faktor penghambat utama meliputi kurangnya pelatihan guru, keterbatasan sarana dan prasarana, sistem pembelajaran yang masih*

*konvensional, keterbatasan akses internet, serta minimnya fasilitas pendukung pembelajaran berbasis proyek. Temuan ini menunjukkan bahwa keberhasilan implementasi Kurikulum Merdeka sangat bergantung pada kesiapan sumber daya manusia, dukungan manajerial sekolah, serta ketersediaan infrastruktur pendidikan yang memadai.*

***Kata kunci:*** Kurikulum Merdeka, Implementasi, Faktor Penghambat, Manajemen Pendidikan.

## INTRODUCTION

Education is a vital part of human life and the primary means of developing the quality of human resources. One of the main components of the education system is the curriculum. According to Law Number 20 of 2003 concerning the National Education System, the curriculum is a set of plans and regulations regarding objectives, content, learning materials, and methods used as guidelines for implementing learning activities. The curriculum serves as a guideline for achieving educational goals and determining the quality of an educational institution. In line with changing times and societal needs, the curriculum in Indonesia continues to change. One of the latest policies is the Independent Curriculum, launched as part of efforts to restore learning and improve the quality of education. The Independent Curriculum emphasizes more flexible learning, a focus on essential material, and character building through the Pancasila Student Profile Strengthening Project (P5). This curriculum gives teachers the flexibility to choose teaching materials and tailor learning to students' needs and interests.

Although conceptually, the Independent Curriculum is designed to create more effective, creative, and innovative learning, in practice, its implementation is not without challenges. These include a lack of teacher training, limited facilities and infrastructure, a suboptimal learning system, and limited internet access and learning support facilities. Afulu 1 Public Middle School is one of the schools that began implementing the Independent Curriculum in 2024. The implementation was carried out in stages in grades VII and VIII, while grade IX still uses the 2013 Curriculum. Based on the results of pre-research, this school faced a number of obstacles in the implementation process, both in terms of teacher readiness, school management, and the availability of facilities and infrastructure.

Based on these conditions, this study aims to analyze the implementation of the Independent Curriculum and identify inhibiting factors in its implementation at SMP Negeri 1 Afulu. This research is expected to provide an empirical overview of the obstacles to curriculum implementation at the junior high school level, thus providing material for evaluation and

improvement in curriculum management within educational units.

## LITERATURE REVIEW

### Curriculum

A curriculum is a set of plans that outline the objectives, content, and learning methods used as guidelines in the educational process. The curriculum is the primary instrument in determining the direction and quality of education because it contains the learning programs students receive to support their growth and development in accordance with educational goals. According to Ahmad Zainuri (2023), the Independent Curriculum is a curriculum with diverse learning, designed to provide students with sufficient time to deepen concepts and strengthen competencies. Teachers are given flexibility in selecting teaching materials so that learning can be tailored to students' needs and interests. Mendrofa, SA, et al. (2024) stated that the curriculum must be carefully prepared based on the goals of the educational institution and must be adaptive to societal developments. This means that the curriculum is not static, but evolves according to the demands of the times and societal expectations.

Structurally, the curriculum consists of several components. According to Tuerah & Tuerah (2023), curriculum components include teaching materials, teaching strategies, learning techniques, and the learning components themselves. Furthermore, there are four main elements within the curriculum: objectives, content, learning process, media use, and learning evaluation, which are interrelated and continuous.

### Independent Curriculum

The Independent Curriculum is designed to create a fun and comfortable learning environment for both students and teachers. Teachers are given the freedom to develop creative and innovative learning by involving students as the primary subjects in the learning process. This approach is expected to make learning more meaningful, collaborative, and student-centered. In its implementation, the Independent Curriculum emphasizes differentiated learning, project-based learning, and strengthening the Pancasila Student Profile. Assessment in the Independent Curriculum also emphasizes strengthening student character rather than simply cognitive achievement.

According to Ni Kadek Candra Purani et al. (2022), indicators for implementing the Independent Curriculum include curriculum characteristics, lesson plan readiness, learning implementation, module or teaching material readiness, and learning assessment readiness. These indicators are

used as a reference to measure the extent to which the curriculum has been implemented effectively.

### **Factors Inhibiting the Implementation of the Independent Curriculum**

Based on previous research on the implementation of the Independent Curriculum at the elementary school level, the main obstacles were found to include limited teacher understanding and skills, limited teaching material references, and limited human resources. Efforts to overcome these obstacles include teacher training and competency development, improved facilities and infrastructure, and strengthened support from various educational stakeholders. In the context of this research, factors inhibiting the implementation of the Independent Curriculum in schools include:

1. Lack of training for teachers, which results in limited understanding in designing student-centered learning.
2. Limited facilities and infrastructure, especially in digital aspects such as LCDs, computers, internet, and Merdeka Curriculum textbooks.
3. The learning system is not yet optimal, because the curriculum transition process is still taking place gradually.
4. Limited internet access, which hinders technology-based learning due to unstable networks and power outages

These obstacles indicate that the implementation of the Independent Curriculum requires human resource readiness, school managerial support, and the provision of adequate infrastructure so that the curriculum's objectives can be achieved optimally.

### **RESEARCH METHODS**

This study used a qualitative descriptive approach to provide an in-depth description of the implementation and inhibiting factors of the Independent Curriculum. Data were obtained through interviews, observation, and documentation. The study was conducted at SMP Negeri 1 Afulu, located in Afulu Village, Afulu District, North Nias Regency, North Sumatra Province. This school was selected because it was in the transition phase of implementing the Independent Curriculum. The research was conducted from February to July 2025, with the main interview

conducted on July 28, 2025. The research informants consisted of the principal, vice principal, laboratory/infrastructure head, and subject teachers directly involved in curriculum implementation. Data analysis used the Miles and Huberman (1994) model, which includes the stages of data collection, data reduction, data presentation, and conclusion drawing.

## RESULTS AND DISCUSSION

### Result

This research was conducted at SMP Negeri 1 Afulu, which began implementing the Merdeka Curriculum in the 2024/2025 academic year. Implementation was carried out in stages in grades VII and VIII, while grade IX continued to use the 2013 Curriculum. This pattern indicates that the school is implementing a gradual transition strategy to minimize disruption in the learning process. Based on interviews with principals and teachers, the implementation of the Independent Curriculum began with internal outreach to all teaching staff. The school formed a dedicated team to coordinate curriculum implementation, develop teaching materials, and monitor classroom learning. The principal played a key role in encouraging teachers to understand the paradigm shift from teacher-centered to student-centered learning.

In terms of lesson planning, teachers have begun developing teaching modules tailored to learning outcomes (CP). Lessons are designed to be more flexible and tailored to student needs. Some teachers have tried implementing project-based learning and activities that encourage active student participation. Furthermore, schools have begun implementing the Pancasila Student Profile Strengthening Project (P5) as part of the Independent Curriculum implementation. However, in practice, several obstacles remain. In terms of competency, not all teachers have a uniform understanding of the Independent Curriculum concept, particularly regarding differentiated learning and formative assessment development. Limited training has resulted in some teachers still adapting and lacking confidence in implementing the new approach.

In terms of facilities and infrastructure, schools face limitations in supporting learning resources, such as technological devices (LCDs, computers, and internet access) and the availability of books and learning resources aligned with the Independent Curriculum. This situation impacts the effectiveness of project-based learning and the use of digital media. Furthermore, technical challenges such as unstable internet connections and power outages also hinder access to online

learning platforms and resources. This impacts teachers' ability to utilize technology optimally.

Despite this, the school has made ongoing efforts to overcome these obstacles. Teachers collaborate in developing teaching materials, sharing experiences, and seeking alternative learning media that can be used appropriately to the current situation. The principal also conducts regular monitoring and evaluation to ensure curriculum implementation is aligned with policy guidelines. Overall, the implementation of the Independent Curriculum at SMP Negeri 1 Afulu has been in the adaptation phase. The school has demonstrated commitment to implementing the new curriculum policy, but its effectiveness is still influenced by the readiness of human resources and the availability of supporting facilities.

### **Discussion**

The research results show that the implementation of the Independent Curriculum at SMP Negeri 1 Afulu is influenced by leadership, human resource readiness, and supporting facilities and infrastructure. The principal's role as a leader of change is a strategic element in motivating teachers to adapt to new policies. This aligns with Mulyasa's (2018) view that principal leadership plays a crucial role in the success of curriculum implementation through coaching, supervision, and the creation of a school culture that is adaptive to change. In the context of teacher preparedness, research findings indicate that understanding of the Independent Curriculum concept, particularly differentiated learning and formative assessment, is not yet fully unequal. This situation indicates that curriculum changes require not only administrative adjustments but also a shift in learning paradigms. According to Sudjana (2016), the success of curriculum implementation is largely determined by teachers' professional competence in designing and implementing learning. Without adequate conceptual mastery, learning tends to revert to conventional patterns even though the curriculum structure has changed.

Furthermore, the Independent Curriculum emphasizes flexible, student-centered learning. This concept aligns with the principle put forward by Hamalik (2014), which states that the curriculum should provide space for the active and creative development of students' potential. However, in practice, limited training and mentoring have resulted in the implementation of project-based learning and the strengthening of the Pancasila Student Profile being less than optimal. In terms of facilities and infrastructure, limited technological facilities and internet access are obstacles to implementing learning utilizing digital media. However, according to Law Number 20 of 2003 concerning the National Education System, education must be supported by adequate resources

to effectively achieve educational goals. The gap between policy design and actual conditions on the ground demonstrates that successful curriculum implementation requires comprehensive structural support. Overall, the results of this study demonstrate that the implementation of the Independent Curriculum is a complex adaptation process. Its success depends not only on regulations but also on the readiness of human resources, school leadership, and infrastructure support. Therefore, ongoing training, intensive academic supervision, and improvements to supporting facilities are necessary to maximize the goals of the Independent Curriculum.

## CONCLUSION

Based on the research results, the implementation of the Independent Curriculum at SMP Negeri 1 Afulu has been carried out in stages in grades VII and VIII, while grade IX still uses the 2013 Curriculum. The school demonstrated its commitment to implementing the new curriculum policy through internal socialization, the formation of an implementation team, the preparation of teaching modules, and the implementation of the Pancasila Student Profile Strengthening Project (P5). However, the implementation of the Independent Curriculum has not been fully optimized. The main obstacles identified include limited teacher understanding and training, uneven mastery of differentiated learning concepts and formative assessment, and limited facilities and infrastructure, particularly technology and internet access. Furthermore, technical constraints such as unstable network connections and power outages also impact learning effectiveness.

Thus, the implementation of the Independent Curriculum at SMP Negeri 1 Afulu can be categorized as a transitional process still in the adaptation phase. Its success depends heavily on the readiness of human resources, the support of school leadership, and the availability of supporting infrastructure. This research confirms that implementing curriculum policies requires synergy between leadership, teacher competence, and educational facility support. Curriculum change is not simply a revision of administrative documents, but a transformation of the learning paradigm that requires systemic readiness.

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