

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provided an exposition of the research findings and a comprehensive discussion of the research. The researcher discusses the research findings about the outcomes of implementing the independent curriculum, as well as the benefits and challenges encountered by teacher and students. These findings were examined using the thematic analysis technique and interactive analysis model, which involved analyzing the data in response to the research questions posed. The findings and discussions are presented in a systematic manner to ensure their representativeness, as demonstrated:

A. Findings

The researcher found some findings and described the result of the analysis of Independent Curriculum in English. These findings were based on the teaching module that was proposed by Taufiq (2022). When presenting the findings, the researcher simply took note of the most prevalent themes and categories that arose from the answers and responses provided by the teacher and students during the data gathering stage. The topics and categories that arose from the process of gathering and analyzing data are shown in the following figures. Furthermore, based on the data obtained by the researcher, the following are the findings:

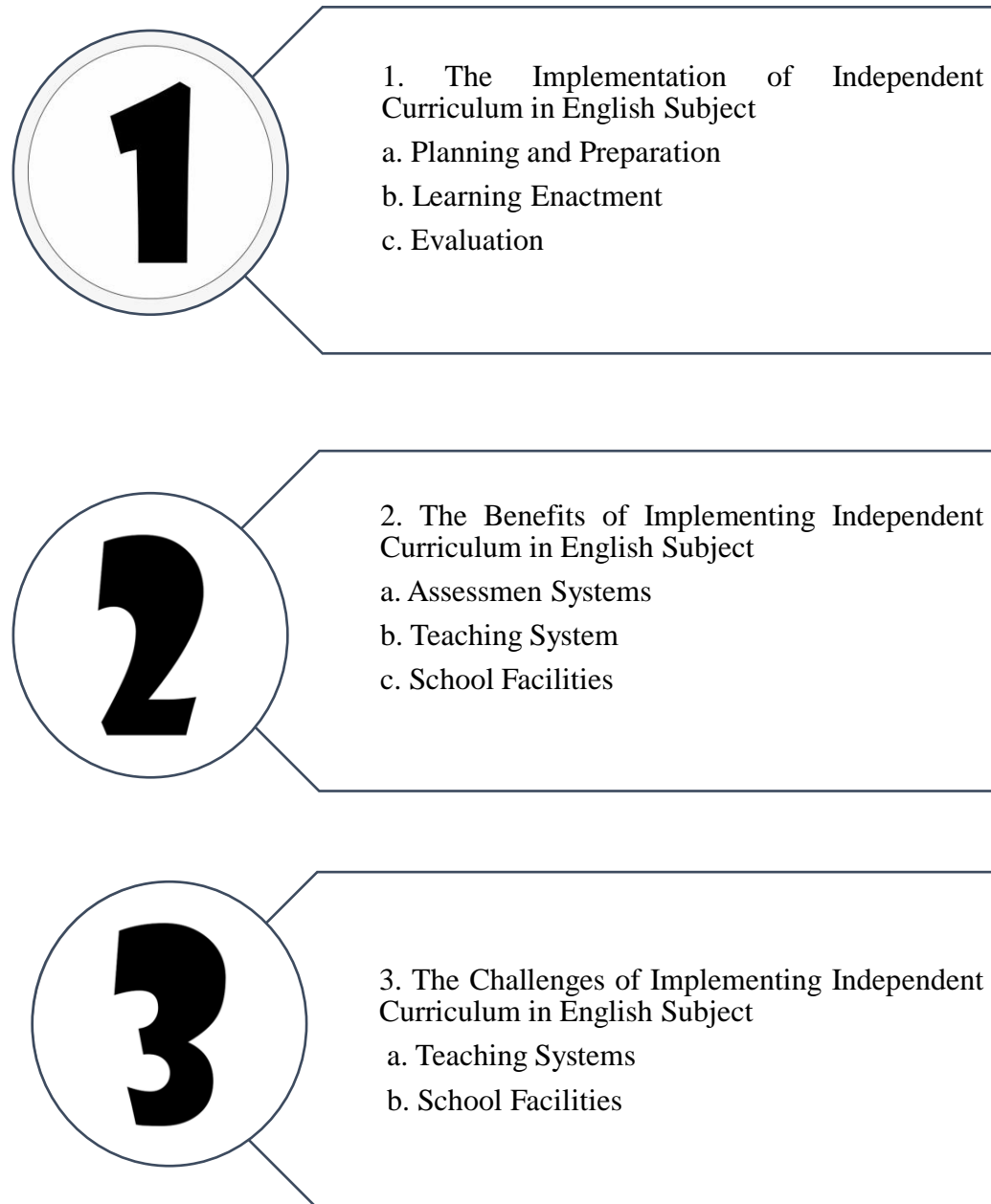


Figure 4.1 Thematic Categories of the Findings

1. Findings from Observations

Class observation was carried out to obtain qualitative data regarding the implementation of the teaching and learning process in the independent curriculum, which focuses more on implementation in the classroom and the benefits and challenges faced by teacher and students, so as to produce qualitative data analysis conclusions. The steps in carrying out the teaching process using the independent curriculum system are basically similar to the teaching stages in general: class preparation, formative assessment, diagnostic assessment, core activities (stimulation, problem identification, proof, drawing conclusions, and summative assessment). Literature studies note that the difference lies in the addition of assessing students' character.

Table 4. 1 Observation Schedule

No	Date	Time	Class
1	Saturday, 13 May 2023	08.00-09.00	7A
2	Saturday, 13 May 2023	09.00-10.00	7B
3	Tuesday, 16 May 2023	13.30-14.30	7C
4	Tuesday, 23 May 2023	13.30-14.30	7C
5	Saturday, 27 May 2023	09.00-10.00	7B
6	Thursday, 27 July 2023	14.30-15.30	7B
7	Saturday, 29 July 2023	08.00-09.00	7C
8	Wednesday, 02 August 2023	14.30-15.30	7B
9	Tuesday, 08 August 2023	13.30-14.30	7A

The researcher gathered data by closely observing the instructional and educational activities taking place in the English class in sections 7A,

7B, and 7C. The researcher conducted ten observations between the months of May until August.

The researcher conducted classroom observations by joining the class and sitting in the back seat. In this study, the researcher asked the class teacher for permission to join each class or group they participated in and observe class interactions secretly. The researcher's role is as a passive participant in their course. The researcher made field notes regarding the teaching and learning process and also took photos of every meeting. A researcher will specifically detail the general findings obtained from observations. Detailed information regarding observations per meeting can be found in the appendix to facilitate further understanding.

Based on observation guidelines created by researchers. There are 3 parts of the learning stages in the independent curriculum, namely pre which consists of class preparation and diagnostic assessment, then the second while which consists of formative assessment, stimulation, problem identification, and finally post which consists of prove, drawing conclusion, and availability of competence. The researcher will describe the findings per stage, followed by evidences.

a. Pre Stage

At the pre stage the teacher carries out class preparation. In the first observation in 7A's class on 13rd May 2023 the teacher makes an opening greeting accompanied by a joint prayer is done by the teacher at

the beginning of the class to create a positive atmosphere in learning. Teacher ask questions like "How's your day?" to show attention to the students and strengthen the relationship between teacher and students. In the fourth observation in class 7C on March 23 2023 the teacher entered the classroom without giving greetings and prayers because those aspects had been included in previous lessons on that day. The teacher's visit to the classroom on that day was intended specifically to explain the test material that will be held. The teacher's half-hour delay was due to an event at the school, so teacher entered the classroom only 30 minutes before the end of class.

Apart from opening the lesson by asking students about their condition. The teacher also opened learning using brainstorming. In the second observation in 7B's class on 13rd May 2023. Teacher introduced a game called "Think the Verb that Your Mind Finds." Initially, all the students stood up and were asked to think about one verb that came up in their minds. When they found the verb, they were allowed to sit down. The role of the teacher in the game is merely as the writer of the vocabulary that they get on the board and correct if there are errors in the spelling. The goal of this game is to expand the student's vocabulary, and the words they choose will be used in the material to be studied on that day. On the 8th observation in class 7B on August 2nd 2023 the teacher starts the lesson with a brainstorming, then builds an interactive

atmosphere through a brainstorming session. Asking the student to stand, the teacher then asked the question, "Please give me the example of good news!" In this format, students are invited to participate actively by giving examples of good news. Those who can answer correctly are allowed to sit, creating a pleasant engagement while motivating students to think critically and contribute to the learning process.

Opening learning by ensuring the classroom environment is neat is also a responsibility that must be carried out by teachers and students. In the 6th observation in class 7B on 27th July 2023 the teacher started their lessons by delivering Islamic greetings and ensuring that the classroom environment is ready. At the time, it was apparent that the classroom was dirty with a lot of plastic garbage and scratched paper. The teacher asked the students to clean and throw the trash to the place provided. In addition, the teacher gives special attention to students who are not ready to study, giving them instructions, for example, by instructing them to sit upright. When looking at books other than English on the student's desk, the teacher asked the student to keep their second books. "Please sit upright!" and "Please keep your books other than English in your bag". In the 9th observation in class 7B on August 8th 2023 the teacher also did the same thing, namely before starting the session, the teacher instructs the students to clean the classroom that was previously ruined by the garbage. The help of the students, the class

becomes more organized and comfortable.

Next, the teacher carries out a diagnostic assessment. Diagnostic assessment is divided into 2, namely non-cognitive and cognitive. Teachers carry out non-cognitive assessments to ensure that students are in a good mental state before starting learning. This can be in the form of chit-chat at the beginning of learning pada observasi ke 1 di kelas 7B 13 May 2023 and can also be questions about the appearance of students who are not wearing school uniforms "where is your uniform?". In the third observation in class 7C 16th May 2023 at this stage, teacher perform non-cognitive diagnostic assessments by asking students about their learning readiness, including asking about their feeling. It turns out that there was a student who was not ready to study because the student was still chewing gum, and the teacher gently asked the student to throw the gum away. In the sixth observation in class 7B July 27th 2023 the teacher did non-cognitive diagnostic assessment the students to find out their condition by asking. The teacher then stated the students' names one-by-one while asking about their condition "Are you breaking the fast?" "Are you all fasting". At the 9th observation in class 7B on August 8th 2023 teacher ask questions about their personal condition. The teacher asked the students, "Have you had your lunch?".

In the second observation in class 7B on 13rd May 2023 the non-cognitive diagnostic assessment is not asked directly by the teacher but

only takes the form of a game. This is represented by games because games can make students happier before starting learning.

In the fourth observation in class 7C on 23rd May 2023 the teacher did not perform either cognitive or non-cognitive diagnostic assessments on that day because the focus of learning was only on the explanation of repeat material points, without the presence of additional material learning activities. At the 8th observation in class 7B on August 2nd 2023 the teacher does not do to carry out non-cognitive diagnostic assessment because the class is orderly and the students look happy when the teacher enters the classroom. However, initially, the teacher only carried out cognitive diagnostic assessment to assess students' understanding of the material that had been taught the previous week.

In the fifth observation in class 7C on May 27th 2023. After looking at the results of a cognitive diagnostic assessment that showed that students preferred visual learning. In an effort to improve the quality of learning, diagnostic tests are no longer being carried out today. This is because the student's response has been accommodated by introducing a new strategy of using video media, in accordance with their learning preferences. This approach reflects the adaptive response of teacher to students' learning needs and tendencies.

b. While Stage

In the while stage there are formative assessment, stimulating

students, and identifying problems. Formative assessment is an assessment by the teacher during the ongoing learning process, not necessarily in the form of a written test but can also be done indirectly orally when the teacher explains in class. Students always answer every question from the teacher enthusiastically. Formative assessment practices do not only occur at the beginning of learning, but continue throughout the learning process. In the first and subsequent observations, the formative assessment takes the form of questions when the material is explained. Readers can see the appendix for more details. But for the representative, first observation in class 7A 2023 as an example. In class, teachers routinely test students' understanding in various ways, such as asking students to name verbs, make sentences, clarify understanding of the material, and so on. Most students responded enthusiastically either through verbal responses or by nodding their heads as a sign of understanding. Those who don't understand will answer verbally with "no" or nonverbally by shaking their heads. In this observation the teacher carries out a formative assessment, one of which is by asking students to name a verb and then write it on the blackboard. Next, after all the words are available from each student. The teacher asked several students who wanted to make sentences from existing verbs using the simple present tense formula. "Please give me an example of a sentence using these words?", "Who

knows the nominal sentence?", "Please give me an example of a nominal sentence?".

The next step taken by the teacher is to stimulate students. Stimulating students involves a series of actions and strategies aimed at generating student interest, motivation, developing critical thinking students, and involvement in the learning process. In the first to ninth observations the patterns used by the teacher are almost the same, for a more detailed see the appendix. But for the representative first observation in class 7A 2023 as an example. Teacher asking students if they still remember last week's lesson with enthusiasm is a positive step. "Students.. Do you still remember our material last week?" When the student initially shook his head for forgetting, the teacher did not give up, but instead gave help by giving some clues. "Last week, we learned about 'is,' 'am,' 'are,' and it is related to the simple present tense. Did you know it?" This is a good way to help students revive their memories of previous material. When some students respond with "It is 'to be', isn't it?" teacher gives positive and supportive feedback, creating a safe space for students to participate and ask. By surrounding students and actively interacting with them, teacher creates a supportive atmosphere and allows students to feel more comfortable in speaking and participating rather than just sitting in a chair or just staying in one place.

Next, the third stage is identifying the problem. Students who can

identify problems have the ability to recognize, analyze and formulate problems clearly. In the first to ninth observations the patterns used by the teacher are almost the same, for a more detailed see the appendix. But for the representative, first observation in class 7A 2023 as an example. The teacher started the class by telling the students to stand up and mention one verb, and after that, they were allowed to sit down. "Students, each of you must mention one verb, and then you may take your seats." Furthermore, the teacher increased the difficulty by asking the students to identify and to use them in sentences in the form of simple present tense. "Please provide me with an example sentence using these words." Teachers also ask questions that encourage students to think critically and understand language concepts more deeply. "Could you please give me an example of a nominal sentence?", "What do we need to add to the verb 'wash' if it ends with '-sh' to make it the third verb singular?", "Give me an example with a different subject!", "Which one is right? clothes or clothes?".

c. Post Stage

The post stage consists of proving the work and drawing a conclusion. Proving the work means students demonstrate their work in front of the class. In the first to ninth observations the patterns used by the teacher are almost the same, for a more detailed see the appendix. But for the representative, first observation in class 7A 2023 as an

example. After all the questions are written by the teacher on the whiteboard, the teacher then asks each student to move forward and write down their answers. After the students have written their answers. The teacher gave the other students a first opportunity to give their opinion on the answers of the friend who wrote the answer on the board. Whether their answers are the same or there are differences. After that, the teacher gives feedback to each student's answer, indicating whether the answer is correct or still requires improvement. "If the negative sentence uses 'don't', then next if we want to make the interrogative sentence then we start with 'do' not 'does' so just follow from the negative sentence without using the 'not', got it students ?". After receiving input from the teacher and making the necessary improvements, students were asked to re-examine their answers honestly. "Students, please check your answer. If your answer matches what is written on the dashboard, it means your answer is correct. Please do it honestly."

Drawing conclusion is the final stage of the post stage. In the first to ninth observations the patterns used by the teacher are almost the same, for a more detailed see the appendix. But for the representative, first observation in class 7A 2023 as an example. At this stage the teacher provides feedback on the students' work and concludes what they have learned today. At the end of the lesson, after the student has

gathered his worksheet in front of the class, the teacher asks the student, "What have we learned today?" "If using "do" what subject do we use?". All students actively participate in the class as the teacher actively moves around the classroom and does not just stay in one place. The teacher also has a good understanding of each student. The teacher regularly calls every student by their name to advance to the front of the class. In addition, if students experience confusion during learning, the teacher immediately approaches and asks directly about the problem they are facing. According to researchers' observations, the learning methods applied by teachers are already effective, and all students seem to be able to understand the subject matter well.

2. Findings from Interview

The researcher transcribed the interview, accurately recording the participants' responses by writing down the notes verbatim. However, due to the fact that all participants, including both teacher and students, were non-native English speakers, it is possible that grammatical errors may have been present in their original responses. The researcher subsequently adjusted the initial responses while preserving their fundamental meanings, as this would facilitate the documentation of themes and categories.

As part of this research, the researcher conducted a series of

interviews in six meetings. Three interviews were conducted with teacher as subjects, while three interviews were performed with students from each class involved in the study. In the context of a teacher interview, each session involved the participation of five representatives, selected representatively from three different classes. Thus, there were a total of fifteen students involved in the interview process, with each teacher's interview presenting a different perspective on the learning experience. This approach allows researchers to detail the perspectives of teachers and students in depth, creating a more complete and detailed picture of the dynamics of learning observed. The following are interview schedules.

Table 4.2 The Interview Schedule with the Teacher

No	Date	Time
1	Wednesday, 02 August 2023	13.00-13.30
2	Wednesday, 6 September 2021	13.00-13.30
3	Monday, 6 November 2023	13.30-14.00

Table 4.3 Interview Schedule with the Students

No	Date	Time	Class
1	Saturday, 13 May 2023	08.00-09.00	7A
2	Saturday, 13 May 2023	09.00-10.00	7B
3	Tuesday, 16 May 2023	13.30-14.30	7C

- a. Process of Independent Curriculum Implementation in English Subject

Mitchell (2011) stated that implementation refers to the

deliberate use of strategies to apply or adapt a programme or approach in a real-world context. 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 researcher investigated the strategies used by 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 Dedy Taufiq (2022).

1) Planning and Preparation

a) Organizing Classroom Environment

Before starting classroom learning, a teacher is required to create an open module designed by himself. In implementing this module, 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, teacher prioritize the preparation of the student's psychological condition through ice-breaking or brainstorming activities at the beginning of learning. The teacher stated:

"It's true that there should 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, teacher usually do non-cognitive diagnostic assessments based on researcher's observations.

Teacher realize 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 with the aim of enabling 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.

2) Core Activity

a) Teaching Strategies and Teaching Methods

When conducting learning, teacher use 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 students' 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, with the aim of teaching 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 teacher 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-centred 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 subject. The teacher

emphasized:

"The Mathematics, Science, and Social subject has successfully implemented to be 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 teacher.

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 teacher 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)

3) Evaluation

a) Formative Assessment and Summative Assessment

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 told:

"Summative assessment is carried out at the end of the chapter or at 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 researcher 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.

- b) Minimum Completeness Criteria (*Kriteria Ketuntasan Minimal(KKM)*) was changed into Learning Objectives Achievement Criteria (*Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)*)

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)

b. The Benefits of Independent Curriculum Implementation in English Subject

a) Teacher's Benefits

(1) Assessment System

The presence of cognitive and non-cognitive diagnostics makes it easier for teacher to group pupils according to their learning styles. The teacher conveyed:

"With a cognitive diagnostic, I was able to easily identify my student's learning preferences." (Ust D, script 4, line 67, interview data)

Meanwhile, non-cognitive diagnostic helps teacher to understand the psychological aspects of students. The teacher explained:

"The presence of non-cognitive diagnostic is essential to prepare students for their mental condition so that the learning process can go smoothly." (Ust D, script 4, line 32, interview data)

Minimum Competency Assessment and Character Surveys are two types of assessments used in the Independent Curriculum. Previously, these assessments were known as National Examination (*Ujian Nasional* (UN)), but have now been changed to Minimum Competency Assessment and

Character Survey. The use of both provides various benefits that make it easier for teacher to evaluate students' abilities.

The teacher explained:

"Minimum Competency Assessment records results in student reports with comprehensive information, including an evaluation of student literacy and numeration skills." (Ust D, script 5, line 36, interview data)

The presence of Minimum Competency Assessment also makes it easier for teacher to measure students' abilities. The teacher stated:

"With Minimum Competency Assessment, we can measure student's abilities, whether in literacy, numeration, or other aspects. This allows us to identify whether students have a low level of literacy or numeration skills, or in other things." (Ust D, script 5, line 43, interview data)

Besides, Character Surveys are also recognised in school reports in a similar way to Minimum Competency Assessment. The teacher added:

"Through a Character Survey, we can understand the development of student behavior. Therefore, schools not only focus on the transfer of knowledge, but also shape the character of students." (Ust D, script 5, line 56, interview data)

The Independent Curriculum gives each school the freedom to determine the type of evaluation, including mid-

semester evaluations. The teacher at the school explained:

"My school no longer formally holds mid-term assessments, and this provides benefits to the teacher. Teacher no longer have to bother making tests hehe..., but we replaced them with formative assessments during class and daily assessments, and the marks are taken from there." (Ust D, script 4, line 241, 243, and 254, interview data)

b) Students' Benefits

The benefits found by researchers relating to students are in the teaching system and school facilities.

(1) Differentiated Learning

The existence of differentiated learning makes it easier for students to learn according to their learning styles, namely kinesthetic, visual and auditory. The existence of cooperative learning is to increase the sense of caring between students if there are students who do not understand the material well.

The application of differentiated learning in the classroom is implemented through grouping students, as expressed by a teacher. The teacher explained:

"In addition to grouping based on material, we also use the concept of 'peers' or 'group friends' which helps students understand the lesson. When I form groups, I deliberately include students who have above average abilities with the aim of helping students who may still have difficulty understanding the material." (Ust D, script 4, line 40, interview data)

(2) Technological Media

Technology media is often applied in the classroom, and students enjoy it because it makes learning more interesting.

Amira stated:

"Yes, because I like the song, especially since the song is in English, it makes me want to find out the translation." (AMR, script 1, line 163, interview data)

When students were interviewed, one of them conveyed that there was a significant difference when teacher used technology in learning compared to not using it. S reveals:

"I like learning that using picture as a method."(S, script 2, line 31, interview data)

Another powerful reason why students like learning using technology is also presented by BRK stated:

"The use of media technology through picture makes easy to memorize and learning more enjoyable." (BRK, script 2, line 176, interview data)

(3) Playing Game that Related to the Material

The independent curriculum emphasizes that teacher, before starting learning, ensure that students are ready to receive learning. AA said:

"Teacher usually start lessons with games. Like snowball" (AA, script 1, line 28, interview data)

The role of play before starting learning has a very positive impact on students. RAA noted:

"Teacher are very pleasant and learning is easy to understand." (RAA, script 1, line 248, interview data)

(4) School Program (Morning Vocabulary)

The school provides several facilities related to the student's academic aspects, and it has a positive impact on students. RIN said:

"Every morning, we have a morning vocabulary activity, which helps us get used to English." (RIN, script 1, line 324, interview data)

Morning vocab activities are carried out by practicing them every morning. S explained:

"The morning vocabulary activities are held every morning, and alternate every week between Arabic and English. Morning vocables are part of the cottage program, which provides a valuable experience for us." (S, script 2, line 13, interview data)

(5) Professional Teacher who have Participated in Independent Curriculum Training

The teacher in the Independent Curriculum, or what is commonly referred to as driving teacher, have undergone a variety of training to enhance their professionalism. This teacher's professionalism has a positive impact on the

student's learning process. A stated:

"The teacher was very friendly and professional in teaching." (A, script 2, line 232, interview data)

AA said, "Teacher are capable of adapting to circumstances, knowing when it's time to be serious in learning and when it is time to joke to relax." (AA, script 1, line 36, interview data)

ADH also argued, "Teacher often use jokes to keep learning away from stiffness." (ADH, script 3, line 217, interview data)

Besides, the teacher also showed his sensitivity and impartiality towards the students. H explains:

"Teacher always make sure that each student understands the material and actively asks if there is something still make confused." (H, script 3, line 36, interview data)

H also added, "The teacher is able to explain in a clear and understandable way, ensuring that every student can follow the lesson well." (H, script 3, line 41, interview data)

All this reflects the high professionalism of teacher in creating a positive and inclusive learning environment.

c. The Challenges of Independent Curriculum Implementation in English Subject

The results found were challenges for teachers and students regarding the teaching system and school facilities.

a) Teacher's Challenges

(1) Digitalization of Learning

The independent curriculum prepares students to deal with technology well, but its implementation in schools does not always run smoothly. The teacher explains:

"Schools are not yet ready in terms of facilities such as laptops, in fact laptops can still be used but to open Microsoft Word it is not yet possible so we have to use Google Doc. Apart from that, its current use is only for ICT lessons not in English subject " (Ust D, script 4, line 181, interview data)

Another challenge is that schools are under the institutions or are divided into formal and informal schools.

Teacher said:

"Schools are under institutions, institutions do not allow carrying cellphone, if cellphone is allowed it will really support learning" (Ust D, script 4, line 175, interview data)

(2) Lack of Material

Every change in the curriculum often brings changes to the learning material, although perhaps only slightly. This is a challenge for teacher. The teacher stated:

"There have been no books given, so I have to look for learning materials independently." (Ust D, script 4, line 148, interview data)

This challenge reflects the need for adaptation and

initiative on the part of teacher to adapt to curriculum changes. Search and creativity in finding learning materials can be the key to ensuring a smooth teaching process despite changes in the curriculum.

(3) Application of Literacy and Numeracy

The application of literacy and numeration is not fully running smoothly even though it has been done, the challenge must be even a little. Teacher noted:

"Perhaps because our school is Madani, there are boarding and academic school, so time is a bit tight, so supervision of literacy and numeracy, and character strengthening, although not optimal, are always held in class with limited time." (Ust D, script 5, line 64, interview data)

(4) Differentiated Assessment

Differential assessment aims to accommodate students' different learning styles, but in its application, teacher face specific challenges. The teacher revealed:

"When making differential assessments, teacher require more effort and time than conventional learning." (Ust D, script 5, line 17, interview data)

This challenge shows that a differential assessment approach requires greater preparation and time investment on the part of teacher. While it has great benefits in supporting

student diversity, it must be acknowledged that it can impose an additional burden on educators. In this case, support and recognition for teacher' efforts in implementing differentiation assessment may be an important factor in ensuring the success of this approach.

b) Students' Challenges

(1) Application of Literacy and Numeracy

Implementation of literacy and numeracy is an integral part of the Independent Curriculum. Even though teacher have implemented this, challenges remain. A teacher stated:

"The application of literacy is a challenge for students, especially because of their limitations in understanding the meaning of words and their lack of ownership of a dictionary. So, the main challenge in implementing literacy lies in students who are not evenly distributed in their independent ability to bring a dictionary with them."
(Ust D, script 4, line 46, interview data)

(2) Limitations in Using Technology

The Independent Curriculum gives school administrators the freedom to choose their method of transferring knowledge. One of the school policies implemented is the prohibition on students carrying cellphones. A teacher explained:

"Students are still limited in using technology because our school is under the institution that thinks that

cellphones can have a negative impact or is still sceptical about their use. In fact, if supervised properly, our goal is to direct students on how to interact with technology positively in the future, not preparing for something bad." (Ust D, script 4, line 189, interview data)

This teacher's statement reflects the view that good supervision and guidance regarding the use of technology, including cellphones, can provide positive benefits for students. This approach is geared toward preparing students to interact with technology thoughtfully and productively.

B. Discussion

The researcher has carried out qualitative research using the case study method to collect relevant data. This research specifically focuses on identifying the implementation structure of the Independent Curriculum in English subjects as well as analyzing the benefits felt by teacher and students, along with the challenges. In the discussion section, the researcher details the findings obtained from the data collection and analysis process. The main aim of this discussion is to provide answers to general and specific research questions that have been formulated in the context of this research.

The researcher focuses on the following research questions when explaining the findings:

1. How does the teacher implement Independent Curriculum in the English subject?

2. What are the benefits of Independent Curriculum implementation in the English subject?
3. What are the challenges of Independent Curriculum implementation in the English subject?

Some significant themes and categories that emerged from data collection and analysis are used as a core concept in connecting these research findings with previous theories and studies on the implementation independent curriculum in English. The following description goes over each research issue addressed in this study:

a. The Implementation of Independent Curriculum in English Subject

1) An Analysis of the Classroom Observation Findings

Data collected in the field from classroom observations are coded using open-source, axial, and selective methods as described by Corbin and Strauss (1990). There were three primary phases identified after analyzing the study participants' actions: the planning and preparation phase, the learning enactment phase, and the proofing and drawing conclusions phase of independent curriculum-based learning. The findings of the classroom observations are most accurately represented in figure 4.2.

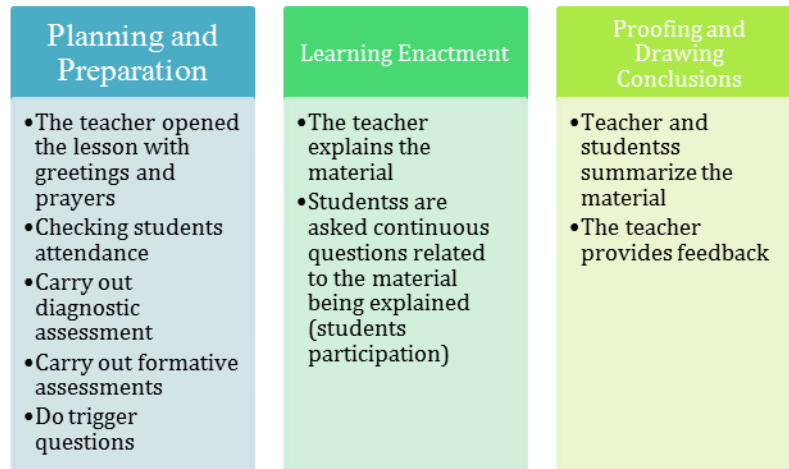


Figure 4.2 Independent Curriculum Implementation Phase

As can be seen in Figure 4.20, this research describes the three stages considered by the researcher, 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 teacher create 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. Teacher not only act as conveyers of information but also encourage students to think critically and independently. The next stage is proof and conclusion, where students 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.

This research identified three main phases after analyzing the participants' actions. First, there is the planning and preparation phase, where the research participants design the steps and prepare everything necessary before implementing the learning. This phase includes preparing students' mental and classroom environment. Next, the learning implementation phase involves implementing a previously prepared learning plan. Research participants carry out learning activities according to planning, adapt strategies if necessary, and ensure that the learning process takes place in accordance with the stated objectives. Finally, the proofing and drawing conclusion phase of curriculum-based independent learning involves evaluating learning outcomes, drawing conclusions, and developing independent learning based on experience gained from the curriculum used. 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.

a) Planning and Preparation

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 with the aim of creating 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 et al., 2021).

In implementing non-cognitive diagnostic assessments in the classroom, teacher begin 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. Teacher carry out non-cognitive diagnostic assessments as a form of concern for students' psychological well-being. This is in line with Maut (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). That the research was coherent with the findings that researcher got. Cognitive Diagnostic Assessment carried out with the aim of evaluating students' level of understanding and learning styles. The teacher carries out cognitive diagnostic assessments one until two times a semester in class. This is in line with the findings of Maut (2022) 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).

b) Learning Enactment

The application of student-centered learning has already been executed in the classroom. Consistently, teacher keep doing it for the benefit of their students so that they can continue to think critically and improve their understanding. The application of student-centred 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-centred learning methods are still intensively to be implemented (Pertiwi et al., 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 (Sumarsih et al., 2022). Those findings are in line with the researcher's 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 a number of 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, teacher 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, teacher emphasize the application of literacy as an integral part of implementing the Independent Curriculum. This approach is in line with the views of Irsyad Zamjani (2023) 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 as an effort to restore learning.

Pangerapan (2021) provides the view that Indonesia needs to proactively prepare human resources with relevant digital skills to be able to face the new era. He believes that this effort is the key to bringing positive change to Indonesia's progress. To achieve this, it is important to create quality innovations by developing

talent and maximally exploiting the potential of Indonesia's digital society. This opinion is in line with the implementation of technology in the classroom by teacher. Through the application of technology in learning, teachers aim to equip students with skills that will enable them to interact with technology effectively in the future. Thus, this step not only supports current learning but also provides a foundation for students to become competitive in the ever-growing digital era.

Teacher 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, teacher can change strategies by turning to technological media to facilitate their understanding. This change in strategy is in line with the principle by Nisa, K. (2023) 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 (Suhartati, 2012). The finding from Suhartati

is similar to 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. 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 for ICT subjects. This is in line with Rita Yuliantini's (2022) findings: 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.

c) Evaluation

Formative assessment is an assessment carried out by the teacher during teaching and learning activities with the aim of seeing the success of the teaching and learning activities. This is in line with the findings made by Magdalena et al. (2021) that formative assessment is an activity of teacher and students whose aim is to monitor student learning progress during the learning

process. Teacher can use formative assessments as feedback aimed at evaluating teaching and learning to make it better in the future. Furthermore, findings from Dunn & Mulvenon (2009) formative assessment is 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 et al., 2021). This opinion is related to the researcher's findings. The teacher carries out formative assessments during learning. The teacher carries out the assessment in a non-test and informal form. Teacher carry 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 with the aim of testing 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 et al. (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 implement this approach when they are aware of variations in students' abilities in the class. Teacher then arrange different tasks in their classes because designing instruments in the class must take into student characteristics. Teacher believe 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 end 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 teacher. 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.

The differences between the Independent Curriculum and the 13rd Curriculum are also highlighted, especially in terms of administration and learning involving the Learning Outcomes (*Capaian Pembelajaran* (CP)), Flow of Learning Objective (*Alur Tujuan Pembelajaran* (ATP)), the Teaching Module and other elements. The findings found by Aulia et al. (2023) are in line with what researcher found that there are significant differences in aspects such as Learning Outcomes, Learning Objectives, Flow of Learning Objective and when compared with Core Competencies (*Kompetensi Inti* (KI)), Basic Competencies (*Kompetensi Dasar* (KD)) and Syllabus in the two curricula.

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)) dan 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 & 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 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 report 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 teacher or students by showing the achievement of 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 at SMP IT Madani, 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).

b. Benefits of Independent Curriculum in English Subject

1) Assessment System

The emphasis on non-cognitive diagnostic assessments is becoming increasingly important due to their more intense focus on aspects of students' psychological and emotional well-being. In this context, the assessment approach is not only focused on academic achievement but also provides a holistic assessment of student development. The teacher asks students personal questions with the aim of fostering a closer and more harmonious relationship between students and teacher. This approach is in line with the benefits of non-cognitive diagnostic assessment expressed by Iskak et al. (2023). One of the benefits of non-cognitive assessment is creating a friendly learning environment between teacher and students.

The application of cognitive assessment diagnostics has a very positive and substantial impact on the role of teacher in managing and compiling in-depth mapping of students' cognitive development in the classroom environment. This conclusion is in line with the latest findings

from research conducted by Nugroho et al. (2023). By obtaining information from cognitive diagnostic assessments, teacher can identify areas that need strengthening and choose appropriate teaching methods to improve students' understanding.

The application of characteristic surveys in educational environments brings significant benefits in understanding and monitoring student behavioral developments. In the context of an independent curriculum, this approach does not only emphasize the transfer of knowledge, but also places a strong emphasis on building student character. This is in line with the findings of Suud (2023). The independent curriculum also does not only determine students' abilities and knowledge in terms of grades but also looks at students' attitudes and skills in certain fields.

Assessments in schools are no longer held formally, giving teacher the advantage of no longer having to compose questions. Now, assessment is more focused on formative assessment. This change occurred because the independent curriculum gave each school that implemented the curriculum the freedom to design its own assessment system. The findings of Hutabarat et al. (2022) also show that the school assessment system is now determined by the school's internal policies. Schools have the freedom to determine the most appropriate assessment methods, and exams are now organized by schools with complete freedom in determining the type of assessment used.

2) Teaching System

The application of learning in the teacher's classroom eliminates teacher-centeredness and focuses more on student-centeredness. Students participate actively in class and do not just sit quietly listening to the teacher's explanation. This is also due to the teacher's encouragement, so that students not only stay quiet and listen but also actively participate in expressing ideas. The teacher center function is very useful; it trains students' critical thinking and improves the quality of students and the school. It is proven that the school that the researcher investigated received a good title in the independent curriculum as the best ranking in model level 3rd, and there were no red notes in the areas of literacy and numeracy. The benefits of student-centred learning are in line with Pertiwi et al.'s (2022) active participation of students in the learning process, with the benefit of improving the quality of students and the school itself.

In implementing differentiated learning through a cooperative learning approach, students are grouped based on the results of their cognitive diagnostic. Each group has students who have above-average abilities who act as tutors or group leaders. The aim is that students who have below-average abilities can still be helped through guidance from their more capable peers. This learning model is in accordance with the findings of Elendiana & Prasetyo (2021), where NHT type cooperative

learning has several advantages, one of them is students who have more abilities can act as teacher for students who are less proficient.

In learning English in class, the teacher uses technological media, namely songs. Songs have a positive impact on students in classroom learning. The students like it because, by learning to sing songs, learning is more fun, more interesting, and makes them more curious about the meaning of the song. This is in line with the findings of Melalolin et al. (2020). Songs are an excellent media to help the process of learning English; more specifically, songs are believed to be able to motivate students while following English learning. Pamungkas & Tohir (2023) Singing is a fun learning method for students; this method is also quite widely used in the world of education, especially children's education. The function of singing songs is that it can train students in areas of learning English, such as vocabulary, pronunciation, and fluency. As stated by Ap, A (2021), listening to the music, the students will also understand the lyrics at the same time. Usually, students are curious about the meaning of the lyrics and try to open the dictionary to look for the meaning. In this case, it is very effective in stimulating students to understand the meaning of the song so that it can enrich their vocabulary. This finding is in line with what researchers have found, namely that songs can make students curious about the meaning of the song.

In practice, the use of games as a tool to communicate knowledge by

teacher has been proven to provide various benefits for students. Through this approach, students' understanding of the material taught by the teacher becomes easier, and the teacher is able to create a pleasant learning atmosphere. (Oktavia, 2022) findings support this view by highlighting that the integration of games in the learning process can increase the ease of understanding and retention of material. In this way, it not only makes it easier for students to understand the material but also forms the image of the teacher as a pleasant educator for students.

3) School Facilities

The schools that researcher investigated integrated language programme, such as "morning vocabulary" which was held every morning after morning prayers. Students who take part in this programme experience a positive impact by getting used to using English and expanding their vocabulary. This is consistent with the findings of Febi et al. (2023) regarding the benefits of the "morning vocabulary" program at the Nurul Amin Islamic boarding school. Through these activities, students' vocabulary knowledge broadens, encourages independence, and gets them used to using English actively in daily practice.

The teacher studied by the researcher is a driving teacher. Driving teacher are teacher selected from all over Indonesia who have graduated from the Driving Teacher Education Program. Driving Teacher who are

ready to become learning leaders and act as driving agents for educational transformation in Indonesia (Kemendikbud, 2021). Classroom learning taught by a driving teacher has a positive impact on students, namely that students feel comfortable learning because the teacher has a professional attitude in teaching in the sense that the teacher is only a facilitator in the class while students are the main role in learning in the classroom, better known as students-centered learning. This is in line with the findings of Huda et al. (2023) The driving teacher's role as a facilitator is not the main role for students in the classroom. Teacher who are friendly and care about students. If students have difficulties in learning, teacher are ready to help them. Teacher in the class can also adjust the situation when it is time to joke so that learning is not stiff and when it is time to be serious. This creates a fun and harmonious classroom environment. These results are in accordance with the findings from Nafiah and Dafit (2023) that a professional teacher must be able to provide teaching materials that are as comfortable as possible for students so that they understand what the teacher explains as an effort to create enjoyable learning.

c. Challenges of Independent Curriculum in English Subject

1) Teaching Systems

The Independent Curriculum is conceptualized as a curriculum that contains various intracurricular learning content with optimal time, providing sufficient opportunities for students to deepen concepts and strengthen competencies (Dikdas & Dikmen, 2021). However, research findings show a contrast to this concept. In the practice of implementing the Independent Curriculum, there is limited time to study character strengthening as well as literacy and numeracy. This obstacle is attributed to the lack of optimal time, especially in boarding school-based schools, which are often busy with boarding school activities.

The application of literacy and numeracy is a crucial aspect of the Independent Curriculum, requiring careful integration in the learning process. Even though these efforts have been made, challenges remain, especially related to students' low understanding of English vocabulary and lack of motivation to learn. The low number of students who bring dictionaries as a tool to overcome limited vocabulary is an indicator that independent development in the classroom is still limited. The findings in research by Minarti et al. (2023) consistently state that in implementing literacy and numeracy, students still experience obstacles such as low learning motivation, a lack of student habits in solving literacy and numeracy questions, and a lack of literacy among students. Another additional challenge is that not all students use books as a means of

learning.

Implementing differentiated learning requires more intensive preparation because teacher need to adapt teaching methods to each student's learning style. However, obstacles arise because teacher have to put more effort into the teaching process compared to conventional learning. Findings that are in line with this can be found in research by Damayanti et al. (2023), which shows that one of the challenges in implementing differentiated learning in the classroom is the heavy teacher workload due to the preparation that must be done before teaching.

2) School Facilities

The application of media technology in the classroom is challenged by the lack of such facilities as limited technology such as computers that can only be used for ICT subjects. In accordance with the discovery of Yuhasina et al. (2020) there are some challenges in the implementation of the Independent Curriculum, namely lack of availability of technology infrastructure.

In the classroom learning process, a teacher's task is not only limited to preparing lesson plans but also includes providing teaching materials that are in accordance with the curriculum. However, in the context of implementing the Independent Curriculum, obstacles often occur because there are no teaching materials that have been specially prepared. Teacher is faced with difficulties because they have to independently search for

teaching materials that are in accordance with the principles of the Independent Curriculum. Findings that are in line with this can be found in research by Arifiani and Umami (2023), which shows that one of the challenges in implementing the Independent Curriculum is the lack of availability of teaching materials. This includes the preparation of learning materials and media, which often forces teacher to continue to insert materials or teaching methods that are in accordance with the 2013 Curriculum.