

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this data presentation, the researcher described about the result of research. The research was about the advantages and challenges in implementing Independent Learning Curriculum. The study took place at SMPN 16 Banjarmasin. The data are obtained through Class Observation and Interview.

1. The Advantages of Independent Learning Curriculum

a. For teacher

1) Teaching English with Independent Learning Curriculum was Easier

For teachers, based on the interviews, the researcher found that teaching with Independent Learning Curriculum was easier for both teachers. As Mrs. E said in the interview, “ *it is easier with independent curriculum, because we are free to choose what students gonna learn and what method we use. Because in independent curriculum the teachers are given the freedom to teach inside or outside the classrom, and divide the students in group or not. We also are given the freedom to determine the learning objectives*”. In accordance with Mr. R’s interview, he said, “*it is easier using this new curriculum, because we are free*

to choose our methos, free to choose our material, and no limitation in teaching". In independent Learning Curriculum indeed the teacher free to choose their materials and method based on their students' needs. This is in line with the observation in classroom, researcher found that the teachers enjoyed teaching their students with the lesson they already prepared. They also come to class in well-prepared condition. Based on the observation, while preparing the step she wanted to do, the teacher did not forget to make the class conditions conducive by asking the student who talked a question. While waiting for the content from the projector was done, the teacher asked the students to open their book. Then the teacher asked the students to join the quiziz link to show power point by their phones. Not all the students bring their phone and most of the students were talkactive, but the teacher always tried the students to focus. The teacher pointed the text on LCD projector, and asked the students related to the picture showed. The picture some men played football. She called one of the students and asked "what the picture about?" and then the student answered "football". And then the teacher asked again "do you like football?. The student answered "yes". The teacher then asked more students about do they like football or not. The teacher then showed the next slide, contained 2 sentences and asked the

students to read them. Further, the teacher explained about verb 2 and why they should verb 2 in simple past tense. Teacher recalled the students memory about regular and irregular verbs. Back to the LCD Projector, the teacher used quiziz shuffle to choose the students and asked them do they understand the material. The teacher asked the students did they have some questions, and told the students they can see the regular and irregular verbs in dictionary. Hereafter, teacher played a video related to the lesson and told the students to write down some important points because she would asked some questions. The teacher open quiziz and told the students to join by the link shared in WA Group with their phone, the students who brought their phone joined the link and the other who did not bring the phone would do the assignment later. There were 40 questions. The results was showing in LCD Projector, after the students answered, the teacher mention the students who had the highest score among their classmates.

2) Teachers Understand More About The Students' Learning Styles

Based on the interview, the teacher's answer indicates that teacher understands her students competence on choosing method in class. As she said, *"I often use discovery method, for problem-based learning I do it rarely because sometimes*

students could not find the problem and need our instructions. It has to suit the students' competence. We can not set the standard without knowing their background because in elementary school they did not learn English before".

Researcher also found that teacher knew what learning styles are suitable in class. Teacher said that, *"from Independent Learning Curriculum we can know students interest and students learning styles. For instance, student A's learning style is kinesthetic, so they can't really sit right? So we can modify our way of teaching into practice".* In the interview the researcher also noticed that teacher has a way to cover all learning styles not at once. The teacher realized that she can not fulfill all three learning styles in one meeting, so she cover it in other meeting. The teacher stated, *"but in one meeting we can not facilitate all of learning styles. Therefore, we can find the dominant, if it in the class there are three style of learning, kinesthetic, audio, visual, we can teach them alternately".*

3) Students' Learning Interest, Scores And Characteristic Are Increasing

Based on the interview, it was found that students are more interested in learning English. Mrs. E said, "i think their scores are increasing because they learn according to their interests. So the higher students' interest in learning they can achieve the

objective of learning, it influences their scores. But, scores are not the standard whether the students are success or not. The students' characteristic are also formed by P5 activity, and also in modul ajar we included character of pancasila students. That is why every class is given class beliefs, such as respect each other, keep the class clean and keep good values, it can improve students' characteristic. This is in line with Mr. R' answer, "of course, students' scores are getting better and the characheristics are getting better too. Students tend to have good communication with me. When they meet me they always greet me and try to talk to me. In class when they wanted to go to the toilet they would said it in English". This is in accordance with the observation researcher did. In the class student seems excited to answer the teacher. Even though the teacher asked the question in English, the students understand the questions and answered it correctly. Also, when the researcher conduct the observation, the researcher can see that the teacher remind the students about characher of pancasila students. When the students were talking when their peers tried to answer the task the teacher reminded them to respect each other.

4) Students and Teachers Have Good Communication

Based on the observation the researcher conducted, researcher found that there was good communication between the students and teachers. When researcher was in Mrs. E class, in the end of the class researcher noticed that Mrs. E tend to care about her students feelings after learning. Before closing the class, Mrs. E asked the student about what they felt when they were studying. She asked one of the students, *“what is the easy part we learned today?”*. The student answered, *“the simple past tense”*. Next, she asked what was the fun part from their learning and one student answered it was the quiz. And she asked to all student, *“what is the difficult part when we learned?”*, few students answered, *“writing and answering the quiz”*. This is in line with the teacher’s lesson plan. In the lesson plan, in the closing part, the teacher would asked the students about their feeling and the point of the material. The teacher then made lesson reflection by asking the students what did they learn that day. The teacher helped the student to make summary of lesson material. She asked *“any questions”*, then asked some students which part of the study was fun, easier, or hard for them. And furthermore, Mrs. E asked, *“what are you guys feeling after studying?”*. Then the students answered *“happy, good, tired and hungry”*. At the end, the teacher thanked the

students for attending the class, for paying attention to the class, gave a little spoiler about next meeting and said salam, also allow them to have a break.

Based on the interview the researcher with Mr. R, he said that, *“when the students meet me they always greet me with good morning, sir and how are you. Its like they kind of have good communication with me, with what I teached, they try in daily life. ‘where is the bahasa indonesia teacher?’ ‘where is the english teacher’, they asked me in English. If they go the wash room, they will say “excusme sir I want to go the wash room”.* Mr. R used direct method. So, all of his explanations were in English. The reseacher never heard the teacher used bahasa indonesia in class. While researcher was in Mr. E class, Furthermore, teacher asked some students *“do they like music?”* and *“what kind of music do you like?”*. Most of the student answered the questions in English confidently and some answered shyly. Furthermore, the teacher share the papers to each student. In the paper there was a descriptive text about self-introduction, and two form of excercise. The text was about the introduction of the main character named Andrew, his family and his hobbies. The teacher explained to the students how to answered the questions. The first excercise was arrange the sentence. The second one was the questions related to the

descriptive text. So, the students needed to read the descriptive text to get the answers. When teacher asked the researcher to help the students answering the tasks he gave, the researcher went to each group and asked the student if there were difficulties to answer the questions. Most of the students said they understood the assignment. To be sure about the students really understood, the researcher asked how the students answered them and they indeed understood. Among 35 students, only one student who did not really understand how to answer the questions. But after the researcher explained it a little bit, the student understood.

From the both results, we can conclude that teaching English with independent learning curriculum is more effective to the students because they feel more comfortable in using English in daily life. When the teacher asked how the students feel after studying it also makes the good bonding between the students and teacher. The teacher might know which teaching activity the students like, and the student also has freedom to speak about their feelings.

b. For students

1) The students understand the material easier

To obtain answers about the advantages of Independent Learning Curriculum for students, researcher used interview as

instrument. Based on the interview with 15 students, the researcher found that most of the students said that the material is easier for them to understand. Quoted by student MRZ, “yes, *I understand the material easier because the material is clear*”. This is in line with what student ZRA, he said, “*it is easier to understand because of the teacher’s explanation*”. This is in accordance with the observation researcher conducted in class.

When researcher was in class 7th B, in Mr. R’ class, researcher joined the teacher in the class by sitting in the back of the class. Researcher found that the students understood teacher’s explanation and instructions. , the teacher explained how to answer the quiz, he also gave examples of verb 1 and verb 2. The student that got the paper and suitable to fill the blank verb on whiteboard should came to the front of the class and wrote down their answer. The teacher started the quiz. Some students came to the front of the class and wrote down their answers. Most of the students answered it correctly and some of them answered it wrong, but the teacher immediately told them the correct answers.

It meant the students understood very well about teacher’s explanation and instructions even though the teacher explained and gave instructions in english fully. The reason why the students understood it well is also because the material teacher

used is not too much and suitable for the students. It is like in the student NPA's statement "*it is exciting and the material is not too much, there is no taking notes too much, if it is answering quiz from a phone*". Based on observation in Ms. E's class, the researcher indeed found the students did not write many notes. In the class after the Ms. E played the video about Simple Past Tense. Next, teacher called student's name and asked what did he get from the video. The student answered correctly and the teacher elaborated the main point of the video.

2) The students feel more interested in learning english

Based on the interview, researcher found that students like to learn english using technology teacher used in the class. From the observation researcher had conducted in Mrs. E's class, she used the technology very well. She used LCD Projector, Youtube Video, and Quiziz. Students found it so interesting as the student MR said "*I like it when there are games*" and other statement as "*it is more interesting because there are pictures*", in this context the students talked about why the class is more interesting because the teacher using Quiziz when giving the quiz to the students in class. Student MR also admitted that he is more excited when answering the quiz through quiziz and not just writing.

Student SDA also admitted that she found the learning activity more interesting because the teacher used quiziz and show a video in class. Student SDA admitted that she likes watching the video and answering quiz through quiziz. This is in line with student RM's statement "*the way teacher explained the material is exciting, and it is easily understood*" and the other statement as "*there is usually a game, the tasks are also easily understood*". Student RM also admitted that teacher often using quiziz, showing a video can make up her mood in positive way to study and when teacher a video related to the lesson that day it makes her easy to catch the material.

2. The Challenges and the solutions of Independent Learning Curriculum

a. Teacher felt difficult to determine teaching techniques for the students

To find teacher's answers about the challenges and how did the teacher overcome it, interview was an instrument researcher used to gain the information. According to the interview with Mrs. E, researcher found that teacher has difficulty to choose the right technique in teaching. As she stated, "*the challenge is to pick the right teaching technique for them. For instance, we want the students are good in speaking, the we gave them the material in the form of audio. There is the challange there.*"

Whether the students understood the material or whether they interested or not, that is the challenge". But, researcher also asked how the teacher noticed the situation if in the case the student did not understand the material. Teacher said "*they usually just keep silent. If I asked them whether they got it or not they just keep quiet. There are some who did not understand and shy to ask a question. I usually reviewed the material or point certain students, then they will speak*". Researcher notice that in this situation teacher already had a way to resolve the problem. It indicates that Mrs. E already know the students very well.

This is in accordance with the researcher found when researcher was observing in her class. There was some moments after the teacher explained the material. Everytime the teacher explained something, she would ask the students whether they understood the material or not. If the students kept silent, she would called out their name or point certain students. There are also some student who are actively speaking in the class, so the teacher called out their names and asked them some questions related to the material. Not only point at certain students, the teacher also come closer to the student who was having activity unrelated to the lesson. She went to the student and asked what was going on and tried to help him to figure things out.

b. Teacher felt difficult to knowledge all of the students' characteristics

To make sure the students are enjoying study english in class, in Independent Learning Curriculum teacher are required to freely choose their lesson materials that suit their students' needs. Not only the lesson but also how they teach in class. Therefore, the teaching technique they use can cover all the learning styles in a class. This is one of the challenges in Independent Learning Curriculum for teacher, teacher should know and understand the students' characters so they can decide which learning style is the best in meetings. As the teacher statement *"the factor is my nescience about the students' characters, we can not understand all the hundred of students personally, right?. It also my personal skill to know and understand how the students are, it is limited. If it is for people who have ability for knowing people behaviour, it might be easier for them, but for me, i have difficulty about that. Like why did this student behaving like this or whatsoever, it is not easy"*.

Based on teacher's statement above, researcher found that teacher has difficulty in acknowledge all the students' characters. After hearing the challenge, researcher asked the teacher how she overcome this challenge. She said, *"I learn more. I try to have more interactions with my students, the more*

I do it the more I gain the information". Teacher's answer indicates that she already has a solution on how to overcome this challenge. This is in line with the interview researcher did with students. Most of the student admitted they feel comfortable learning with the technique teachers used. As the student MD stated *"I like when we speak in english, if my friend asked in english i like to answer it. My vocabulary is increasing and i know how to pronounce it. By watching video, speaking in class, and work in groups make it easier for me to study"*. From the student's statement, researcher can indicate that the way teachers teach the students are already suit for the students. This is also in line with observation researcher did. In the class both teacher Mr. R and Mrs. E, even though the both use different method. Mrs E used grammar- translations method, so she used english then talk in bahasa as the translate. While Mr. R used Direct Method in the class, it means that Mr. R speak in English fully in class. Both of them have a good impact for the students. Students in their classes are active in answering the questions or tasks. Especially in Mr. R' class, when he asked some students in English, the students understand the questions and answered it correctly.

c. Teacher felt difficult in choosing essential material for each class

In interview, teacher admitted that there is difficulty in choosing essential material for each class. Essential Material is an important material or subjects that must be mastered and understood by students and ongoing material that exists at all class levels or phases of education. As the teacher stated *“the difficulty is to determine the essential material for each level. Because the Junior High School is one phase, Phase D. In phase D there is no limitation between 7th, 8th, and 9th grade. We have to determine the essential material for 7th grade, 8th grade, and 9th grade, if it is from the start we did not discuss it, we will lose some materials, or the material are taught twice. For instance, when I taught in 8th grade, they should have been taught about regular and irregular verbs in 7th grade. But there are some students who did not really understand. It is either the students who miss the material or the teacher, we don't know.”*. This is in accordance with the observation researcher did in the class. Researcher found that teacher explained again about regular and irregular verbs while their material that day was simple past tense. It was simply because there were some students who did not understand the regular and irregular verbs. First, the teacher triggered the students knowledge related to the lesson by asking them questions about what did they do before went to school. After listening to the students answers. Furthermore, the teacher

connected the questions with the lesson material and focused to explain the lesson. The lesson was about simple past tense. When the teacher asked the students about it, the students seemed did not understood the material they should have been taught in 7th grade. Therefore, the teacher had to explained it again.

In that case, the researcher asked the teacher how did she overcome when it happened. Teacher seemed already know how to face this challenge. As the teacher statement *“we asked the students first, have they learned about the material or not. If it yes then I just have to review it. But if its not, then I have to teach them about the material”*. From the statement above, we can conclude that the Independent Learning Curriculum is related to one another material in each level. In order to make the student understand the material, the students can not miss any material in learning process. For instance, to understand simple past tense, the students need to masters the regular and irregular verbs. If they forgot, teachers have to explain it. Because they can not understand the changes of verb in simple past tense if they do not know the form of the verbs. Therefore, the teacher has two ways in facing this challenge. first, they only have to review the material a little bit. Two, they need to teach them from the start about the material the students have not learned.

B. Discussion

After obtaining the data from Observation and Interview. Process the data, the researcher analyze the data in findings. The researcher obtained the informations about the advantages of Independent Learning Curriculum from teachers and students' side, and also the disadvantages from Independent Learning Curriculum from teacher's point of view.

Based on the result of observations, the researcher found that there are advantages in using Independent Learning Curriculum for teachers and students. In this curriculum teachers feel the benefits in their teaching because they choose their material and method freely, not based on syllabus.. This is in line with Kemdikbud-Ristek (2021) in the book "*Buku Saku Tanya Jawab Kurikulum Merdeka*", a teacher has the freedom to choose their lessons media that adjust to lesson needs. Meanwhile Primayana (2022) mentions that teaching modules in the independent curriculum can make it easier for students to learn and for teachers to deliver material. Furthermore, Rahayu et al., (2022) emphasizes that the independent learning curriculum provides flexibility and freedom for institutions, teachers, and students to organize their learning activities. Next, Surul (2023) claimed that the assessment aspect of the independent curriculum, highlighting the freedom given to educators to develop various assessment methods, such as written tests, oral tests, portfolios, and projects.

From the claims above, we can conclude that students may study more thoroughly and without rushing. The curriculum is more self-sufficient, or the the teacher has the freedom to educate according to students' levels of achievement and development. And also the students feel more easier to study because the material is simple and suitable for their needs. It is in accordance with Marlina (2022), she claims that in the Independent Curriculum, learning activities are carried out in line with students' achievements. Learning activities are not generalized, but student level of adjustments are required. As a result, learning is carried out more flexibly in accordance with students' skills.

Researcher also found the teachers more understand about students' learning style. According to Farhana (2022), one of the concept of Independent Learning Curriculum is Differentiated learning. This finding is related to the concepts of differentiated learning in Independent Learning Curriculum. Moreover, Wijaya et al., (2022) stated that the idea of differentiated learning is to make students the focus of learning, customizing the learning process according to students' learning styles and skills, so that students may feel comfortable, safe, and pleasurable throughout the learning process. Based on interview and observation researcher found that teacher really payed attention to students' learning styles. Teacher also realized that one learning styles can not fulfill all the students learning styles in one meeting so the teacher use various technique in teaching in the other meetings.

Independent Learning Curriculum not only focus on students competencies but also focus in forming the characteristic of Pancasila student. Prastowo et al., (2020) mentioned that one of the main focus Independent Learning Curriculum is to reinforcing the characteristics of practicing Pancasila and diversity. On the other hand, (Marisa, 2020) stated that teacher may transmit the subject matter concerning character development. Moreover, Yuhastina et al., (2020) stated that the emphasis of learning process is more emphasized the formation of student character. It is implemented by teachers and students who are able to communicate well through teaching and learning activities and discussion method that does not make psychologically students feel afraid. Based on the claims above, we can conclude that Independent Learning Curriculum not only focus on academic, but also in character building. In this curriculum, the goal of the character is the character of Pancasila student. The researcher found that, from the interview with the teachers, the students learning interest, score and characteristic is improving. This is supported by Setiawan et al., (2022), they claimed that the higher students' learning interest, the higher their score because they can manage they emotion and interest in studying subject. On the other hand, The government has made multiple innovations and adjustments to the national education curriculum in order to adapt the output of Indonesian education to the advancement of technology and knowledge (Pratikno et al., 2022). When the researcher interviewed the teacher, the researcher found that both teachers feel their students have enhancemet in

their learning interest, because the teachers teach using the students' learning styles, use technology, the students are more excited in learning english. Not only learning interest but also their score. The more students' learning interest are higher, the more their score is improving too.

Teachers also has good communication with their students. According to Setiawan et al., (2022), The existence of good teacher and student relationships and communication will influence their interest in learning, and if a student has an interest in learning, it will grow interest in learning and improve student learning outcomes. When researcher conducted observation. Teacher asked the students how they were feeling after studying. It means that teacher care and respect their students' feelings. Not only in learning activities, based on the observation with the other teacher, the researcher also found that students tend to try to communicate with their English teacher using English, inside and outside the classrooms. In other observation researcher conducted, researcher also found the element of Independent Learning Curriculum posters in each class written and stucked on the wall. According to Kemdikbud-Ristek (2022), in the book "*Dimensi elemen subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka*", they elements are Have faith, fear God Almighty One, and have noble character, Global Diversity, Mutual cooperation, Independcent, Critical Thinking, creative. From the observation, researcher found that teacher remind the students about respecting each other when they work in groups.

Furthermore, researcher also found the challenges in implementing independent learning curriculum from teacher's point of view. Based on interview, teacher admitted that she is having difficulty in choosing teaching technique that suitable for students' learning styles. This is supported by Awaliyah & Tiarina (2023), they found that most of the teacher has difficulty in choosing learning styles in class. The factors of this challenges was the lack of teacher's knowledge about students' characteristic and learning styles. Teacher also felt difficult to fulfill all of the students' learning styles. This is supported by Vikri et al., (2023), they found that teachers claimed that it is not easy for teacher to teach in one meeting with several learning styles. On the other hand, Rizki & Fahkrunisa (2022) claimed that the challenge teachers have faced was they have difficulty to find suitable method for their students to stimulate their independence learning. However, the researcher found that the teacher has a solution in this case. Based on the interview, researcher found that the teacher usually use discovery method in her class, she also claimed that the students mostly enjoy the learning process as long as the teacher did not use the lecturing method. The teacher also said that in overcoming this challenge she learn more about it and try to have closer relationship with her students by making more interactions. This is in line with Lince (2022), in her study she found that the teachers quality increased, it is because the teachers not only become educators, but they have to be facillitator, mediator, and motivator for the students.

Furthermore, the teachers also face the challenge on how to determine the essential material for each class. According to official kemdikbud website, the junior high school is phase D. In this phase it includes the three grades, 7th, 8th, and 9th. Based on the interview with teacher, the teacher claimed that the difficult part is there is no limitation of material for each grade. This is in accordance with Vikri et al., (2023), in their research they found that teachers have difficulty to choose essential material for the students and dividing the materials for each class.