

**IMPLEMENTATION OF THE INDEPENDENT CURRICULUM AT
SMA NEGERI 1 SOSORGADONG BASED ON 4C COMPETENCIES**
(Critical Thinking, Creative Thinking, Collaboration and Communication)

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ABSTRACT

The aim of this research is to depict the competence of 4C implementation in the Merdeka Curriculum within the context of Class III at SMA Negeri 1 Sosorgadong. This descriptive qualitative study involves 28 Class III students at SMA Negeri 1 Sosorgadong. The data collection methods employed include observation and documentation. The essential 21st-century skills for students encompass Critical Thinking, Creativity, Communication, and Collaboration, often referred to as the 4C. These 4C competencies in executing the independent curriculum can be applied during the learning process, particularly in Class III at SMA. It is advisable for educators to incorporate 4C competencies into each learning activity to foster the development of competent and high-quality students equipped with practical life skills.

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Keywords : *Independent Curriculum, 4C Competencies, Critical Thinking, Creativity, Communication, Collaboration*

1. INTRODUCTION

The development of the 21st century accompanied by the rapid development of science, technology and information has had a significant impact in every aspect of life, one of which is the aspect of education (Gunadi et al., 2022). Education has a very important role in preparing individuals to face the challenges and demands of the world of work and complex social life (Darling-Hammond et al., 2020).

Education in Indonesia is currently struggling to restore learning conditions. Many efforts and interventions have been issued by the government to catch up with the online learning that had previously occurred. The Indonesian government has been working on several policies to address the potential learning loss and learning gap (Rahim et al., 2023). According to Yuliyanto & Yamin

(2022), learning loss is the loss of previously learned competencies in students and is unable to complete learning in class. The learning inequality in the pandemic era arises because students do not have access to: (1) digital devices; (2) sufficient adaptive and IT-capable teachers; (3)

financial conditions; and (4) parents who actively provide support (Valentia, 2023).

Education today faces increasing demands to produce quality graduates and have competitiveness in terms of skills needed in the 21st century era (Purwanto et al., 2023). 21st century learning is expected to be learnercentered, collaborative and active learning is the main focus. So that teachers are no longer just class leaders, but rather facilitators, encouraging learners to actively participate, collaborate and build their own knowledge through projects, discussions or group work (Supratman et al., 2023).

21st century learning does not only prioritize cognitive abilities, but also prioritizes the ability to process in learners (Kholifah et al., 2023). It should be the teacher's job to know the potential, talents and interests of each student. This means that in this case a teacher must be able to know how to teach according to the needs of students and students feel free to think, so that the process of teaching and learning activities becomes fun (Richardo et al., 2023).

One of the government's efforts in responding to the demands of the 21st century era is to update the curriculum,

namely through the implementation of an independent curriculum. Minister of Education and Culture Nadiem Makarim issued a policy related to the Independent Curriculum, which is stated in Kepmendikbudristek No. 56 of 2022 which has been revised to Kepmendikbudristek No. 262 of 2022 concerning guidelines for implementing the Curriculum in the context of learning recovery. Through the independent curriculum, teachers are given the freedom to create quality learning that is tailored to the needs and environment of students. The independent learning curriculum comes as an answer to the tight competition for human resources globally in the 21st century (Indarta et al., 2022). An independent curriculum is defined as freedom of learning, freedom of thought for learners, teachers and parents so that attitudes, skills and knowledge that contextualized will encourage the soul character of learners (Iqbal et al., 2023). Curriculum independent curriculum expects learners to be able to face the complexity of in the future by creating student graduates who excel (Daga, 2021).

Education in schools is used as a formal education that has the task of developing the attitudes and skills of students. In this case, it can be interpreted that education in high school in shaping the mindset of mindset of future youth as the successor of the nation. Therefore, to face the development of the 21st century 21st century skills are needed that every learner must master learners. The 21st century skills are *Critical Thinking*, *Creativity*, *Communication* and *Collaboration* (working together) which is often abbreviated with 4C. The four skills are the 21st century skills that must be mastered by learners (Meilani et al., 2020).

4C competency are abilities that required to learn and innovate in facing and adapt to the challenges of the 21st century (Taufiqurrahman, 2023). Meanwhile, according to Afifudin (2022), 4C is a soft skill that implementation in life is more

more useful than hard skills. Therefore, the learning process that takes place should include 4C skill components, where on the implementation of teaching and learning process activities teaching and learning process activities must be centered centered on learners rather than centered on the teacher.

Based on the background above above, researchers need to study more about 4C competency in implementation of the independent curriculum. Then the learning activities that currently taking place are expected to can contain 4C competencies, namely critical thinking, creativity, working cooperation, and being able to communicate well so that the results expected to create learning is fun and learner-centered. learnercentered learning.

2. THEORETICAL

2.1 Independent Curriculum

The educational approach of the Merdeka Curriculum is characterized by an ongoing developmental framework. This curriculum incorporates the mapping of competency standards, fostering learning independence, and implementing minimum competency assessments. This approach aims to provide educators with greater flexibility to design learning and assessment plans that align with the unique characteristics and requirements of students. Within the Merdeka Curriculum, the Pancasila Learner Profile serves as a guiding principle, directing all policies and updates within the Indonesian education system, encompassing aspects related to learning and assessment (Andari, 2022).

Independent learning is the right step to achieve ideal education that is in accordance with current conditions with the aim of preparing a generation that is resilient, intelligent, creative, and has a strong character. to prepare a generation that is resilient, intelligent, creative, and has

character in accordance with the values of the Indonesian nation. in accordance with the values of the Indonesian nation (Zulaiha et al., 2022). The concept of an independent learning policy is that teachers as educators able to create a comfortable learning atmosphere and be able to generate enthusiasm for learning so that students do not feel burdened by the material presented by the teacher (Nadia et al., 2022).

2.2 4C Skills

The 21st century skills are *Critical Thinking, Creativity, Communication* and *Collaboration* (working together) which is often abbreviated with 4C. The four skills are the 21st century skills skills that must be mastered by learners (Meilani et al., 2020). The 4C skills in question were first introduced by the US-based Partnership for 21st Century Skills (P21) which includes several things, namely communication, collaboration, critical thinking and creativity (Agustinova, 2022).

3. RESEARCH METHODS

This study employs descriptive qualitative research, which is a method used to explore, discover, depict, and elucidate the quality or attributes of social influences that cannot be elucidated, measured, or described through quantitative methods. The objective of this research is to investigate and portray the implementation of the 4C competencies in the independent curriculum in class III of a high school. Data collection involves observation and documentation to gather the necessary information regarding the 4C competencies in the execution of the independent curriculum in Class III of the high school.

4. RESULTS AND DISCUSSION

Independent Curriculum gives teachers the freedom to design learning that is tailored

to the needs, talents and interests of students, and teachers are expected to be able to create learning that is educational and fun. Competence Pedagogical competence now also requires teachers to be able to model and implement the learning process (Indarta et al., 2022). The main role of a teacher at every level of education is very influential for students, especially in high school, namely teachers must be able to help learning difficulties experienced by students and help them to be well accommodated (Nopiani et al., 2023). Teachers are also given mandate as the driving force to plan, implement, evaluate and follow up on the evaluation (Sutrisno et al., 2022).

With the concept of learning concept that is active, innovative and comfortable is expected to be able to realize students who have 4C competencies in accordance with the needs of the times, especially in the 21st century era. In addition, the role of the teacher has changed from just delivering information to become a learning facilitator. Teachers must able to be a guide, directing learners in explore knowledge, encourage them to learn independently, as well as shaping character of learners to have 4C competencies, namely critical thinking, creative, skilled in communicating and collaboration.

According to Rahardhian (2022), Critical Thinking is a thinking skill to solve problems or make decisions on problems faced make decisions on the problems faced. Critical thinking is part of 4C competencies that must be mastered by learners in order to have ability to solve problems, and express their arguments based on the the knowledge they learn (Nurafiah et al., 2019). Critical thinking involves learners' ability in analyzing, evaluating and connect information logically to make good good decisions.

In implementing the Merdeka Curriculum in class III SMA, teachers can provide sparking questions at the beginning

of the lesson. For example, ask questions that ask them to provide reasons or evidence to support their answers or it can be to support their answers or it could be by asking questions that encourage them to make connections between the information and the material to be learned to make connections between the information and the material to be learned. Furthermore, learners can also be involved in group discussions to share opinions compare points of view and find common solutions to problems problem or group division that they are facing. Example of discussion topic

"How to preserve cultural diversity in Indonesia?"

What are some ways you can do to preserve cultural diversity in Indonesia?"

In addition, learners can be asked to compare two concepts, objects, or different situations, in order to encourage learners to see the differences similarities, and the implications of each. For example learners are asked to compare the difference between a block and a cubes and their components, or also ask learners to pay attention to objects objects in the surrounding environment then asked to categorize which objects include examples of blocks or cubes and their reasons.

Creativity is a person's ability to create new things, both in the form of mideas and real work (Suratno, 2022). An educator should be able to creativity itself requires the ability of learners to produce new and original ideas or solutions learners in producing new and original ideas or solutions. Creativity will be seen from the ability of learners such as being open to new ideas or ideas to others, then developing, implementing, and working on new ideas or ideas to others and then develop, implement, and work on those ideas (Anton & Trisoni, 2022).

Creativity learners' creativity in learning can also be stimulated through group discussion activities (collaboration).

Through collaboration in discussion with their friends, learners learners can work creatively with other people. In the implementation of Merdeka Curriculum in III grade, teachers can provide space for learners to develop their creativity through tasks that allow them to imagine, create a work, write a story, or design a creative project create a work, write a story, or design a creative project.

According to Ulfa et al., (2019), Communication is the ability to convey thoughts, ideas, knowledge, and new information information that is owned to others through oral, written, symbols, pictures, graphics, or numbers. These skills include listening skills, obtaining information, and conveying ideas in front of a crowd. Communication competence can be trained by creating opportunities for learners to convey their ideas, thoughts and opinions during learning either in group discussion activities group discussion activities or in discussion activities with the teacher

Through communication, learners will have the ability to process thoughts, data, and phenomena to be expressed in oral or written form (Sholikha & Fitrayati, 2021). Communication is said to be successful when other people understand or agree with the ideas conveyed. In implementing the Merdeka Curriculum in class III SMA, teachers can implement various activities that encourage students to communicate orally and in writing. writing. For example, in group discussion activities, students are asked to conduct interview activities with PPL teachers regarding the topic of group discussion. Then through presentation and question and answer activities, students can respond to each other and provide input or opinions, thus these activities can support students' ability to communicate.

Collaboration competency refers to the skill of cooperative work, synergizing efforts, adapting to various roles and responsibilities, and respecting differences

among team members. In collaborative endeavors, individuals complement each other's strengths and weaknesses, facilitating the effective resolution of shared challenges. An individual is considered to possess collaborative ability when demonstrating proficiency in three dimensions: (1) effectively working within a team and appreciating the diversity of team members; (2) exhibiting flexibility and openness to others' opinions to achieve shared goals; and (3) embracing shared responsibility in collaborative efforts while valuing each team member's contributions. This competency can be developed through educational activities, with teachers playing a crucial role in fostering collaborative experiences for learners.

In the context of the Merdeka Curriculum implementation in the third-grade class of senior high school, collaboration involves students working together in groups or teams to attain common objectives. Teachers can facilitate this by assigning tasks that encourage collaborative efforts, such as group projects and teamwork during recitation sessions, along with training sessions aimed at enhancing children's Quranic reading skills..

Documentation



Figure 1. The teacher monitors the activities student discussion (*Competency Critical Thiking, Collaboration, Communication*)



Figure 2. Students holding religious lectures (*Creativity Competency*)



Figure 3. SMA N. 1 Sosorgadong



Figure 4. 4C skills training for teachers at SMA Negeri 1 Sosorgadong

5. CONCLUSIONS AND SUGGESTIONS

The autonomous curriculum is distinguished by its adaptability and emphasis on fundamental content.

Moreover, instructors have the autonomy to devise educational activities that are tailored to the specific context and local content. The integration of 4C (Critical thinking, Creativity, Communication, and Collaboration) within the autonomous curriculum necessitates habitual practice. This ensures that the implementation is an ongoing process, allowing for a more indepth examination of each competency to be consistently applied. Cooperative learning strategies offer opportunities for honing critical thinking, creativity, communication, and collaboration, allowing teachers to choose strategies that best suit the students' needs. The teacher can select cooperative learning approaches that align with the students' requirements.

In conclusion, the 4C competencies within the autonomous curriculum can be cultivated through the continuous practice of learning activities, particularly in the context of the third-grade class in senior high school (SMA). It is advisable for educators to integrate 4C competencies into every learning activity, aiming to produce competent, well-qualified students equipped with skills applicable in their daily lives.

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