

OPTIMIZING RISK MANAGEMENT IN IMPLEMENTING THE INDEPENDENT CURRICULUM AT SDN 244 GURUMINDA

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ABSTRACT

Risk management is an effort made to know, analyze, and control risks in various sectors, especially in the education sector. Along with the times, the world is growing and education must also develop so as not to be outdated. The effort made by educational institutions is to change the curriculum to an independent curriculum. However, by having change of the curriculum, there will definitely be risks that must be faced and be able to control it in order to achieve educational goals. This study aims to investigate the role that risk management plays at SDN 244 Guruminda in the implementation of independent curriculum. The research methodology relied on qualitative techniques, using information gathered via interview responses. The results of this study provided information that there are risks in implementing an independent curriculum, both internal risks and external risks. The independent curriculum at SDN 244 Guruminda runs well because the school is able to carry out risk management optimally. This has an impact on improving the quality of schools from ordinary schools to driving schools that are used as examples for other schools.

Keywords: Curriculum; Independent Curriculum; Risk Management

INTRODUCTION

Every country or nation needs education to compete successfully in the global market since it is an investment in the future that will pay off (Nur Afifah et al., 2022). The confines of time and space do not control the advancement of education. The goal of education development is to raise the standard of education over time (Fadhila Batubara & Davala, 2023). Education and school attendance are essential to a person's growth and play a significant part in our life experiences. A successful profession, financial independence, the capacity for critical thought and reasoning, and the capacity for making well-informed judgments are all based on education. Without education, people's abilities will be restricted, and they won't be aware of what's going on in their immediate environment (Campbel, 2020). There are many purposes of education, such as enhancement, equality, emancipation, and eudaimonia (Murray, 2023). Besides that, education has many important roles in society, such as creating any democratic society, making a society geopolitically stable, and so on (Prasad & Gupta, 2020).

Education in school cannot be separated with curriculum. Curriculum is a set of guidelines that specify what will be taught in a particular educational program (subject matter), who will teach it (teacher), who will learn it (learner), how it will be taught (with what tools and in what environment), how it will be evaluated (assessment), and what the results will be (output/outcomes) (El-Astal, 2023). By fulfilling the vision,

mission, and objectives of national education, the curriculum contributes to the molding and development of human cognitive, emotional, and psychomotor components (Ramadani et al., 2021). Besides that, curriculum in education has a major impact on how far a nation's educational system advances, from theory to practical application (Mulia et al., 2023). The curriculum in Indonesia has undergone many changes, such as 1947 Curriculum, 1952 Curriculum, 1964 Curriculum, 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, 2004 Curriculum, 2006 Curriculum, 2013 Curriculum, and Independent Curriculum (Abidin et al., 2023). Curriculum change policies are dynamic, contextual, and relative. The outcomes of analyses, assessments, and forecasts determine what changes take place, and the difficulties encountered are ever-shifting (Hadi et al., 2023).

The Independent Curriculum is a very recent addition to the curriculum. The Ministry of Education introduced the policy of independent curriculum in December 2019, which signified a shift in Indonesia's curriculum. The policy explains a number of significant changes that will be implemented in the Indonesian curriculum, including the expansion of the zoning system (excluding remote areas), the replacement of the national examination (UN) with a minimum competency assessment and character survey, the role of schools in the national standard school examination (USBN), and the simplification of lesson plans. The program's debut indicates that the Independent Curriculum is a relatively new initiative, having begun in 2020 (Tanjung & Amalia, 2023). The Independent Curriculum seeks to transform Indonesia's educational system. The Independent Curriculum approach emphasizes character development, creativity, and student independence in addition to academic performance goals (Anggini et al., 2024).

The quality of human resources and the development of the country are both highly dependent on education (Mulyasa, 2021; Widyastuti, 2021). In addition, education also aims to use knowledge to foster human maturity and attitudes (Irman & Fitriani, 2022). For this reason, a curriculum is needed, which is very important in the world of education. If a curriculum runs well, the learning process will run smoothly and produce quality students (Awwaliyah, 2023; Ningrum & Andriani, 2023). However, the development of education will also increase the risks faced by educational institutions (Manzis, 2024; Supriyadi et al., 2023). Therefore, risk management plays an important role in the operations of educational institutions, especially when introducing an independent curriculum. The importance of implementing risk management in educational institutions is to anticipate possible risks that will occur. Based on the previous study, risk analysis which consists of the steps of risk identification, risk measurement, risk control measures, and risk evaluation helped SD Madania and MI Pembangunan UIN Jakarta overcome potential hazards (Kusumardi, 2024).

This is similar to the condition and situation at SDN 244 Guruminda, which explains that there are many risks that must be faced in implementing the independent curriculum. To anticipate these risks, conducting a risk management analysis is needed to do in order to improve the quality of schools from ordinary school to extraordinary school (Indra & Sos, 2023). This background study encourages this study which seeks to understand how SDN 244 Guruminda applies risk management analysis in implementing the independent curriculum.

RESEARCH METHODS

This study used a descriptive approach in a qualitative way. Qualitative research as a data collection approach combines inductive data analysis and triangulation, and is based on a post-positivist philosophy (Susanty et al., 2023). The aim is to investigate the state of natural objects. The importance of generalization is then shown by the findings of this qualitative research. Then, the data relates to the implementation of the independent curriculum at SDN 244 Guruminda, focusing on the objective condition and optimization of risk management.

Observation, interviews and documentation were used as data collection strategies. Direct questions were asked to homeroom teachers and the principal of SDN 244 Guruminda during interviews to gather information, as well as to people who have influence and knowledge about education in the school. Meanwhile, documentation was used to document observation activities as evidence that the research had been carried out (Moleong, 2014).

The data analysis techniques used in this study were data collection, data reduction, data presentation, and conclusion drawing/verification (Creswell, 2002, 2010). Data analysis was conducted in four steps. The first step was collecting information through documentation, interviews, and observations. The second step was minimizing the data by concentrating only on the important things. The third step was making data presentation in the form of brief descriptions and charts for easy understanding. The fourth step was drawing conclusions that contained answers to the formulation of problems which were obtained from the research results.

RESULTS AND DISCUSSION

Research Results

Implementation of Independent Curriculum at SDN 244 Guruminda

Based on the findings of observations, interviews, and documentation conducted at SDN 244 Guruminda, this school uses the independent curriculum and it is a driving school as well. The school's location on the outskirts of the city is the background to changing its status as a driving school because it has the potential to lag behind schools in the city center in terms of academic achievement. In addition, the community entrusts their sons and daughters to learn at the school for quality primary education. Thus, with the approval of the school committee, SDN 244 Guruminda was able to join 14 other primary schools in Bandung that are members of the Movers School initiative, each of which has an independent curriculum that serves as an educational reference. So that SDN 244 Guruminda officially adopts the Independent Curriculum as a Driving School starting in the 2021- 2022 school year. At SDN 244 Guruminda, the concept of independent curriculum learning is as follows

1. The learning growth framework of the independent curriculum is a continuous cycle.
2. The independent curriculum gives teachers more flexibility in designing instruction and assessment based on the needs and characteristics of their students

by setting competency criteria, enabling self-study and assessing minimum proficiency.

3. The Pancasila student profile serves as a roadmap for all policies and reforms related to the Indonesian education system, including learning and evaluation, based on the independent curriculum.
4. The operational curriculum and learning objectives flow serve as a reference for lesson plan just like the syllabus. Education units may utilize both documents if they have an operational curriculum and learning objectives flow for lesson plan. An interesting and methodical collection of media resources, techniques, instructions and guidelines that make up a teaching module. The development of teaching modules is based on long-term growth and pays attention to the learning objectives to be learnt, as well as the period or stage of learner development.

In addition, this independent curriculum applies more project-based learning, which aims to improve soft skills based on Pancasila student profile. Teachers receive assistance from development supervisors from the Bandung City Education Department and knowledgeable trainers from the Ministry to ensure they can implement the curriculum effectively, and will receive training and learning resources that teachers can access digitally to support teaching and learning activities, such as webinars, learning media, and so on. In addition, school also gets IT support to support student learning activities.

Risk Management in Implementing the Independent Curriculum at SDN 244 Guruminda

The risks faced by SDN 244 Guruminda in implementing the independent curriculum are risks that come from internal and external factors. Risks coming from internal factors, namely risks arising from the school itself. For example, there are several teachers at SDN 244 Guruminda who cannot master IT such as using computers so that they have to learn it. Meanwhile, the distribution of teacher assignments is unfair for new teachers because teachers who are senior and understand technology are put together with those who are also experts. In implementing the independent curriculum, teachers and educators must understand and master IT because this curriculum has followed the times when everything is about technology, both in the teaching and learning process and in the management of education. To overcome this problem, teachers at SDN 244 Guruminda conduct training workshops. Meanwhile, the risks of implementing the independent curriculum that come from external factors, namely parents, will play a greater role in helping students with practical assignments, such as making projects on. This is because elementary school students are dependent and still need the help of parents. Likely, most parents will complain about the assignments because there will be additional job for them. Therefore, the school communicates with parents such as giving understanding and explaining the importance of implementing the independent curriculum. Finally, parents can accept and support the independent curriculum.

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Discussion

An Analysis of Implementing the Independent Curriculum at SDN 244 Guruminda

SDN 244 Guruminda is officially transformed into a driving school that follows the independent curriculum starting from the 2021-2022 school year. Compared to the previous school transformation program, the driving school program is an improvement. This driving school curriculum advances public and private school by one or two stages in all school settings. The initiative is phased and will be incorporated into the ecosystem to enable the driving school program in every school in Indonesia. Starting from excellent human resources, the driving school program also prioritizes the development of holistic learning objectives that include competencies and character (Susilana et al., 2023). With its own curriculum, the driving school has elevated SDN 244 Guruminda from ordinary to extraordinary school.

The independent curriculum is a curriculum that is introduced in an era of technological advances and increasing information openness. This curriculum gives freedom to teachers and students to learn or known as the concept of “independent learning”. The term “independence” refers to the freedom of participants to choose the best way to learn as well as the freedom of the educational environment to do so (N.K. Widiastini et al., 2023).

One of the initiatives to improve the quality of human resources is the independent learning program. Students are encouraged to become more independent learners with the help of the independent curriculum, which offers a new approach to learning activities (Pratiwi et al., 2023). The independent curriculum is mainly applied to learning both inside and outside the classroom through project work. It provides flexibility to students to be more actively involved in investigating various experiences through projects. Then, it gives them access to investigate and illustrate various problems that arise. Also, it can promote critical thinking, empathy, and complex problem solving as a component of character development tailored to the dimensions of the Pancasila Student Profile.

The advantages of the independent learning curriculum are (1) increasing student independence in learning and fostering positive character; (2) providing freedom and discretion to school to design curriculum based on local needs and student potential; (3) implementing the use of technology in learning and encouraging student creativity; and (4) encouraging student participation in the teaching and learning process and supporting the development of social skills. Meanwhile, the disadvantages of the independent curriculum are (1) requiring adequate resources that deals with time, teaching staff, and technology; (2) requiring changes in thinking and attitudes from related parties including teachers, students, and parents in order to foster student independence; (3) requiring full support from the government to provide facilities and budgets to meet the requirements of the independent curriculum; and (4) having the risk of a non-standardized curriculum in each school that can lead to differences in the quality of education among regions.

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In the beginning, SDN 244 Guruminda initially implemented the 2013 curriculum, but after it officially becomes a driving school, the curriculum changed to the independent curriculum. To ensure that the implemented curriculum is in line with social developments, daily actions must be completed. such as changes and developments in the curriculum management process. Over a period of years, these advancements and modifications are often periodically evaluated. Either every three years or every five years, curriculum evaluations may be conducted. Changes to curriculum review and implementation can be made more quickly which is every semester or even within a year. Besides that, a curriculum cycle is an examination of an existing curriculum that is completed over a period of time with a view to updating, changing or replacing it. One way to assess the curriculum that is being implemented is through the curriculum cycle.

Risk Management Analysis in Implementing the Independent Curriculum at SDN 244 Guruminda

The process of identifying, monitoring, and managing potential risks to reduce their negative impact on the organization is called risk management. Another way to think about risk is by using strategy which includes several aspects, such as understanding, identifying, and allocating the hazards of a project. Since educational activities cannot be separated from hazards that can further interfere with the achievement of educational goals in schools, risk management is clearly important for organizations, including educational institutions and school organizations.

Along with the development and complexity of the activities of educational institutions, the risks faced are also getting bigger. SDN 244 Guruminda is experiencing, where the school which was originally an ordinary school becomes an extraordinary school by changing the school to a driving school that implements an independent curriculum. The school needs to take certain risks to adopt a new curriculum. Consequently, the notion of risk management plays an important role in educational management settings. The main objective of implementing risk management is to estimate the potential disadvantages that can incur when implementing an educational program. In order to achieve optimal results, a balance among management strategies, educational practices and risk management is needed.

There are two types of risks based on their occurrence, especially in implementing the independent curriculum at SDN 244 Guruminda. These types are internal and external risk. The source of internal risk comes from the institution itself. Teachers at SDN 244 Guruminda bear internal risks when implementing the independent curriculum. Teachers and education units will certainly face new challenges in implementing the curriculum because the curriculum has changed and the education system has evolved. Besides that, education units and teachers also face the obstacles. One of the risks is lacking IT mastery, especially new teachers. They need direction from senior teachers who have mastered it. Mastery of technology must be owned by all the teachers in order to make lesson plan. If they cannot master it, they will experience difficulties in the teaching and learning process. To overcome this problem, SDN 244 Guruminda conducts trainings to improve teachers' knowledge and

skills. This is certainly very important because the learning system of independent curriculum is completely digital and teachers must be able to master it.

Then, the risk faced by teachers is experiencing difficulties when implementing an independent curriculum for the first time. To overcome this problem, the teachers should change their mindset and get out of their comfort zone because if the teacher does not want to change, the modifications made by the principal will be useless. Furthermore, as driving teachers, they must have the ability to mobilize other teachers so that they can achieve their goals together. In addition, the internal risk of implementing an independent curriculum is with the students. The risk faced is that the student workload is too much. The teachers must be able to make learning fun and give students an understanding of the lessons provided so that the students will not feel burdened. Next, another risk is that smart students will get smarter, and those who are left behind will be even further behind. Even though the independent curriculum policy states that there are no students who are left behind, there are some students who are unable to master or even read the lessons.

Moreover, the external risks are risks that arise from external factors. The risk faced by SDN 244 Guruminda is that there is a need for parents to take part in student assignments. This happens because student assignments in the independent curriculum are in the form of projects so that parents must help their children in making the projects, especially for elementary school students who still need parental assistance. Then, the school must socialize to parents about this matter. The curriculum is designed to encourage parents to get involved in school efforts to help their children grow. Parents' support to advance their children's education can be provided by talking directly with teachers and schools about the problems that afflict their children. Parental support can also be provided through the facilities of the BP3 (Educational Implementation Auxiliary Agency) or school committee. Knowing the curriculum allows parents to better know what learning experiences their children need to participate in teaching and learning process.

In addition, the implementation of the independent curriculum indirectly affects the surrounding community in the school environment, such as practices that require students to practice outside of school which may interfere with community activities. To overcome the negative views of the community towards schools, the school must provide understanding to the community, namely by socializing the independent curriculum. This is very important in order to get support from the community. Understanding and implementing the new curriculum optimally require careful interaction between various stakeholders. Then, an important component that influences and encourages the effectiveness of curriculum modification is socialization.

Therefore, communication is crucial to overcome the external risks of implementing the curriculum itself. It has several purposes including (1) to ensure that what we want to convey can be understood by others; (2) to know and understand the wishes of others; (3) to have our ideas accepted by others; and (4) to motivate others to do something. That is why the implementation of risk management will overcome risks and improve school quality. Today, the ability of educational institutions to continue

operating depends largely on quality. Next, steps must be taken continuously to address risk management so that financial institutions can operate well and also manage the risks better.

CONCLUSION

In this study, it can be concluded that the implementation of the independent curriculum at SDN 244 Guruminda has been driven since the beginning of the 2022-2023 school year. SDN 244 Guruminda officially transitioned from an ordinary school to an extraordinary school with the implementation of the independent curriculum, making it a driving school. The school follows the Ministry of Education and Culture, Research, and Technology's Curriculum Implementation Guidelines Number 56/M/2022 for Learning Recovery while implementing an independent curriculum. In addition, risk management in implementing the independent curriculum at SDN 244 Guruminda is carried out optimally. Thus, every risk that arises, both internal and external, can be solved properly in an effort to optimize the independent curriculum at SDN 244 Guruminda. Therefore, for further research, it can be carried out in an effort to analyze student learning outcomes at SDN 244 Guruminda to find out the differences, impacts, and interactions that occur when implementing independent curriculum at SDN 244 Guruminda.

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