The Teacher's Paradigm to Learning in The Independent Curriculum at Elementary School: A Study in Jayapura City

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Abstract

The aim of this research is to explore the paradigm/ perspective of elementary school teachers in the city of Jayapura regarding learning in the independent curriculum. This research uses a qualitative approach and descriptive research type with research locations at Islamic Elementary School (MIN) Jayapura City and Integrated Islamic Elementary Schoool (SDIT) Qurrta A'yun Abepura. The subjects of this research were 12 people consisting of 8 class teachers and 4 subject teachers at MIN Jayapura City and SDIT Qurrta A'yun Abepura. Meanwhile, data collection techniques use observation, in-depth interviews and documentation. Meanwhile, the analysis method uses the Creswel model analysis technique which includes processing and preparing data for analysis, carrying out data reduction, finding patterns and themes, interpreting data, and compiling research reports. The results of the research show that the paradigm of SD/MI teachers regarding learning in the independent curriculum is divided into two things, namely, *first*, teachers who have not implemented the independent curriculum think that learning during the independent curriculum is very difficult to implement. This is due to teachers' lack of understanding of the concept of an independent curriculum. *Second,* for teachers implementing the independent curriculum, it shows that: (1) Learning based on the independent curriculum emphasizes the achievement of learning outcomes (CP) in each phase at each class level; (2) Teachers have more freedom in managing learning; (3) Learning must be relevant to the needs and characteristics of students; (4) Technology-based learning; (5) An independent curriculum requires teacher collaboration; (6) Learning oriented towards developing the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5 PPRA); (7) The independent curriculum emphasizes differentiated learning.

Keywords: Elementary School, Independent Curriculum, Learning, Paradigm, Teacher

Abstrak

Tujuan penelitian ini adalah untuk mengekplorasi paradigma/ cara pandang guru-guru sekolah dasar/ madrasah ibtidaiyah di kota Jayapura tentang pembelajaran pada kurikulum merdeka. Penelitian ini menggunakan pendekatan kualitatif dan jenis penelitian deskriptif dengan lokasi penelitian di MIN Kota Jayapura dan SDIT Qurrta A'yun Abepura. Adapun subyek dari penelitian ini adalah 12 orang yang terdiri dari 8 guru kelas dan 4 guru mata pelajara di MIN Kota Jayapura dan SDIT Qurrta A'yun Abepura. Sedangkan teknik pengumpulan data melalui observasi dan wawancara mendalam serta dokumentasi. Sedangkan metode analisisnya menggunakan teknik analisis model Creswel yang meliputi mengolah dan mempersiapkan data untuk dianalisis, melakukan reduksi data, menemukan pola dan tema, Menafsirkan data, dan menyusun laporan penelitian. Hasil penelitian menunjukkan bahwa paragdima guru SD/MI tentang pembelajaran pada kurikulum merdeka terbagi menjadi dua hal yakni, pertama bagi guru yang belum melaksanakan kurikulum merdeka, beranggapan bahwa pembelajaran dimasa kurikulum merdeka sangat sulit untuk diimplementasikan. Hal ini disebabkan kurangnya pemahaman guru tentang konsep kurikulum merdeka. Kedua, bagi guru pelaksana kurikulum merdeka menunjukan bahwa: (1) Pembelajaran berbasis kurikulum merdeka menekankan pencapaian capaian pembelajaran (CP) setiap fase buka setiap jenjang kelas; (2) Guru

lebih merdeka dalam mengelola pembelajaran; (3) Pembelajaran harus relevan dengan kebutuhan dan karakteristik peserta didik; (4) Pembelajaran berbasis teknologi; (5) Kurikulum merdeka menuntut kolaborasi guru; (6) Pembelajaran yang berorientasi pada pengembangan Profil Pelajar Pancasila Dan Profil Pelajar Rahmatan Lil Alamin (P5 PPRA); (7) Kurikukum merdeka menekankan adanya pembelajaran berdiferensiasi.

Kata Kunci: *Guru, Kurikulum Merdeka, Paradigma, Pembelajaran, Sekolah Dasar*

INTRODUCTION

The city of Jayapura is one of the cities in Indonesia that implements an independent curriculum. A total of 286 elementary/MI schools in Jayapura City have implemented the independent curriculum. The implementation of the independent curriculum goes through several stages, namely independent implementation and appointment implementation. Independent implementation by the school consciously follows the command policy to implement an independent curriculum by conducting outreach and training for its teachers. Apart from that, in its implementation the school collaborates with several colleagues or work partners in assisting the implementation of the independent curriculum, such as educational consultants, LPMP/BDK and campuses involved in their curriculum. Meanwhile, implementation by appointment means that the school is used as a pilot project from the government in implementing the independent curriculum. The hope of the pilot school project is to assist the government in assisting schools that will be targeted in implementing the independent curriculum. However, in implementing the independent curriculum there are problems in learning. There are many new paradigms from elementary/MI teachers regarding learning in the independent curriculum. They think that the independent curriculum is a curriculum that is difficult to implement. Apart from that, there are also those who think that the independent curriculum is a curriculum that is suitable for application in the city of Jayapura, which has different student characteristics from other areas.

SDIT Qurrta A'yun Abepura and MIN Mayapura city are primary level schools that have implemented an independent curriculum. SDIT Qurrata A'yun is an integrated Islamic elementary school that has implemented independent curriculum-based learning independently. Meanwhile, MIN Jayapura City is a State Ibtidaiyah madrasah that implements an independent curriculum with the appointment of a pilot project school. Both schools are also unique in their learning. SDIT Qurrata A'yun apart from using the independent learning curriculum, the school also uses the curriculum from JSIT (Integrated Islamic School Network) while at MIN Jayapura city the independent curriculum is combined with the curriculum from the ministry of religion. The implementation of the independent curriculum in learning at the elementary school level has its own opportunities and challenges for elementary/MI teachers in the city of Jayapura. The opportunity is that teachers are given the freedom to manage and design learning according to the needs, characteristics of students and adapted to the local environment. Meanwhile, the challenge is that elementary/MI teachers must adapt to an independent curriculum which emphasizes that learning must be oriented to the needs of students and requires teachers not to be technologically ignorant in using and utilizing technology in the learning process. Paradigm changes in the era of the independent curriculum are not easy for teachers who tend to be stuck in the old curriculum paradigm. One of the keys to success in implementing the independent curriculum is changing the teacher's paradigm regarding learning in the independent curriculum. Teachers need to make paradigm changes and teaching methods that are adapted to the demands of the 4.0 revolution era as mandated by the independent curriculum. This learning paradigm will influence the learning process.

In understanding learning in the independent curriculum, MIN Jayapura City and SDIT Qurrta A'yun teachers have various perspectives or paradigms. They think that designing learning in an independent curriculum is very difficult. This is due to the lack of understanding of teachers about the concept of learning in the independent curriculum. However, there are also those who believe that the independent curriculum provides space for teachers to manage learning according to students' needs. This is in accordance with the educational concept initiated by Paulo Freire with the term liberation education (Aisyah et al., 2022; Datungsolang, 2018; Hani & Ilham, 2021; Sesfao, 2020) . Paulo Freire's concept of learning should not be shackled by rules that make it difficult for teachers or students. Teachers and students must be given freedom in managing and designing learning.

From the results of the first previous research regarding the implementation of the independent curriculum, learning requires the readiness of school principals and teachers to understand the independent

curriculum (Ardianti & Amalia, 2022; Fayola & Rahmawati, 2023; S. Oktaviani & Ramayanti, 2023) . Second, regarding the implementation of the independent curriculum, it needs to be supported by human resources or teachers who understand the independent curriculum (Jusuf & Sobari, 2022) . Third, the role of the school principal greatly influences the implementation of the independent curriculum (Isa et al., 2022) . Fourth, regarding human resource preparation in implementing the independent curriculum, training is needed regarding learning in the independent curriculum (Fitriyah & Wardani, 2022) . From this research, there are differences with this research, namely the SD/MI teacher paradigm regarding independent curriculum learning. These studies only focus on the readiness of school principals and teachers in implementing the independent curriculum as well as the infrastructure that supports the implementation of the independent curriculum. Meanwhile, this research on the SD/MI teachers' paradigm regarding the independent curriculum learning paradigm will contribute to teachers understanding learning in the independent curriculum at the elementary school level. The latest or novelty of this research is exploring various teacher paradigms regarding learning in the independent curriculum at the elementary school level.

Based on this description, researchers examined the paradigm of elementary/MI teachers regarding learning in the Independent Curriculum in Jayapura City. With this, it is hoped that we will get an idea of the paradigm of SD/MI teachers in understanding the independent curriculum and teachers can design learning in the independent curriculum according to the characteristics of students and the needs of the school. Apart from that, it can improve the quality of learning and students' learning motivation.

RESEARCH METHOD

This research is a qualitative research with a descriptive approach carried out at MIN Jayapura city and SDIT Qurrata A'yun Abepura located in Jayapura city, Papua Province. This school was chosen because both schools have and are currently implementing the Independent Curriculum. Apart from that, MIN Jayapura city is one of the *pilot projects* of the Ministry of Religion in IKM BK (community-based implementation of the independent curriculum) while SDIT Qurrata A'yun Abepura is a superior school in Abepura which has implemented the independent curriculum independently and integrated with the JSIT (Integrated Islamic School Network) curriculum.). The subjects of this research were 12 people consisting of 8 class teachers and 4 subject teachers at MIN Jayapura City and SDIT Qurrta A'yun Abepura.

Data collection techniques through observation, in-depth interviews and documentation. Meanwhile, the analysis method uses the Creswel model analysis technique. In his book (Moleong, 2005), the Creswel model data analysis technique is explained as including (1) processing and preparing data for analysis. Data that has been collected and organized so that it can be analyzed more easily. This process can be done by retyping the data, or making a summary. (2) data reduction. Data reduction is the process of reducing irrelevant or repetitive data. Data that has been reduced will be more focused and easier to analyze. Data reduction can be done by grouping data, creating abstracts, or creating themes. (3) finding patterns and themes. Patterns and themes can be found by reading data repeatedly, comparing data from various sources, or using certain data analysis techniques. (4) Interpret the data. Data interpretation is the process of providing meaning or explanation to the data that has been found. Data interpretation can be done by using the researcher's theory, perspective, or experience. (5) Prepare research reports. Research reports are written clearly and systematically so that they are easy for readers to understand. Meanwhile, data validity testing was carried out using triangulation techniques to verify the validity of the data. The triangulation method collects data from various sources to test the validity of the data.

RESULT AND DISCUSSION

The learning paradigm in SD/MI is a person's basic assumptions or views about the learning process in SD/MI. This learning paradigm will influence the way teachers teach in class. The independent curriculum is a replacement for the 2013 curriculum, so the teacher's paradigm regarding learning must change according to the current curriculum. The curriculum is a plan designed to maximize the development of students and all the learning experiences they receive from the instructions, guidance and responsibilities of the school or madrasah (Muhaimin, 2016) . Law number 20 of 2003 describes the curriculum as a set of plans and rules that explain the objectives, content, learning materials and methods used to help students achieve special education goals.

The Independent Curriculum is the government's effort to improve education in Indonesia. There are several factors that influence the implementation of the Merdeka curriculum in the world of education in

Indonesia, *the first is* Education Reform. The era of globalization and increasingly fierce global competition requires a country to have an education system that is responsive and adaptive to change. *Second* . Demands of the 21st century. In the 21st century you must have broader skills, such as able to think critically, be creative, communicate and collaborate . In the 21st era, challenges also come from easy access to various information, increasingly rapid computing developments, automation that replaces routine tasks; and the ability to communicate from anywhere and at any time (Ritbang Kemdikbud, 2013). *Third* , improving national character. The Merdeka Curriculum does not only focus on conveying academic knowledge, but also aims to develop strong character and integrate strong moral values in students. Character education in the independent curriculum is reflected in strengthening the Pancasila student profile (P5) . The Pancasila student profile (P5) focuses on character cultivation and discusses the dimensions of students' Pancasila character formation. Apart from that, improving students' skills in daily life through school culture, intra and extracurricular learning, and learning outside of school.

The results of research at MIN Jayapura city and SDIT Qurrata A'yun regarding learning in the Merdeka curriculum shows that the teachers' paradigm is as follows:

1. Paradigm of teachers who have not implemented an independent curriculum

    The difficulty in implementing the independent curriculum is due to the teacher's lack of understanding of the learning concepts in the independent curriculum. These teachers stated that there was too much administration in the independent curriculum and it was as if teachers had become school administrative staff. The independent curriculum is a new curriculum that has a different concept from the previous curriculum. Teachers who do not understand the concept of an independent curriculum well will experience difficulties in implementing it. The independent curriculum gives teachers the freedom to design and implement learning according to the needs and characteristics of students. With this concept, teachers are needed who have this competency. Teachers who do not have sufficient competence in this case will experience difficulties in implementing the independent curriculum. The Merdeka Curriculum is a curriculum that aims to grow students to be creative, independent and have an entrepreneurial spirit. By adopting a different approach from the conventional curriculum approach, the Merdeka curriculum aims to create a more lively and challenging learning environment (Syahbana et al., 2024) . With this concept, a new paradigm shift is needed for teachers who will implement the independent curriculum. By implementing the Independent Curriculum, teachers are required to be creative and innovative in learning methods, media and techniques; and (2) the teacher's mindset changes in implementing learning. With this change, it is hoped that students can make learning enjoyable, learning meaningful and reflecting the character of the Pancasila student profile. Teachers are implementers of the curriculum in the learning process (Alawiyah, 2013; Mantra et al., 2022) . Teacher competency must always be improved in accordance with curriculum developments. As curriculum implementers, teachers have a big role in changing the quality of education.

2. Paradigm of teachers who have implemented an independent curriculum

    a. The independent curriculum emphasizes the achievement of Learning Outcomes (CP) for each phase, not each grade level.

        Learning outcomes (CP) are learning competencies that students must achieve in each phase (Purnawanto, 2022) . CP consists of a set of competencies and scope of material, which are arranged comprehensively in narrative form. Learning outcomes consist of several attitude competencies, knowledge competencies, skills competencies. Learning Outcomes in Elementary School are divided into three phases, namely phase A (class I and class II), phase B (class III and class IV), and phase C (class V and class VI). The learning outcomes in phase A are improving basic literacy, numeracy and science competencies. These basic competencies include reading, writing and speaking literacy; information literacy; numeric; measurement; geometry; algebra; statistics and odds; science; Science; humanitarian technology. Phase B learning outcomes emphasize the development of basic competencies in literacy, numeracy, science and skills in the 21st century. Basic competencies in phase B include reading, writing and speaking well; get to know information; get to know culture and nationality; recognize numbers, measurements, geometry, and algebra; get to know statistics and odds; science; humanitarian technology; and 21st century skills: critical thinking and problem solving; cooperate; creative; and innovative. Phase C Learning Outcomes emphasize improving basic abilities in literacy, numeracy, science, 21st century skills and Pancasila character. These basic abilities include reading, writing and speaking literacy, information literacy. Apart from that, phase C also emphasizes cultural and civic literacy, financial literacy, digital literacy. Numeracy competency emphasizes students' abilities in measurement, geometry, algebra, statistics, science and technology.

In the opinion of elementary/MI teachers in the city of Jayapura, the independent curriculum is a curriculum that emphasizes achieving learning outcomes (CP) at every phase of learning, not just at certain grade levels. This can make learning more focused on the essential materials that students must have at each phase. Achievement-based learning is a type of learning that is intended to achieve certain learning goals. This learning method does not focus on mastering subject matter, but on developing student competencies. CP-based learning can be done by applying contextual learning models, problem-based learning models, project learning models. The contextual learning model can improve students' abilities and learning outcomes in achieving learning goals and forming students' character (Hendawati et al., 2019; Komalasari, 2012; Wulansari et al., 2023) . The problem-based learning model also has a big influence on student learning outcomes (Kaharuddin, 2018; Khairani et al., 2020) . Meanwhile, project-based learning trains students' abilities to think creatively and improves students' learning outcomes (Akhmad et al., 2020; Azizah et al., 2020) .

Apart from applying various learning models. To achieve learning outcomes for SD/MI teachers in using learning media. Learning media can generate learning motivation for students from various learning styles and make it easier for teachers to deliver teaching material (Efendi, 2022) . Learning media has an impact on improving student learning outcomes (Nadrah, 2023) . Learning media is very influential in achieving student learning outcomes. Learning media will make it easier for students to understand the teaching material explained by the educator. By gradually understanding the material, learning outcomes can be achieved. Therein lies the difference between learning in the independent learning curriculum and the previous curriculum. Teachers are given the freedom to use learning models and media according to their needs in achieving learning outcomes. The impact of teachers understanding learning outcomes is that they can determine learning designs that refer to learning outcomes. Learning materials must be relevant to learning outcomes and in accordance with the characteristics of students. Learning methods must be chosen that are appropriate to the learning objectives and characteristics of students. Learning resources must be available and accessible to students. Learning evaluation must be carried out to measure the achievement of learning outcomes.

b. Teachers are more independent in managing learning

Teachers in an independent curriculum are given the freedom to design learning according to the needs and characteristics of students. In designing the learning process, students become learning objects or *student learning centers.* Freedom in managing learning can mean that teachers can determine media, methods and learning models that are adapted to the learning content and characteristics of students.

Based on research at MIN Jayapura City and SDIT Qurrata Ayun, it was revealed that learning management includes several things, namely planning, implementation and evaluation of learning. Learning planning is carried out by teachers to plan or design the learning that will be carried out in the learning process. Learning implementation is the application activity of the teacher's plans in the plans that have been made. Implementation of learning includes initial activities, core activities and closing activities. Apart from that, in selecting learning resources, teachers are also given the freedom to use various sources that are relevant to the learning outcomes they want to achieve in learning. These learning resources are tailored to the characteristics and needs of elementary/MI age children and the school environment, namely MIN Jayapura City and SDIT Qurrata Ayun. The independent curriculum provides space for teachers to use learning models, methods and media that are adapted to the characteristics of students and schools. Schools that are equipped with adequate infrastructure are more likely to use technology-based media. However, schools that lack adequate infrastructure tend to use concrete media in explaining teaching material.

The independent curriculum also does not emphasize teacher administration in teaching, but teachers can make administration according to the teacher's abilities and needs and according to the characteristics of students (Farhana, 2023) . Freedom in teaching in SD/MI can mean that SD/MI teachers can choose learning materials that suit the needs and characteristics of students. For example, teachers can choose learning materials that are relevant to students' interests and talents. Teaching independence can also be implemented in choosing learning methods that suit students' learning styles. For example, teachers can use active and interactive learning methods for students who have a visual learning style. In addition, teachers can develop their own learning materials and methods, such as developing their own learning modules for material that is not yet available. In developing materials,

SD/MI teachers can use various learning resources, such as using digital learning resources to access a wider range of learning materials.

This freedom to teach really helps elementary/MI teachers in managing learning. By being given special authority to manage learning, teachers can innovate and design learning according to students' learning needs and characteristics. Apart from that, the learning process becomes more significant and enjoyable, and learning management becomes more innovative and creative. This will definitely improve the quality of learning and learning outcomes of students. This is in accordance with the learning concept coined by Paulo Freire, a Brazilian philosopher and educator, known for his educational concept known as "liberation education" or "critical education". In his concept, Freire views education as a process that frees humans from all kinds of colonialism, be it physical, mental or spiritual colonialism (D. Oktaviani, 2019) . Freedom of learning can be interpreted as the freedom for students to develop their full potential, according to their interests and talents. Liberating education is education that encourages students to think critically, creatively and find solutions. This kind of education does not just provide knowledge to students, but also helps them to understand the social and political realities around them. Freedom to learn will foster positive characters for students in learning, such as the character of independence in learning (Handayani et al., 2021; Triwiratman et al., 2023) .

c. Learning must be relevant to the needs and characteristics of students _ _

Learning that is relevant to the needs and characteristics of students is learning that meets the needs and characteristics of students. Students' needs include academic, non-academic and social-emotional needs. Learner characteristics include interests, talents, learning styles, and ability levels. To design learning in SD/MI that is relevant to the needs and characteristics of students, SD/MI teachers need to identify students' needs first. According to Mulyasa, Mulyasa said that several ways to identify student needs are as follows: (a) identifying social conditions through personal data of students and families; (b) holding discussions at the beginning of the school year or at the beginning of the semester; (c) increasing focus on student activities in learning; and (d) using the environment and resources around us as learning tools (Mulyasa, 2021).

Learning that suits the needs and characteristics of students has a positive impact. They can learn more effectively and efficiently, learn more meaningfully and have fun. Maslow's needs theory states that each person's basic needs must be met first before higher needs are prioritized. Some basic needs are self-actualization, self-actualization, physiological needs, a sense of belonging, and love (Prastowo, 2014) . Physiological needs, namely basic life needs such as food, water, clothing and shelter. Security is the need to feel safe and secure from physical and mental harm. Love and belonging, namely the need to feel loved, accepted and approached by others; esteem, namely the need to feel valued and respected by others; and self-actualization, namely the need to be the best you can be. For this reason, learning needs to meet the needs of students.

Meanwhile, according to Lindgren, individual basic needs can be grouped into four aspects, namely (1) Physical needs: basic human needs for survival, such as the need for food, water, clothing and shelter. This need also includes the need to feel safe and protected from danger. (2) The need for attention and affection: the human need to feel loved and accepted by others. This need also includes the need to feel valued and respected by others. (3) The need to have: the human need to have something, both material and non-material. This need also includes the need to feel like you have a place in the world. (4) Self-actualization needs: human needs to achieve their full potential. This need also includes the need to develop oneself and become the best version of oneself (Uno & Mohamad, 2022) . From these two opinions it can be understood that meeting students' needs in learning is quite important.

Based on the findings in this research, it shows that the teachers of MIN Jayapura City and SDIT Qurrata Ayun carried out an initial analysis or initial assessment before designing the lesson. This is done to determine the characteristics of students which include thinking abilities , learning styles, learning interests and students' personalities. The characteristics of students in SD/MI can be grouped into two aspects, namely physical development and mental development. In the physical aspect, SD/MI students have developed and are able to control their bodies well. Students at SD/MI experience rapid development, both in physical and mental aspects. It is important for teachers to pay attention to this development in designing and implementing learning that suits the needs and characteristics of students. Teachers in designing learning must pay attention to the characteristics of students, in terms of learning styles, local culture or students' level of understanding. The impact of teachers paying

attention to students' characteristics in learning is to create meaningful learning for students and teachers can apply various learning strategies that suit these characteristics (Astuti, 2017; Septianti & Afiani, 2020) .

d. Technology-based learning

With increasingly rapid technological developments, students must have the ability to communicate, work together, think critically, creatively and innovatively. This ability is needed to face future challenges, including educational problems. With the development of technology, teachers have to change their teaching methods to suit current developments. Teachers no longer only have to deliver lessons, but also have to be facilitators who help students learn. To be a good learning facilitator, teachers need to have seven characteristics, namely: (1) Open. Teachers need to be open to new ideas, even if they differ from their own opinions; (2) Listening. Teachers need to listen to students' aspirations and feelings with full attention; (3) Supports creativity. Teachers need to support students' creativity and innovation; (4) Building relationships. Teachers need to build positive relationships with students; (5) Receive feedback. Teachers need to receive feedback, both positive and negative, as input for self-improvement; (6) Appreciate achievements; (7) Teachers need to appreciate students' achievements, both small and large. (Mulyasa, 2021).

Some of the advantages of using learning technology for elementary/MI teachers are as follows: (a) increasing learning effectiveness: teachers can use technology to deliver lessons better. For example, teachers can use videos, animations, or simulations to explain abstract concepts. (b) increase learning efficiency: Technology can help teachers save time and energy in learning. For example, teachers can use applications to create teaching materials. (c) Increase students' creativity and learning motivation: Teachers can use technology to make lessons more creative and interesting for students. For example, teachers can use games or quizzes to increase students' motivation to learn. (d) Increasing learning accessibility: Teachers can use technology to make learning fairer for all students, including students who have special needs. For example, teachers can use applications to provide distance learning for students who cannot attend class.

The use of technology has become an important part of the learning process inside and outside the classroom (Ahmadi, 2018; Mustaeva et al., 2022) . Technology has been used to assist and enhance learning. Technology allows teachers to adjust class activities, thereby improving the learning process in the classroom and helping teachers facilitate students in the learning process.

Some examples of the use of technology in learning at MIN Jayapura City and SDIT Qurrata A'yun include (1) the use of videos to explain abstract concepts. for example, teachers can use videos to explain the solar system; (2) Using animation to make learning more interesting. For example, teachers can use animation to explain the human respiratory system; (3) Use of applications to create teaching materials. For example, teachers can use certain applications to create presentations, quizzes, or practice questions that are tailored to the material and student characteristics. (4) Use of applications to assess student learning outcomes. For example, teachers can use applications to automatically assess student learning outcomes or to provide feedback to students; (5) Use of applications to provide distance learning. For example, teachers can use applications to provide distance learning for students who cannot attend class.

Technology helps Jayapura City MIN and SDIT Qurrata A'yun teachers in the learning process. In addition, technology allows teachers to increase productivity, provide more individualized educational possibilities, provide a more scientific basis for learning, increase learning capabilities by expanding the range of presentation, and convey messages in a more concrete way. Technology enables more intimate learning, reduces the differences between lessons inside and outside school, and allows for better educational equality (Syafriafdi, 2020) .

e. Independent Curriculum Requires Teacher Collaboration

Collaboration is a social process in which people work together to achieve common goals, help each other, and understand each other how they work (Oktavia, 2021) . At the elementary school level, collaborate to develop innovative ways to combine various learning or collaboration strategies in preparing teaching tools. The aim of collaboration is to achieve common goals. One of the keys to the success of the independent curriculum is teacher collaboration. (Heryahya et al., 2022; Jannati et al., 2023) . Teacher collaboration can be interpreted as cooperation between teachers to improve the quality of learning. With learning achievement in one phase, SD/MI teachers are required to collaborate to determine learning achievement targets in one phase. Apart from that, cooperation is

carried out in the form of preparing teaching tools such as course modules, semester programs, determining P5 and PPRA.

Based on research at MIN Jayapura city and SDIT Qurrata A'yun, several things were found related to teacher collaboration in learning, namely forming teacher communities per phase in one school and joining KKG (teacher working groups). The teacher community activities per phase in one school are carried out by (a) analyzing each learning achievement in one phase; (b) create learning tools such as promes, prota, ATP, and teaching modules); (c) designing P5 and PPRA; (d) share ideas and experiences in teaching; (e) reflect and evaluate the achievement of learning outcomes. Meanwhile, the KKG (Teacher Working Group) is held once a month with the agenda of sharing experiences in teaching in SD/MI. With the KKG, SD/MI teachers get the latest updates on learning strategy development. One of the roles of KKG in learning is to develop teachers' pedagogical abilities (Gani, 2014; Nurhikmah et al., 2019) . Pedagogical ability is the teacher's ability to manage student learning in various aspects, including understanding students, developing curriculum, designing learning, implementing learning, and evaluating learning outcomes.

Collaboration between teachers can improve the quality of learning, because teacher collaboration can help teachers to learn from each other and share experiences, so that they can improve the quality of learning (Kasmawati, 2020; Kholil, 2021) . Apart from that, collaboration can increase teacher motivation. With teacher collaboration, teachers can provide support and motivation to continue learning and developing. Teacher collaboration can also help teachers to work more effectively and efficiently.

f. Learning oriented towards developing the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5 PPRA)

The independent curriculum emphasizes learning that is focused on developing P5 PPRA by instilling the values of Pancasila and the values of rahmatan lil alamin in students through various activities or projects. This learning aims to develop students' character in accordance with madrasa values and Pancasila. P5 PPRA aims to produce students who have awareness and commitment to creating a more peaceful, happy and prosperous world. Students who have this awareness and commitment will always try to reduce conflict and violence, as well as increase cooperation and understanding between humans.

The Pancasila Student Profile (P5) provides an ideal picture of the desired abilities of Indonesian students. P5 emphasizes achieving Graduate Competency Standards (SKL) in terms of cultivating character in accordance with Pancasila values. P5 also discusses the identity, ideology and ideals of the Indonesian nation as well as external factors related to the life context and challenges of the Indonesian nation in the 21st Century. P5 has six key dimensions that relate to and reinforce each other. These six dimensions are (1) faith, devotion to God Almighty, and noble character. Students have faith and devotion to God Almighty, and they can apply moral values in everyday life. (2) Global diversity: Students are aware of and appreciate various cultures, religions and nations. (3) Mutual cooperation: Students are able to work together and work together to achieve a common goal. (4) Independent: Students have the ability to think critically and logically, and are able to solve problems in a creative and innovative way. (5) Critical thinking: Students have the ability to identify and solve problems in a logical and critical way. Rahmatan Lil Alamin Student Profile (PPRA) is an effort to maintain customs and spread peaceful and tolerant religious ideas. One way to maintain Indonesia's diversity without having to abandon existing traditions and culture is Rahmatan Lil Alamin's idea. A country based on Pancasila can be considered a representation of Rahmatan Lil Alamin. This is due to the fact that many of the noble values of Pancasila are in harmony with religious teachings. Religion and Pancasila which are in harmony with Indonesia's democratic structure can function as a bulwark against radicalism related to other religions, ethnicities or gender.

In PPRA, there are ten values that must be instilled in students. These values are as follows: (1) Civility, which means maintaining moral values, character, identity and integrity; (2) Exemplary, which means being an example and role model for others; (3) Citizenship and Nationality, which means upholding democratic values while respecting differences; and (4) Tolerance, which means appreciating differences and respecting each other; (5) Shura, which means deliberation to reach an agreement; (6) Adil wa I'tidal, which means being fair and consistent in acting; (7) Tawazun, which means balance in all things; (8) Tawadhul, which means humble and not arrogant; (9) Musawwa, which means equality in all things. always changing and innovating, which means dynamic and innovative. These values include character principles and behavior that can be observed, familiarized

and assessed by teachers. By instilling these values, it is hoped that students will become moral, tolerant individuals and good citizens.

Based on research at MIN Jayapura City and SDIT Qurrata A'yun, the P5 PPRA values are integrated through project activities in one phase. This project activity is an investigative adventure where students will follow the process of finding out with teacher assistance about something that interests them. Students are given the opportunity to learn from the environment around them and strengthen their character through project activities. The PPRA P5 value is also integrated in contextual learning within the subject. With the integration of P5 PPRA in project or learning activities, it will increase students' skills and form commendable character or morals in students. Students' sensitivity to the environment and society will be increased through contextual learning. In addition, it will build global skills needed for the 21st Century, including strengthening sustainable development (Nur'aini, 2023) . P5 and PPRA can be used as a strategy to instill good values in students from an early age. According to (Efendi, 2021) one way of cultivating character, apart from habituation, can be done by integrating it into learning. Character development in elementary school age children goes through four stages *of receiving, responding, acting* and *being* (Efendi, 2019) . With this concept, elementary/MI teachers can instill P5PPRA values through four stages and integrate these values in project and learning activities.

g. The independent curriculum emphasizes differentiated learning

Differentiated learning is based on the fact that each student has different capacities, abilities, readiness, interests and learning styles. Student potential is the abilities and talents that each student has. These abilities and talents can be developed to increase their potential. However, many teachers do not implement differentiated learning in the modern learning process. As a result, many students fail to reach their potential. Therefore, learning must be adapted to the needs and interests of students. One form of effort is differentiated learning, which pays attention to students' needs in terms of learning readiness, learning profile, interests and talents (Aprima & Sari, 2022) . Therefore, teachers must have the ability to help students develop according to their characteristics. Differentiated learning can be applied to teaching materials, learning processes and learning products.

Differentiation is a learning approach that is tailored to the needs and abilities of each learner. This allows students to show what they understand and helps teachers find the most suitable learning method for each student (Mulyawati et al., 2022; Tobin & Tippett, 2014) . Teachers who have an understanding of students' potential will be able to provide a clear picture of students' strengths and weaknesses, as well as potential that must be improved and weaknesses that must be minimized. By using differentiated learning, teachers can help students develop their potential. Differentiated learning can create various learning environments such as case-based learning environments, game-based learning environments, practice-based learning environments, and visual-based learning environments. Different techniques can determine the way of teaching that students like best (Thapliyal et al., 2022) .

According to research (Ismajli & Imami-Morina, 2018) shows that the understanding and application of differentiated learning in elementary schools still does not show differentiated learning. Teachers pay more attention to the product and less attention to the content and differentiated learning process. Apart from that, parents are not yet fully able to understand differentiated learning so teachers have difficulty collaborating with parents. In differentiated learning in SD/MI, there is a need for a stronger match of pedagogical abilities between school principals and teachers in educating students by increasing continuous teacher professional education for differentiated learning throughout schools (Chandra Handa, 2019) . Differentiated learning means adapting learning to the needs of students. This learning model assumes that differentiated learning will produce higher student achievement, because learning is based on students' needs (Reis et al., 2011) .

Based on research at MIN Jayapura City and SDIT Qurrta A'yun in implementing differentiated learning, teachers first design learning by considering students' learning readiness, interests and learning styles. The first step taken in differentiated learning is conducting an initial assessment. Initial assessment is very important for designing differentiated learning (Fauzia & Ramadan, 2023; Marita, 2023; Purnawanto, 2023). Initial assessments can be carried out in various ways, one of which is portfolio assessment or collecting student work such as assignments, work results and written work. Portfolio assessment can provide an overview of students' initial abilities in various fields, such as knowledge, skills and attitudes. In addition, diagnostic tests can be carried out, which are exams

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designed to measure students' initial abilities. Teachers can also observe students. Observation is a teacher's observation of students in various situations, such as when studying, doing assignments, or playing, which can provide a general picture of student development. By observing, teachers will get an idea of the overall development of students. The second step is for the teacher to determine models, methods, media and teaching materials that are adapted to the results of the initial assessment.

One of the benefits of differentiated learning is that it gives students the opportunity to learn according to their own style and abilities, which makes them more motivated to learn. In addition, differentiated learning can help students achieve better learning outcomes. According to constructivism theory, students learn by constructing their own knowledge based on their experiences and understanding. Differentiated learning gives students the opportunity to learn in a way that suits their own learning style, helping them build their own knowledge. Apart from that, the theory of multiple intelligences states that individual intelligence varies. Differentiated learning, which gives students the opportunity to learn in various ways, can help students develop all their intelligences. Therefore, SD/MI teachers try to ensure that all students can achieve their best potential by developing learning according to the characteristics and potential of students.

CONCLUSION

This research shows the various paradigms of SD/MI teachers in understanding the independent curriculum. This diversity is divided into two things, namely for teachers who have not implemented the independent curriculum, they think that the independent curriculum makes it difficult for teachers to learn. Meanwhile, for teachers who have implemented the independent curriculum, they have the paradigm that learning in the independent curriculum emphasizes the achievement of Learning Outcomes (CP) for each phase, not each grade level, teachers are more independent in managing learning , learning must be relevant to their needs . and student characteristics, technology-based learning i. The independent curriculum demands collaboration between teachers and learning that is oriented towards developing the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5 PPRA). The independent curriculum also emphasizes differentiated learning. The change in the paradigm of SD/MI teachers regarding learning in the Independent Curriculum in Jayapura City is a positive thing. This change is expected to improve the quality of learning in schools.

This research has several limitations, one of which is that it has not studied differentiated learning in depth. Differentiated learning is one of the characteristics of an independent curriculum which emphasizes the importance of providing learning that suits the needs and characteristics of each student. This research only examines in general the changes in the paradigm of elementary/MI teachers in Jayapura City in learning, both those who have and are currently implementing the independent curriculum. Therefore, there is a need for further research on differentiated learning at the elementary school level by examining in depth how elementary/MI teachers in Jayapura City apply differentiated learning in their learning.

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