

---

## Elementary School Social Studies Learning Problems During the Implementation of the Independent Curriculum

Cicilia Clara Devi Anggraini<sup>1</sup>

<sup>1\*</sup> Universitas Terbuka, Jakarta, Indonesia

[cicilia.anggraini@ecampus.ut.ac.id](mailto:cicilia.anggraini@ecampus.ut.ac.id)

DOI: <https://doi.org/10.21107/Widyagogik/v10i2a.22823>

Received May 16, 2023; May 25, 2023; Accepted June 07, 2023

### Abstract

*The purpose of this study is to describe in more depth the problems that exist in the aspects of teacher readiness, availability of resources, as well as evaluation and monitoring of social studies learning in the independent curriculum. This kind of inquiry is called a literature study. Books, articles or scientific papers, theses, dissertations, encyclopedias, and other pertinent sources are some examples of the literature that was used. This study demonstrates This study found several problems with social studies learning in the independent curriculum in the aspects of teacher readiness, resource availability, as well as evaluation and monitoring. Efforts that can be made are providing training for teachers in implementing the curriculum, using and even developing resources, and conducting evaluations. This effort requires support from the government and other educational communities.*

**Keywords** – Social Sciences; Elementary School; Independent Curriculum



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

---

## 1. Introduction

Education is an important foundation in forming the character and quality of a country's human resources (Mubarok & Tambunan, 2021; Mardhiyah et al., 2021). In Indonesia, efforts to continuously improve the education system have resulted in various changes in the school curriculum. One of the biggest changes that has been implemented is the Independent Curriculum. The Independent Curriculum is a bold step by the government in giving schools the freedom to develop their own curriculum, which is expected to be more relevant to local and national needs (Mulyasa, 2022; Shodiq, 2023; Alifia, 2022).

In the context of the Independent Curriculum, the role of Social Sciences (IPS) in Elementary Schools (SD) becomes very important. Social studies is a subject that helps students understand the social and cultural world around them (Riski, 2023). It covers topics such as history, geography, economics, and society. In the independent curriculum, social studies has a significant role in developing students' understanding of national identity, culture and their role in society.

There are several things that we can examine in implementing elementary school social studies learning in the Merdeka curriculum, including teacher readiness, completeness of resources, facilities and infrastructure, as well as evaluation and monitoring (Cafsoh, 2023; Syafrizal, 2023). Regarding teacher readiness, elementary social studies learning requires teachers with more skills and knowledge to develop their own school curriculum (Romadhon, 2023). In this regard, many teachers may require additional training to understand and implement the new concepts of elementary social studies learning in this curriculum

In relation to the point of completeness of resources, problems that often occur are related to access to resources including textbooks, infrastructure and technology (Makahingide, 2021). Another thing that needs to be considered is the issue of evaluation and monitoring. The role of social studies in the Independent Curriculum requires an adequate evaluation and monitoring system to measure student achievement (Setyawati, 2023). This can be a challenge in measuring

project-based and contextual learning outcomes. The purpose of this study is to discuss in more depth the three points of implementing social studies learning during the independent curriculum above.

## **2. Method**

This essay was written utilizing a qualitative methodology and library research techniques. Primary literature and information about subjects and problems that researchers are thinking about and looking into are the types of literature that are employed. Books, scientific reports or essays, theses, dissertations, encyclopedias, and other sources were among the print and electronic sources from which information for this article was gathered (Azizah & Purwoko, 2019).

## **3. Result and Discussion**

In the context of the Independent Curriculum, the role of Social Sciences in Elementary Schools becomes very important. However, currently there are several problems with elementary social studies learning in the Independent Curriculum, including::

### **a. Teacher Readiness**

One of the main problems that arise in the teacher's role in implementing the Independent Curriculum in social studies learning in elementary schools is the problem of readiness. Teacher readiness is a critical factor in ensuring that changes in the curriculum can be implemented effectively. Some of the challenges that arise in terms of teacher readiness include::

#### **1) Lack of Understanding of the Independent Curriculum Concept**

Many teachers may not fully understand the basic concepts and principles of the Independent Curriculum. This includes how they can make more independent decisions in designing their own school curriculum, adapting learning to local contexts, and integrating contextual

---

aspects in social studies learning. This lack of understanding can hinder effective implementation (Nurcahyono & Putra, 2022; Isa et al., 2022).

2) Limited Curriculum Development Skills

Developing a school curriculum that is in accordance with the Independent Curriculum requires special skills. Teachers need to be able to design contextual learning plans, determine subject matter priorities, and formulate effective learning methods. Lack of these skills can hinder teachers' ability to implement changes in social studies learning (Sasmita & Damansyah, 2022).

3) Lack of Resources and Support

Schools and teachers often face limited resources needed to support the implementation of the Independent Curriculum in social studies learning. This includes a lack of appropriate textbooks, equipment for learning, and necessary training. Teachers need greater support from schools, government and related institutions to overcome these limitations (Koroh, 2022).

4) Resistance to Change

Not all teachers are ready to adopt major changes in learning approaches. Some teachers may feel reluctant to abandon learning methods they have mastered and are comfortable with old methods. Curriculum changes are often met with resistance from some teachers, which can hinder the changes needed in social studies learning at SD (Nurcahyono & Putra, 2022).

In overcoming the problem of teacher readiness, greater efforts need to be made in providing training and assistance to teachers to understand and implement the Independent Curriculum well (Husain, 2023). Adequate support and resources also need to be provided so that teachers can carry out their duties effectively in the context of this more independent learning approach.

**b. Resource Availability**

One of the main challenges in implementing the Independent Curriculum in Social Sciences (IPS) learning in Elementary Schools (SD) is the problem of completeness of resources (Septiana, 2023). While this approach gives schools the freedom and flexibility to adapt their own curriculum, the availability of sufficient resources is an important factor. Several problems that arise regarding the completeness of resources in social studies learning in elementary schools include:

1) Lack of Appropriate Textbooks

Curriculum development that is in accordance with the Independent Curriculum requires supporting textbooks (Rahmadiyahanti & Hartoyo, 2022). However, in many cases, textbooks that suit the contextual approach and curriculum created by the school may be unavailable or limited. This can make it difficult for teachers to facilitate effective learning.

2) Limitations of Equipment and Technology

The use of modern technology and equipment can improve the quality of social studies learning. However, limited access to hardware, software and internet connections can be an obstacle. This limits the ability of teachers and students to utilize digital resources and technology in learning (Dayu et al., 2022).

3) Lack of contextual learning resources

Contextual social studies learning requires learning resources that are relevant to the environment and student needs (Fembriani, 2022). However, many schools may not have access to learning resources that cover local, regional topics or current social issues. This can hinder context-based learning.

---

4) Lack of Training for Resource Use

The use of different learning resources requires appropriate training (Zulaikha et al., 2022). Teachers and students need to be given training to utilize resources effectively. Limited training can mean that existing resources are not utilized optimally.

5) Support from the Government/Related Institutions is needed

The government and educational institutions have an important role in ensuring the availability of resources necessary for successful social studies learning (Maskur, 2023). Challenges arise if support from authorities is inadequate in the form of budgets, training programs, or initiatives to provide appropriate resources.

Overcoming the problem of completeness of resources in social studies learning in elementary schools in the context of the Independent Curriculum requires joint efforts from schools, government and educational institutions (Ramdhani, 2023). It is important to provide better access to textbooks, contextual learning resources, equipment and training necessary for teachers and students to achieve more effective and relevant learning goals.

**c. Evaluasi dan Monitoring**

Evaluation and monitoring are important aspects of effective learning (Hidayat & Asyafah, 2019). In the context of the Independent Curriculum and Social Sciences (IPS) learning in Elementary Schools (SD), there are several problems that need attention:

1) Insufficient Understanding of Project Based Evaluation

The Merdeka Curriculum encourages a project-based learning approach, where students undertake research projects or action projects to test their understanding. However, not all teachers have sufficient understanding of how to evaluate these projects objectively. Insufficient understanding can result in inconsistent and inadequate evaluations (Fahlevi, 2022).

2) Lack of Appropriate Evaluation Instruments

In the context of contextual social studies learning, evaluation instruments must reflect different learning approaches (Latip, 2018). However, there is often no appropriate evaluation instrument that can measure student achievement in terms of contextual understanding and the necessary critical thinking skills.

3) Lack of Relevant Data

Monitoring is an important part of understanding student progress. However, relevant and reliable data is often difficult to obtain. An effective monitoring system that covers contextual aspects of social studies learning may not yet be fully implemented (Fahreza & Rosa, 2019).

4) Difficulty in Measuring Context-Based Progress

Social studies learning that focuses on context is often difficult to measure objectively (Akbar et al., 2023). Context-based evaluation can vary by school, depending on local issues and differences in the social environment. This makes evaluation standards more difficult to measure consistently.

5) Increased Evaluation Burden

The use of a project-based learning approach often requires a more in-depth and comprehensive evaluation (Karo et al., 2023). This can increase teachers' workload in measuring and evaluating student progress, especially in large classes.

In overcoming the problem of evaluation and monitoring in social studies learning in elementary schools in the Independent Curriculum, there needs to be investment in teacher training to develop an understanding of project-based evaluation (Damayanti, 2023). The development of evaluation instruments that are appropriate to a contextual approach is also very important. In addition, monitoring systems that can measure student progress in different contexts

---

should be developed to provide more accurate information about learning outcomes.

#### **4. Conclusion**

There are several problems with elementary social studies learning in the Independent Curriculum. The aspects of teacher readiness include a lack of understanding of the concept of an independent curriculum, limited curriculum development skills, lack of resources and support, resistance to change. To overcome this, it is necessary to provide training and assistance to teachers to understand and implement the Independent Curriculum well. In the context of resource availability, problems that occur include lack of appropriate textbooks, limited equipment and technology, lack of contextual learning resources, lack of training for resource use, and the need for support from the Government/Related Institutions. To overcome this, joint efforts are needed from schools, government and educational institutions. In the context of evaluation and monitoring, this includes a lack of understanding of project-based evaluation, inappropriate evaluation instruments, lack of relevant data, difficulty measuring progress based on context, increased evaluation burden. Efforts that can be made are investing in teacher training to develop understanding of project-based evaluation

#### **References**

- Akbar, A. A., Wijaya, A., Ayanih, A., Humaerah, H., & Magdalena, I. (2023). Penerapan Instrumen Penilaian Ranah Afektif dalam Hasil Belajar Kurikulum 2013 di SDN Cipaeh. *MASALIQ*, 3(5), 840-857.
- Alifia, P. L. (2022). Problematika Implementasi Kurikulum Merdeka Di SD Pawyatan Daha 1 Kota Kediri (Doctoral dissertation, IAIN Kediri).
- Azizah, A., & Purwoko, B. (2019). Literature Study Concerning the Basis of Counseling Theory and Practice. *Surabaya State University Student Journal*, 7(2), 1–7
- Daryanto and Farid M. 2015. *Counseling Guidance for Counseling for BK Teachers and General Teachers*. Yogyakarta: Grava Media.



- 
- CAFSOH, L. C. (2023). (KEDESIAAN PUBLIKASI BELUM ADA, SILAKAN UPLAOD ULANGA).. Implementasi kurikulum merdeka belajar di sma negeri 1 jenangan ta/tp 2022/2023 (Doctoral dissertation, IAIN PONOROGO).
- Dayu, D. P. K., Rulviana, V., & Kurniawati, R. P. (2022). Pembelajaran Blended Learning Model Case Based Learning pada Implementasi Kurikulum Merdeka. CV. AE MEDIA GRAFIKA.
- Fahlevi, M. R. (2022). Upaya pengembangan number sense siswa melalui kurikulum merdeka (2022). *Sustainable Jurnal Kajian Mutu Pendidikan*, 5(1), 11-27.
- Fembriani, F. (2022). Analisis implementasi pembelajaran IPA dan merdeka belajar di sekolah dasar. *Jurnal Ilmiah Kontekstual*, 3(02), 100-106.
- Husain, D. L., Agustina, S., Rohmana, R., & Alimin, A. (2023). Pelatihan Penyusunan Kurikulum Operasional Satuan Pendidikan (KOSP) sebagai Persiapan Implementasi Kurikulum Merdeka di PAUD Kab. Kolaka Utara. *JIP-Jurnal Ilmiah Ilmu Pendidikan*, 6(1), 13-19.
- Isa, I., Asrori, M., & Muharini, R. (2022). Peran kepala sekolah dalam implementasi kurikulum merdeka di sekolah dasar. *Jurnal Basicedu*, 6(6), 9947-9957.
- Koroh, L. I., Lao, H. A., Tari, E., & Liufeto, M. C. (2022). Workshop Implementasi Kurikulum Merdeka Di Smp Muhammadiyah Ende. *Jurnal Nauli*, 2(1), 10-16.
- Latip, A. E. (2018). *Evaluasi Pembelajaran di SD dan MI*.
- Makahingide, R. (2021). Upaya Pemerintah Indonesia Dalam Menangani Persoalan Di Wilayah Perbatasan Antara Pulau Marore Dan Philipina Selatan. *POLITICO: Jurnal Ilmu Politik*, 10(2).
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya keterampilan belajar di abad 21 sebagai tuntutan dalam pengembangan sumber daya manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29-40.
- Mubarok, I. R., & Tambunan, K. (2021). Pembangunan Ekonomi Indonesia: Peran Pendidikan Sebagai Fondasi Penting Pertumbuhan Ekonomi Di Indonesia. *JURNAL ILMIAH EKONOMI DAN BISNIS TRIANGLE*, 2(4), 492-499.
- Mulyasa, H. E. (2022). *Menjadi guru penggerak merdeka belajar*. Bumi Aksara.
- Nurchayono, N. A., & Putra, J. D. (2022). Hambatan guru matematika dalam mengimplementasikan kurikulum merdeka di sekolah dasar. *Wacana Akademika: Majalah Ilmiah Kependidikan*, 6(3), 377-384.

- 
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret kurikulum merdeka, wujud merdeka belajar di sekolah dasar. *Jurnal Basicedu*, 6(4), 7174-7187.
- Riski, M. J. (2023). Kedudukan Ilmu Pengetahuan Sosial (Ips) Pada Madrasah Ibtidaiyah. *Journal Development and Research in Education*, 3(2), 41-50.
- Romadhon, K., Rokhimawan, M. A., Irfan, I., Fajriyani, N. A., Wibowo, Y. R., & Ayuningtyas, D. R. (2023). Analisis Kesiapan Guru dalam Implementasi Kurikulum Merdeka (Studi Kasus di SD Negeri 1 Ulak Kedondong). *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7(3), 1049-1063.
- Sasmita, E., & Darmansyah, D. (2022). Analisis Faktor-Faktor Penyebab Kendala Guru Dalam Menerapkan Kurikulum Merdeka (Studi Kasus: Sdn 21 Koto Tuo, Kec. Baso). *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 5545-5549.
- Septiana, A. N., & Winangun, I. M. A. (2023). Analisis Kritis Materi IPS dalam Pembelajaran IPAS Kurikulum Merdeka di Sekolah Dasar. *Widyaguna: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 1(1), 43-54.
- Syafrizal, T. (2023). Analisis Implementasi Kurikulum Merdeka Dalam Perspektif Teori Belajar Humanistik Di MTsN 3 Dan MTsN 19 Jakarta (Master's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Zulaiha, S., Meisin, M., & Meldina, T. (2022). Problematika Guru dalam Menerapkan Kurikulum Merdeka Belajar. *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, 9(2), 163-177.