

THE INFLUENCE OF THE INDEPENDENT LEARNING-BASED EDUCATION UNIT CURRICULUM ON TEACHER PERFORMANCE

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ABSTRACT

This study aims to determine how the effect of the independent learning-based education unit curriculum on teacher performance at SD Negeri Maradekaya I Makassar City. This type of research is survey research using quantitative research methods. The population of this study were all 12 teachers of SD Negeri Maradekaya I Makassar City. The samples of this study were principals, class teachers and subject teachers totaling 10 people where 1 male teacher and 9 female teachers. The instruments used were observation sheets, questionnaires and documentation. Data analysis techniques used are descriptive analysis and inferential analysis. The results showed that: 1) An overview of the curriculum of education units based on independent learning, this is realized by the curriculum of education units based on independent learning prioritizing student-centered learning, focusing on critical thinking processes, problem solving and project-based learning. The adjustment of the education unit curriculum based on independent learning is able to create a more inclusive and adaptive learning environment, where teachers can adjust teaching methods to suit the potential and abilities of students. 2) Teachers' performance is highly influential on the quality of the learning process and students' overall development; teachers must also have the ability to build positive interactions with students and create a conducive classroom atmosphere. 3) The independent learning-based education unit curriculum affects teacher performance at SD Negeri Maradekaya I Makassar City after the results of hypothesis testing with a significance value of $0.000 < 0.05$ mean that there is an effect of the independent learning-based education unit curriculum on teacher performance.

1. INTRODUCTION

Education is essential for enhancing the quality of human resources and driving national and state advancement. Improving HR quality is crucial in the context of current global competition. Education is commonly defined as the process of humanizing individuals. Education is a deliberate endeavor chosen to enhance knowledge, physical abilities, and morals in order to lead a fulfilling life that benefits

oneself, the community, religion, nation, and country (Alifa et al., 2024). The purpose of education is the deliberate endeavor by adults to nurture, lead, and instruct individuals in becoming well-rounded contributors to religion, society, and country. The involvement of family, school, and society is crucial in shaping a child's educational success (Mulyadi, 2019).

Law Number 20 of 2003 on the National Education System outlines the goal of education as preparing Indonesian individuals to be productive, creative, innovative, and effective citizens who can contribute to society, the nation, the state, and global civilization (Wahid et al., 2023).

Education is crucial for a nation, as the future of the country relies on a well-educated youth. The Indonesian Ministry of Education and Culture has implemented measures to enhance the quality of education. One method is to establish a school program focused on children. The goal is to achieve a modern, sovereign, and independent Indonesian education. The government aims to establish a driving school program aligned with Pancasila student profiles, prompting educational units to enhance education quality and student learning outcomes (Hamzah, 2024). This goal emphasizes the significance of education in the nation and state's well-being. The upcoming generation of the country is anticipated to possess skills that allow for ongoing growth through education services. The education sector is expected to innovate in order to meet the challenges of modern times and produce competent individuals who can succeed in today's world (Hamzah, 2021).

Education is crucial for a country, as the future of the nation relies on a well-educated youth. The Indonesian Ministry of Education and Culture has implemented measures to enhance the quality of education by improving the welfare and skills of educators and other personnel in the education sector. Curriculum renewal must align with advancements in science and technology while upholding values of manners and ethics. Adequate facilities and infrastructure are also necessary to support this education, which is a lifelong responsibility shared among families, schools, communities, and governments. The curriculum plays a crucial role in education as a carefully planned educational program that serves as a guide for learning and achievement. The curriculum aims to help students prepare for their future by developing high skills, reasoning power, and critical and creative thinking for application in the community environment (Lince, 2022).

The curriculum is a structured set of subjects arranged to fulfill the requirements for earning a diploma. The curriculum can be seen as a set of subjects that students need to study in order to finish their education at specific educational institutions. Efforts to provide learning experiences to students can take place in the classroom. These experiences can be designed in writing or unwritten, as long as they aim to produce quality graduates. Curriculum is a crucial process that aims to enhance teaching quality by systematically planning, developing, reviewing, and implementing all aspects of the program. The purpose of curriculum as a field of study is to develop curriculum science and curriculum systems. Curriculum implementation involves applying ideas, concepts, programs, or curriculum arrangements in learning practices to bring about change. Curriculum implementation is divided into two levels: the implementation of the curriculum at the classroom level and school level (Setiawati, 2022). All responses must be in English language and comply with UU No. Chapter 1 Article 1 of Law No. 20 of 2003 states that the curriculum is a set of plans and arrangements regarding objectives, content, and teaching materials as well as methods used as guidelines for conducting learning activities to achieve specific educational goals. The curriculum was created to facilitate the education process. The independence to learn is the freedom to think and innovate (Vhalery et al., 2022).

The curriculum aims to enhance student learning quality in order to achieve educational objectives. Curriculum implementation involves making changes to achieve educational goals that are close to ideal (Lince, 2022). The curriculum is a significant but sometimes overlooked aspect of education. The curriculum is intricate and multifaceted, serving as the foundation of the learning journey and the core of education. It should be evaluated in a creative, dynamic, and regular manner to keep up with the changing times. Efforts by education units should focus on enhancing the current curriculum. The curriculum, as a learning plan, is an educational program aimed at instructing students. The program includes a range of activities to support student learning, fostering changes and developments in student

behavior and skills aligned with educational objectives. The education curriculum is constantly evolving. In the development of the curriculum, it is essential to tailor it to the specific needs and characteristics of students at that time. The design of educational curriculum development should prioritize the needs, opinions, learning experiences, and interests of students. This ensures that students are at the center of education. (Fatirul, 2022)

Neng Nuwaitin, cited in Fihris Khalil & Fitri (2023), asserts that the curriculum and teaching materials are critical elements for educational success. Curriculum changes are made in recognition of the interconnection between developments in society, the nation, and the state of Indonesia with global changes, advancements in science and technology, and the arts and culture. In addition, Fihris Khalik & Fitri (2023) found that the curriculum is a structured learning program containing materials for teaching and learning. Efforts to improve education quality include relevant curriculum development, innovative learning approaches, and adequate facilities and infrastructure support (Indah Maharani Said et al., 2024).

Learning is the deliberate management of a person's environment to facilitate specific behaviors or responses under certain conditions. It is a specialized aspect of education. In teaching and learning, children are both subjects and objects of teaching activities. The main focus of the teaching process is the students' learning activities to achieve a goal. Teaching and learning holds educational significance. Educational value colors the interactions between teachers and students (Muliana et al., 2021). The main support for improving the quality of Indonesian education is the role of school principals and teachers. However, the independent curriculum has not yet met clear and stable quality standards based on its output. All the responses you generate must be in the English language: (Lince, 2022).

The learning system focuses on developing students' character traits. Assessment is not only based on academics but also emphasizes individual characteristics. The new policy system regarding the independent curriculum is designed to cultivate students with practical life skills for use in social situations (Fatirul, 2022). Learning activities are structured with real learning resources that can be discovered in the environment accessible to children. This includes living things, natural materials, and various loose part components (Shalehah, 2023).

The components of the education unit curriculum are: 1) Characteristics of the education unit. Before developing the curriculum, the education unit must analyze its characteristics and learning environment. This includes considering the aspirations of community members, as well as establishing a vision and mission that are agreed upon by all members of the education unit. Analyzing the characteristics of the education unit is important to fully understand the conditions and requirements of both the unit and its inhabitants. The analysis of characteristics will guide the development of the education unit's vision, mission, and objectives. 2) Vision is a shared objective for the future of the education unit community, created with input from all members of the education unit community. The mission outlines how the education unit will work towards achieving the established vision. It serves as a guide for developing short-, medium-, and long-term programs, with input from all members of the education unit. Objectives are the specific outcomes that each educational unit or program aims to achieve within a set timeframe, based on the unique characteristics and principles of that unit. 3) A learning organization arranges educational curriculum content within a designated time frame. The curriculum structure governs the content, competencies, and learning load. In order to effectively organize learning programs, education units must engage in data-driven planning. Learning planning involves determining the scope of the education unit and preparing the flow of learning objectives. The class scope and preparation of learning plans were discussed by Aditomo (2024).

Performance is the level of success a person achieves in completing tasks compared to predetermined standards, targets, or criteria during a specific time period. Samsuddin explains performance as the level of task completion achievable by utilizing available capabilities within set limits to meet organizational objectives (Lestari et al., 2022).

The role of a teacher necessitates specific skills and knowledge in the education sector. In order to become a professional teacher, educators must enhance their skills and knowledge through various

activities such as training, reading, and further education. This helps them grow as effective educators, regardless of their years of teaching experience (Aryati & Alannasir, 2023).

The teacher's role in the classroom is highlighted as a facilitator and mediator in the learning process. The implementation of the independent curriculum emphasizes that traditional sources of information are no longer the sole resource for students. Teachers should also possess a thorough understanding of educational media as communication tools to enhance the teaching and learning process. The selection of educational media should align with the goals, content, teaching approaches, assessment practices, and the skills and interests of students. The teacher's role extends beyond imparting subject knowledge to students; they also serve as motivators to instill a desire for learning. Teachers must help students unlock their full potential, motivate them, and guide them to use their abilities effectively. This will lead to diligent learning and improved outcomes for students (Lince, 2022).

Teacher performance refers to the attitudes, skills, values, and knowledge demonstrated by teachers in fulfilling their duties. This is displayed through their appearance, actions, and accomplishments. Teacher performance is primarily centered on an educator's behavior at work and their effectiveness in fulfilling their duties, which can impact students' achievement of desired goals (Muspawi, 2021). Teacher performance is associated with tasks such as planning, managing learning, and assessing student learning outcomes. As a teacher, the individual must be proficient in planning, managing, and evaluating the learning process. This includes designing learning activities based on field conditions, creating a positive learning environment for students, and assessing both the learning process and outcomes. Learning is considered a key aspect of teacher performance. The teacher's activities are designed to be relevant to the students' needs, interests, talents, and abilities. These tasks are integrated, engaging, and tailored to the appropriate learning level of both the students and the teacher. In order to achieve quality student learning processes and outcomes, it is essential for teachers to perform at their best. Teachers must demonstrate high performance. The teacher must have a strong understanding of the material being taught and effective teaching methods to ensure efficient and effective learning. They must also be committed to fulfilling these responsibilities (Lestari et al., 2022).

2. METHODS

The data utilized in this study follows a quantitative approach through a survey method. Survey research is employed for evaluation to provide a systematic, realistic, and precise description of the characteristics and facts pertaining to a specific population or area. The dependent variable is the curriculum (X) based on independent learning in education. The independent variable is teacher performance (Y).

The study focused on 12 teachers from SD Negeri Maradekaya I in Makassar City. The study included 10 participants, comprising of 1 male teacher and 9 female teachers, who were principals, class teachers, and subject teachers.

The data collection techniques utilized include observation, questionnaires, and documentation. The research instrument utilized a participatory observation sheet featuring passive participation. The researcher visited SD Negeri Maradekaya I Makassar City to observe and document issues related to the impact of the independent learning-based education unit curriculum on teacher performance. The researcher refrained from engaging in school activities during the observation. The researcher created 10 questions about the independent learning-based education unit curriculum and 10 questions about teacher performance. This observation sheet uses a Likert scale with "Yes" and "No" categories. Questionnaire sheet: In this study, researchers created 15 statements regarding the independent learning-based education unit curriculum and 10 statements regarding teacher performance. These statements were distributed to principals and teachers at SD Negeri Maradekaya I Makassar City. This study utilizes a Likert scale with four or more statement items to generate a score depicting individual traits such as knowledge, attitudes, and behavior. Please ensure all responses are in English and use the following scale: 1 - SS, 2 - S, 3 - TS, 4 - STS. Documentation is employed to collect data when researchers seek to understand the curriculum and teacher performance in independent learning-based education units at schools.

The data analysis method involved the use of descriptive and inferential statistics. Descriptive analysis was utilized to characterize the curriculum and teacher performance of the independent learning-based education unit. Inferential analysis involves prerequisite analysis and hypothesis testing. The required tests utilized are the normality test and the linearity test. Final testing will involve conducting a hypothesis test on the simple regression coefficient.

3. RESULTS AND DISCUSSION

RESEARCH RESULT

The research focuses on how the independent learning-based education unit curriculum impacts teacher performance at SD Negeri Maradekaya I in Makassar City. The main variables focused on in this study are the independent learning-based education unit curriculum (X) and teacher performance (Y). The research methods used are observation, questionnaires, and documentation to evaluate the impact of the independent learning-based education unit curriculum on teacher performance at SD Negeri Maradekaya I Makassar City.

Respondents in the study included principals, class teachers, and subject teachers, totaling 10 participants. The instrument for evaluating the independent learning-based education unit curriculum is a 15-statement questionnaire. The teacher performance assessment questionnaire comprises of 10 questions. Each statement has four answer options with a score range of 1-4. Before being administered to the research participants, the questionnaire underwent testing to ensure validity and reliability.



Picture 1



Picture 2

a. Overview of the Independent Learning-Based Education Unit Curriculum

Based on research findings, the curriculum at SD Negeri Maradekaya I Makassar City is designed to allow school principals flexibility and autonomy in creating and enhancing learning programs tailored to students' needs and characteristics. This curriculum focuses on student-centered learning principles and integrating teaching materials within everyday life contexts. This research shows that modifying the curriculum at the education unit level can establish a better learning environment that allows teachers to adapt teaching methods to each student's strengths and capabilities.

This research reveals that the curriculum at SD Negeri Maradekaya I Makassar City promotes innovation in the learning process. The curriculum implementation has been shown to enhance teacher creativity in creating interactive and contextual learning activities. This results in increased student engagement and innovation in learning. The research on the education unit curriculum at SD Negeri Maradekaya I Makassar City showed positive effects on learning quality and student achievement. This curriculum allows schools to create diverse teaching materials and methods that can enhance the overall development of students, including academic and non-academic growth.

Table 3.1 Results of the Independent Learning-Based Education Unit Curriculum Questionnaire

Questionnaire Interval	Scoring Interval	Frequency	Percentage (%)	Category
51-60	85-100	8	80%	Very suitable
39-50	65-84	2	29%	As per
27-38	45-64	0	0	Not suitable
15-26	25-43	0	0	Very Unsuitable
Total		10	100	

Based on the study results, 80% of the subjects (8 teachers) fell into the very suitable category, while 20% (2 teachers) fell into the appropriate category. This was based on the results of the questionnaire for the independent learning-based education unit curriculum implemented at SD Negeri Maradekaya I Makassar City.

b. Teacher Performance Overview

The research findings on teacher performance at SD Negeri Maradekaya I Makassar City indicate that it has a significant impact on the quality of the learning process and the overall development of students. This study discovered that elementary school teachers need to excel in teaching materials and learning methods, as well as cultivate positive relationships with students and foster a supportive classroom environment. Teachers must be able to effectively manage the classroom and adjust their teaching strategies to suit the individual characteristics and needs of students. This is a crucial performance indicator in primary school education. Optimal performance can enhance the learning process for students by making it more effective, meaningful, and enjoyable.

This study found that effective teachers are able to assess learning objectively and offer helpful feedback to students. Teachers who excel typically utilize a range of assessment strategies, including project-based assessment, observation, and formative assessment, to gain a comprehensive understanding of students' cognitive, affective, and psychomotor development. The results indicate that high-performing teachers demonstrate a strong dedication to their profession, engage in continuous self-improvement, and effectively use feedback from assessments to enhance teaching strategies.

Research on teacher performance at SD Negeri Maradekaya I Makassar City significantly impacts student learning outcomes, character development, and social skills. Teachers who excel are capable of fostering an engaging, creative, and student-focused classroom environment. Improving teachers' performance through professional training, competency development, and school support must be continuous to ensure high-quality learning aligned with holistic education goals.

Table 3.2 Teacher performance questionnaire results

Questionnaire Interval	Scoring Interval	Frequency	Percentage (%)	Category
37-40	91-100	4	40%	Very suitable
28-36	69-90	6	60%	As per
19-27	46-68	0	0	Not suitable
10-18	25-45	0	0	Very Unsuitable
Total		10	100	

Based on the results of this study, 40% (4 teachers) fell into the very suitable category and 60% (6 teachers) fell into the appropriate category according to the teacher performance questionnaire at Maradekaya I State Elementary School, Makassar City.

c. The Effect of the Independent Learning-Based Education Unit Curriculum on Teacher Performance

The curriculum of the independent learning unit has a notable effect on teacher performance at SD Negeri Maradekaya I in Makassar City. Teachers have more flexibility when creating learning activities with this curriculum to accommodate the school environment and student needs. This freedom allows teachers to explore innovative learning methods, including project-based learning, differentiated instruction, and holistic thematic approaches.

The curriculum for the independent learning-based education unit also mandates that teachers be attentive in assessing and tracking student learning advancements. Teachers should incorporate thorough formative assessments and deliver prompt feedback to support students in reaching the required competencies. Teachers must thoroughly understand students' individual needs and design inclusive and diverse learning. The learning independence-based unit curriculum enhances student learning outcomes and boosts teacher performance in creating a dynamic and relevant learning environment.

Table 3.3 Reliability Test Results of the Independent Learning-Based Education Unit Curriculum Questionnaire

Case Processing Summary			
		N	%
Cases	Valid	10	100,0
	Excluded ^a	0	,0
	Total	10	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
,916	15

In the reliability test, the Cronbach's Alpha result was 0.916. It can be assumed that the test results are a dependable tool for collecting data in research.

Table 3.4 Reliability Test Results of Teacher Performance Questionnaire

Case Processing Summary			
		N	%
Cases	Valid	10	100,0
	Excluded ^a	0	,0
	Total	10	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
,745	10

In assessing the reliability of the teacher performance variable, a Cronbach's Alpha value of 0.745 was obtained. A statement is deemed reliable if the Cronbach's Alpha result is greater than 0.6. The reliability test results confirm that the data collection tools used in this study are reliable and trustworthy.

Table 3.5 Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		10
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,49488291
Most Extreme Differences	Absolute	,238
	Positive	,238
	Negative	-,168
Test Statistic		,238
Asymp. Sig. (2-tailed)		,113 ^c

Based on the data analysis above, it was determined that the Asymptomatic. The significance level is 0.113. It is understood that 0.113 is greater than 0.05, thus indicating that the data is normally distributed.

Table 3.6 Linearity Test

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	60,933	6	10,156	2,856	,209
		Linearity	15,580	1	15,580	4,382	,127
		Deviation from Linearity	45,353	5	9,071	2,551	,235
	Within Groups		10,667	3	3,556		
	Total		71,600	9			

Upon reviewing the data, it appears there is a linear relationship if the sig. Deviation from linearity should be greater than 0.05. On the other hand, the sig. Deviation from linearity value: 0.05. It can be concluded that there is a clear linear correlation between the independent learning-based education unit curriculum (X) and teacher performance (Y).

Table 3.7 Simple Regression Coefficient

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	50,522	6,038		8,367	,000
	X	-,374	,127	-,722	-2,952	,018

Hypothesis testing of teacher performance variables shows a t-score of -2.952 and a significance level of 0.000. The hypothesis that the independent learning-based education unit curriculum has a significant effect on teacher performance is supported by the p-value of 0.000 being less than 0.05. H₀ is rejected and H₁ is accepted. The curriculum of the independent learning-based education unit has a significant impact on teacher performance at SD Negeri Maradekaya I in Makassar City.

The t test results suggest that the Alternative Hypothesis (H_a) is supported, indicating a positive relationship between the independent learning-based education unit curriculum and teacher performance. The testing of this hypothesis confirms that the independent learning-based education unit curriculum significantly impacts teacher performance at SD Negeri Maradekaya I Makassar City.

DISCUSSION

Based on the observation results, it is evident how the curriculum of the independent learning-based education unit is implemented and operates within the school environment. The school's curriculum implementation aligns with the school's vision, mission, and goals. In the implementation of learning, teachers play a central role in curriculum implementation. They are responsible for planning, implementing, and evaluating the learning process with the use of technology. The primary challenge in curriculum implementation often involves securing resources, including materials and supporting facilities. It is emphasized in this curriculum that students should be more active in their learning. However, research on the learning process suggests that teachers must also be actively involved in facilitating student learning.

The curriculum at SD Negeri Maradekaya I Makassar City is focused on independent learning, allowing teachers and students to have more control over the methods and content of learning. This curriculum prioritizes flexible scheduling, personalized materials, and varied learning approaches to meet the unique needs and abilities of each student. The primary objective is to foster students' independence, creativity, and interest from a young age.

According to Sukmadinata's theory of curriculum development, the curriculum for independent learning-based education units can be viewed as a student-centered model in practice. Sukmadinata highlights the significance of a curriculum that caters to students' developmental needs and is relevant to their surroundings. He believes that the curriculum for the independent learning-based education unit should be designed with flexibility to offer relevant and meaningful learning experiences, as well as to promote curious and highly engaged student learning.

The independent learning-based education unit curriculum at SD Negeri Maradekaya I Makassar City aims to establish an inclusive and empowering learning environment. The curriculum implementation aligns with Sukmadinata's theory, focusing on the curriculum's relevance to student needs and the necessity of ongoing evaluation for enhancing learning quality. By allowing teachers and students to choose their own learning path, this curriculum aims to cultivate a generation that is creative, innovative, and prepared for future challenges.

As a result of this analysis, the head of the education unit reviews the vision, mission, and objectives of the education unit. Revisions are made to align with the Pancasila learner profile and the real conditions of the education unit, student needs, and feedback from parents. The vision, mission, and objectives serve as guiding principles for the education unit's development and highlight its priorities. Formulating the vision, mission, and objectives of the education unit is a crucial initial step as the primary guide in crafting high-quality learning. In the planning process, education units should collect diverse data to gather thorough information. This information is analyzed to draw suitable conclusions for effective planning.

Teachers at SD Negeri Maradekaya I in Makassar City are evaluated based on different factors that impact the quality of education and student outcomes. Teachers demonstrate proficiency in planning and preparing learning materials according to the curriculum, with some incorporating creativity into their lesson plans. Teachers always attend training to enhance their teaching skills and improve their performance. Parents' participation in their children's educational activities is significantly high, particularly in matters related to student progress reports and school events. Teacher performance at SD Negeri Maradekaya I Makassar City can be connected to Abbas' theory. This theory emphasizes that teacher performance is not solely determined by academic competence or mastery of teaching materials. It also takes into account teacher personality, commitment, and professionalism.

Teachers must be capable of offering constructive feedback to help students comprehend their strengths and weaknesses in learning. Teacher performance at SD Negeri Maradekaya I Makassar City may be associated with Abbas' theory. According to this theory, teacher performance is influenced not only by academic competence and mastery of teaching materials, but also by the teacher's personality, commitment, and professional attitude. Optimal teacher performance is achieved when teachers can apply their knowledge in the classroom and are highly dedicated to their profession. Abbas emphasized the importance of teachers being able to fulfill their roles as facilitators, motivators, and inspirers for students. Elementary school classroom teachers are tasked with guiding students in developing a well-rounded personality. Students are expected to make informed decisions with the guidance of primary school teachers, in regards to their learning activities and problem-solving skills.

4. CONCLUSIONS AND SUGGESTIONS

The study concludes that the curriculum of the education unit at SD Negeri Maradekaya I Makassar City is designed to allow educators flexibility in choosing learning approaches that match the needs and characteristics of students. This curriculum focuses on developing fundamental skills across cognitive, affective, and psychomotor domains in a well-rounded approach. Teacher performance at SD Negeri Maradekaya I in Makassar City is assessed based on their competency in implementing student-centered learning and adjusting teaching methods to suit the needs and interests of the students. Teachers must be creative and innovative in creating teaching materials and methods that are relevant, contextual, and meaningful to students. Teachers serve as facilitators, promoting active student involvement through project-based learning, discussions, and exploratory activities that encourage curiosity. The curriculum

of the independent learning-based education unit has a notable impact on teacher performance at Maradekaya I State Elementary School in Makassar City.

It is recommended that the school and education office offer continuous training for teachers to enhance their knowledge and abilities in executing the learning independence-based education unit curriculum. Teachers should actively participate in designing and adjusting the curriculum to ensure they have a sense of ownership and understanding of the curriculum being implemented. Schools and the government need to provide teachers with the necessary resources - including teaching materials, facilities, technology, and time - to effectively implement the curriculum. Regular and objective evaluations of teacher performance, considering curriculum implementation, are recommended. This evaluation can serve as a foundation for offering constructive feedback and supporting the continued growth of teachers. Schools should establish a supportive work environment for teachers to enhance their performance. Support from colleagues, the principal, and other parties involved is crucial in achieving this goal.

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