

IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN IMPROVING THE NUMERACY OF GRADE IV STUDENTS

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ABSTRAK

This study aims to determine the implementation of the independent curriculum in improving the numeracy of fourth grade students of SDN Batangase Maros in the 2024 school year. This type of research is descriptive qualitative research. Subjects are teachers and students of class IV-A SDN 24 Batangase Maros. Objects totaled 26 people, 14 male students and 12 female students. Data collection was done by observation, interview and documentation. Activities in data analysis are data reduction, data presentation, and conclusions. The data validity test includes credibility, transferability, dependability and confirmability. Based on the results of this study, it shows that the implementation of the independent curriculum affects students' numeracy skills through the application of number concepts in the material of fraction arithmetic operations in everyday life during the learning process. The low numeracy skills of students are caused by the lack of awareness of the importance of numeracy in helping to solve everyday problems. In practice, numeracy can help students improve reasoning skills and understanding of mathematical concepts, as well as improve speed and accuracy in performing fraction counting operations and solving problems in various life contexts using symbols and numbers related to mathematics. The barriers faced by students in numeracy are: difficulty understanding basic mathematical concepts such as numbers, problem solving in learning, lack of motivation, and the method of teaching.

1. INTRODUCTION

Education is a conscious effort made by adults to foster, guide and educate children to become complete individuals who are useful for religion, nation and state. The role of family, school and society is very important and determines the success of a child's education. The family is the first educational environment for children, because it is through the family that children first get to know the surrounding world, followed by the role of schools and society. (Mulyadi, 2019).

Education has an important role in educating the nation's life, as stated in the Preamble of the 1945 Constitution. This shows how important education is. Through education, it is expected to improve the welfare of society, build the nation's civilization, and preserve culture. The government

pays serious attention to the education sector, because the progress of a country begins with education. For this reason, the education budget is increased, policies related to improving the quality of education are implemented, and various problems at the primary, secondary and higher education levels are resolved. All this aims to improve the quality of education so that it can compete with other countries and support the improvement of the quality of education in Indonesia. (Aprima & Sari, 2022).

In the Education Quality Assurance System (EQAS) in primary schools, the curriculum is an important element in improving the quality of education, because education cannot run without a curriculum. Curriculum development is a tool to improve the quality of education, and good education policy will be seen from the implementation of the curriculum (Angga et al., 2022). The curriculum is an integral part of the educational process (Insani, 2019). In short, the curriculum guides the implementation of education, because it is the basis of the entire learning process at school. Without a curriculum, learning cannot take place.

Starting with a very basic curriculum in 1947, the Indonesian education system underwent curriculum modifications until it reached the current autonomous curriculum (Cappa, et al, 2024). The Merdeka Curriculum, previously called the Prototype Curriculum, which is commonly called the New Paradigm Curriculum or Curriculum 2022 according to the year of its birth, is a refinement of the 2013 Curriculum which is adjusted to the conditions of society and post-pandemic students. The Merdeka Curriculum is a flexible curriculum that is character and competency-based as well as creativity-based which is determined by the government starting in 2022/2023 at the primary and secondary education levels. This curriculum has been implemented gradually through several driving school programs with certain schools that are ready to implement it independently, both independently learning, independently changing, and independently sharing. This curriculum is planned to be implemented in all educational units in the jurisdiction of the Unitary State of the Republic of Indonesia (NKRI). (Mulyasa, 2023).

Implementation is the process of applying ideas, concepts, policies, or innovations in a practical form which has an impact, both in the form of changes in skills, knowledge, and values and attitudes. (Cahyanti, 2024). In the implementation of the independent curriculum, one of them focuses on the development of students' Literacy and Numeracy. The focus in numeracy skills is that students are able to formulate, apply and interpret into various contexts that include mathematical reasoning and use concepts, procedures, facts in mathematics and tools to describe, explain, and predict phenomena in life by understanding the role or usefulness of mathematics in everyday life. Numeracy is the skill and ability of individuals in logical thinking Reasoning in this context includes analyzing, understanding, and expressing a statement both in writing and orally by manipulating mathematical symbols and language found in the context of the problem (Abidin et al, 2017). The application of literacy and numeracy in schools is carried out through learning to read, write, speak, analyze, and understand mathematical symbols and numbers (Syam & Nurdiansyah, 2021). Mathematics has an important role in building a person's logic in solving problems. (Irviana et al., 2020). Someone who has math skills does not necessarily have numeracy skills. Erwin Nurdiansyah (2021). Therefore, it can be said that literacy and numeracy literacy skills provide benefits in increasing the superiority of a nation in the current era of technological development.

Numeracy has knowledge and skills, including: (a) the use of numbers and symbols related to mathematics to solve everyday problems (b) analysis of information displayed to make decisions. One example of numeracy in mathematics learning is the material of fraction calculation operations, which includes addition, subtraction, multiplication, and division. Fraction material has been used by students in everyday life, but students' understanding of the concept of fractions is still lacking. Students are expected to understand the problem well and write down the complete information known from the problem. In terms of applying mathematical concepts, facts, procedures, and reasoning. In learning in elementary school, students are not only required to understand and be able to solve routine problems or problems. But it is also expected to be able to solve non-routine problems or problems that require higher-level thinking skills (Diana & Alannasir, 2023).

Research relevant to this study is research conducted by Ida Bagus which concludes that the development of curriculum implementation in the classroom requires full support from teachers. Teachers were identified as a key element in the process, showing high enthusiasm in understanding the concept of the curriculum and willing to adopt the new values of the independent curriculum. They also play an active role in implementing it in the classroom and are responsible for the implementation of curriculum changes in schools (Ida Bagus, 2022). The difference in Ida Bagus's research How to develop curriculum implementation in the classroom. Meanwhile, the research I conducted was the implementation of the independent curriculum in improving student numeracy in class IV SDN 24 Batangase Maros. Where the implementation of the independent curriculum has a more flexible approach and focuses on student needs, including in the development of numeracy skills. Numeracy is an important basic skill to support students' understanding in various subjects as well as in everyday life.

The second research was conducted by Holifatul Sa'dia with the title “Analysis of Numeracy Literacy Skills in View of Students' Metacognition Knowledge in Solving PISA Questions on Space and Shape Content” (Thesis, UIN Sunan Ampel, Surabaya 2021). The results of this study indicate that students with declarative knowledge are able to analyze information from graphs, tables, and shapes, but are less adept at using symbols in space and shape material. Students with procedural knowledge are more skilled at analyzing information, using symbols, and understanding the concepts of space, shape, and measurement. Meanwhile, students with conditional knowledge are proficient in using symbols and mastering the concepts of space, shape, and measurement. (Kholifatul Sa'dia, 2021). The difference between Holifatul Sa'dia's research and the research I conducted lies in the research conducted by Holifatul Sa'dia which examines literacy and numeracy, using quantitative methods. Meanwhile, the research I did was how the implementation of the curriculum in improving student numeracy in class IV SDN 24 Batangase Maros.

The results of interviews and observations conducted with teachers, principals and grade IV students at SDN 24 Batangase Maros found that several factors affect students' numeracy level, one of which is fraction operation material. If students' difficulties in understanding numeracy concepts are not addressed appropriately, this can have a negative impact on their academic development and decrease interest in numeracy-based learning. In addition, students' confidence in this subject will also decrease. Proficiency in fraction operations is an important skill in everyday life, which can support quick, precise and accurate thinking. It also supports students to understand symbols in mathematics. According to (Ramadhan et al, 2021) said that students often solve problems without using the right concepts and do not re-examine the answers obtained. Therefore, it is very important for teachers and parents to provide support and learning approaches that suit the needs of students, so that they can overcome the difficulties faced during the learning process. The purpose of this research is to find out how the implementation of the independent curriculum affects the level of numeracy and to find out what obstacles students face in the numeracy learning process of students in class IV SDN 24 Batangase Maros.

2. METHODS

This research uses a descriptive qualitative approach to understand the implementation of the curriculum in improving student numeracy at SDN 24 Batangase Maros. The research location was SDN 24 Batangase Maros which is located in Bontoa Ke. Mandai Kab. Maros, South Sulawesi. The research subjects included students, fourth grade homeroom teachers and the principal of SDN 24 Batangase Maros. In qualitative research, data collection techniques were carried out through observation, interviews and documentation. Data were analyzed thematically with data reduction, data presentation, and conclusion drawing. The results of the analysis are presented in the form of descriptive narratives. Data validity and reliability were maintained through triangulation and rechecking with respondents to ensure data accuracy. This method aims to provide an in-depth understanding of the barriers faced by students in the numeracy learning process.

3. RESULTS AND DISCUSSION

The results of implementing the independent curriculum in improving student numeracy in class IV SDN 24 Batangase Maros.

Literacy and numeracy across subjects aims to combine aspects of literacy and numeracy. The results of the Program for International Student Assessment (PISA) survey show that the numeracy literacy skills of students in Indonesia are still below the global average. One of the factors contributing to the low numeracy skills of students in Indonesia is the lack of numeracy-based question practice, so students have difficulty in solving them (Fiangga, 2019). Therefore, teachers' expertise in designing and presenting numeracy-based problems to train students' numeracy literacy is very important, especially at the elementary school level. Mathematical literacy measured in PISA can be interpreted as the ability of students to formulate, use, and interpret mathematics in various contexts (Astuti & Sabon, 2020). This includes mathematical reasoning and the use of mathematical facts, concepts, principles, and techniques to describe, explain, and predict events (Dinni, 2018).

Mathematical literacy or also called numeracy can also be interpreted as the ability to collaborate mathematical knowledge and understanding effectively to face various kinds of daily life challenges (Ermiana et al., 2021). Someone who has math skills does not necessarily have numeracy skills. Therefore, it can be said that literacy and numeracy literacy skills benefit the improvement of a nation's excellence in the current era of technological development (Khasanah & Putri, 2021).

Mathematics learning aims for students to understand the material taught well. As an educator, it is important to manage the learning process systematically, from preparation to assessment that is able to measure the extent to which students understand the lesson. Students' understanding of numeracy needs to be adjusted to their developmental stage so that the learning process in the classroom can run more effectively. As each student has a different level of understanding, teachers must show creativity in classroom learning.

Teachers should also master numeracy skills in various contexts, utilizing various situations to help students in understanding numeracy. Therefore, teachers need to change the learning approach in the classroom, from focusing only on procedural knowledge to emphasizing conceptual understanding (Yuliandari & Hadi, 2020). Teachers are required to be creative in linking numeracy concepts with the material taught and have strategies to improve students' numeracy skills, namely through reinforcement. This reinforcement includes creating a comfortable learning environment, emphasizing reasoning, and solving problems through the application of numeracy in various subjects, including those that are not mathematics.

In the classroom, students must actively participate in solving numeracy problems that are related to everyday life. Problem solving is a process to overcome the difficulties faced to achieve the expected goals. In mathematics, problem solving skills must be possessed by students to solve problem-based problems. (Irviana et al, 2020). In this learning process, it can be seen that there is still a lack of students' ability to understand numerical learning material, one of which is in fraction operation numbers, so that during the learning process students have difficulty completing calculation tasks. In its application, students are expected to understand important concepts in calculating fraction operations including addition, subtraction, multiplication and division by distinguishing denominators and numerators.

There are 3 indicators of student numeracy, namely: 1) able to solve problems in various daily contexts using various symbols and numbers related to mathematics, 2) able to analyze information in the display of graphs, tables, charts, diagrams and others, 3) able to interpret the results of the analysis to predict and make the right answer decisions. Of the three indicators students are expected to be able to understand them so that they can achieve class learning objectives (Salvia et al, 2018). In the application of numeracy in learning, students have several obstacles such as lack of numerical understanding or in-depth understanding of the basic concepts of numeracy such as learning fraction operation material, students have difficulty in calculating fractions of addition, subtraction, multiplication and division, In addition, students have fear and anxiety about mathematics which makes students reluctant to participate in lessons, limited problem solving skills because numeracy is

not only counting but also how to solve everyday problems using mathematical concepts, errors in understanding this problem are caused by students being less able to read the problems in the problem but do not know what problems to do (Dewi et al., 2019), and lack of motivation makes students not interested in participating in lessons, unvaried learning methods where teachers teach with monotonous or lecture-centered methods, unsupportive learning environments and difficulty reading and understanding problems in lessons.

From the above obstacles, it can be seen that students have different levels of numeracy skills according to the abilities of each student. The existence of obstacles in the learning process to achieve the expected learning outcomes is a student learning difficulty. And learning difficulties have an ongoing influence on the educational process because learning difficulties will also affect student achievement (Nurdiansyah, 2018). To achieve success in the world of education, the integration between teacher and student activities is very necessary. Therefore, teachers are expected to be able to organize, direct and create an atmosphere that can encourage student motivation to learn (Asni Maulidnawati et al, 2023).

To overcome these obstacles, there are several strategies that can be implemented. Some implementation strategies for strengthening numeracy skills include strengthening in the physical, social-affective and academic environments. (Haura Sharifah, 2022). Strategies in the physical environment and makerspace include: developing supporting facilities by utilizing the school environment as a numeracy learning tool, presenting information that introduces numeracy concepts in various contexts, and enriching the delivery of information that is usually only in the form of text with numeracy elements. In the social-affective environment, teachers and parents are expected to consistently convey a growth mindset to students through oral communication and actions. While in the academic environment, strategies include: 1) the provision of various numeracy-related books in the school library, both fiction and non-fiction books, 2) guidelines for making numeracy teaching aids, 3) numeracy programs in schools that link mathematical concepts with everyday life, 4) numeracy activities through games such as congklak or snakes and ladders, and 5) numeracy game-making programs with students and parents, where they can create and take home simple numeracy games to play at home.



Picture 1



Picture 2

Discussion of the implementation of the independent curriculum in improving student numeracy in class IV SDN 24 Batangase Maros

Based on the researcher's findings, the implementation of an independent curriculum affects students' numeracy skills in learning. The importance of numeracy skills that students must have in order to help students overcome obstacles and solve problems in various daily contexts using various symbols and numbers related to mathematics. The results of this study show that to achieve learning objectives in the classroom, it is necessary to plan learning in accordance with learning outcomes and based on the curriculum approach in its implementation. The achievements in learning planning are

flexible learning, according to the readiness of students and the development of collaborative learning. (Anggraeni et al, 2022). In addition to planning, teachers also need to formulate learning objectives and contain two main components, namely competence and scope of material. After formulating objectives, finally teachers need to plan learning assessments designed to guide teachers to carry out daily learning to achieve a learning goal in the classroom.

In implementing the independent curriculum in improving student numeracy in class IV SDN 24 Batangase Maros, there are two things that must be considered by the teacher, namely: 1) Teachers need to conduct evaluations in learning to find out the development of student numeracy. It can be seen that with school numeracy plays an important role. Students need numeracy to fulfill practical needs and solve problems in everyday life. For example, they can count addition, subtraction, multiplication, division, can collect, process and interpret. By studying mathematics, students are expected to master the materials taught. The curriculum plays a very important role because it is a structured guide to achieve learning objectives. The concept of an independent curriculum is very good to implement at school because this curriculum is not only about the learning process in class, but can collaborate, elaborate and be recreational where the teacher here is only a motivator, facilitator, and mediator so that students are really able to develop their talents and interests in this learning. In addition, the implementation of the curriculum also adapts to the characteristics of the school environment, learning according to projects, and projects tailored to student needs, so that students can innovate and develop creative thinking. To have numeracy skills, it is not enough to have mathematical knowledge, but students are able to think logically and systematically to understand the problems faced. In addition, it requires the ability to organize and process information in order to solve problems. (Tresnanih et al, 2022).

In learning mathematics, the main goal is for students to understand the material taught well. As an educator, it is important to manage learning in a structured way, starting from preparation to assessment that is able to measure the extent of students' understanding of the lesson. Students' understanding of numeracy must be adjusted to their developmental stage to support the learning process in the classroom. Each student has a different level of numeracy understanding, so teachers need to show creativity in teaching. Teachers should also master numeracy skills in various contexts so that students can understand numeracy concepts effectively.

Therefore, teachers need to change the learning approach in the classroom from focusing on procedural knowledge to emphasizing conceptual understanding (Yuliandari & Hadi, 2020). Teachers must be creative in connecting numeracy concepts with the lessons taught and have strategies to improve students' numeracy skills, including through reinforcement. This reinforcement includes creating a comfortable learning environment, emphasizing reasoning, and solving problems by integrating numeracy into non-mathematics subjects. 2) Teachers need to conduct evaluation in learning to know the numeracy development of students. Evaluation in learning is very important to determine the development of students' numeracy skills. Through evaluation, teachers can measure students' understanding, skills and progress in mastering numeracy concepts.

Indicators of numeracy skills can be a reference in measuring students' numeracy literacy skills such as communication skills, representation skills, mathematization skills, reasoning and argumentation, problem solving and the ability to use mathematical tools. Low numeracy skills can have an impact on student learning outcomes, because numeracy skills are very important in everyday life. Almost all human activities require this ability such as calculating addition, subtraction, multiplication and division so it is very important to be mastered by students early on in learning.

Evaluation is an integral part of the educational process, both in formal and non-formal institutions at every level and type of education (Sari et al. 2021). However, not all evaluations can be used as a measuring tool for educational success. By using the right measurement tools, educational success can be measured clearly. Evaluation can be done at the beginning or end of learning, and teachers can also make direct observations of students' activities, such as when they solve numeracy problems in fraction material and provide solutions to the problems given. Evaluation is very

important because it can identify students' abilities, allow teachers to adjust learning methods or models, and ensure students develop according to their potential, so they remain motivated in learning.



Picture 3



Picture 4

4. CONCLUSIONS AND SUGGESTION

Conclusions

Based on the results of the research that has been carried out, it can be concluded that:

- 1) In implementing the curriculum to improve student numeracy in class IV SDN Batangase Maros is still very low, the low numeracy of students is caused by the lack of student awareness of the importance of having numeracy skills that can help solve problems in everyday life.
- 2) Obstacles faced by students in the numeracy learning process such as difficulty understanding numeracy concepts, lack of ability to solve material problems, lack of motivation so that students follow numeracy learning and learning methods that are less creative. The above obstacles if left unchecked will impact on student learning outcomes.
- 3) Efforts in improving students' numeracy, namely, teachers have knowledge of how to improve numeracy in the classroom based on the level of students' needs and teachers need to conduct evaluations in learning to find out students' numeracy development. Evaluation allows teachers to measure students' understanding, skills and progress in mastering numeracy concepts.

Suggestions

- 1) Based on this research, teachers are expected to be more creative and innovative in creating a classroom and comfortable atmosphere by providing or teaching materials related to numeracy in everyday life.
- 2) Students are expected to participate more actively in learning and not hesitate to ask questions related to numeracy so as to improve student learning outcomes and conduct evaluations in learning to determine the development of student numeracy.
- 3) Researchers are expected to conduct a more in-depth study of numeracy skills.

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