

# Implementation of the Independent Curriculum at State Senior High School 2 Palembang: Towards a Multitalented Generation



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## ABSTRACT

This study explores the implementation of the Independent Curriculum at SMA Negeri 2 Palembang, aiming to analyze its impact on student-centered learning and character development. Employing a qualitative case study approach, the research involved the entire school community, with purposive sampling of key informants such as the principal, curriculum coordinators, teachers, and students. Data were collected through participatory observation, in-depth interviews, and documentation, and were then analyzed thematically using Miles and Huberman's model. The findings reveal that the school has successfully applied various strategies, including forming a Learning Committee, conducting House Training, and integrating the Pancasila Student Profile Project. These efforts have enhanced student creativity, independence, and skills, although challenges remain in teacher adaptation and resource availability. The study concludes that the Independent Curriculum strengthens student competencies and character, but recommends further comparative research and improved teacher training for broader impact.

**Keywords:** *Character Education, Curriculum Implementation, Independent Curriculum, Learning Strategies, Student Profile*

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## INTRODUCTION

In recent years, education in Indonesia has undergone fundamental changes through the implementation of the Independent Curriculum, which emphasizes flexibility, independence, and character building for students at various levels of education, including high school. SMA Negeri 2 Palembang, a leading school in South Sumatra, began implementing the Independent Curriculum in the 2023 academic year, aiming to optimize student potential through learner-centered learning and strengthening Pancasila values. This implementation aligns with national policy to improve the quality of human resources that are adaptive to global change and the demands of the times (Ningsih, 2024; Aisyah & Nawawi, 2023).

The implementation of the Independent Curriculum at SMA Negeri 2 Palembang involved strategic steps such as establishing a Learning Committee, conducting In-House Training (IHT), and adjusting the school's vision and mission to reflect the characteristics of the educational unit. Collaboration with various stakeholders, including school facilitators and supervisors, was also carried out to ensure effective and sustainable curriculum implementation. This effort was supported by the Pancasila Student Profile Strengthening Project (P5), a hallmark of the Independent Curriculum at the school (Aisyah & Nawawi, 2023; Ningsih, 2024).

Although the Independent Curriculum offers many advantages, its implementation at SMA Negeri 2 Palembang faces several challenges that require in-depth analysis. One major

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 issue is teachers' readiness to understand and apply more flexible, project-based learning concepts, especially for senior teachers accustomed to older methods. A lack of training and outreach from the government is also a hindering factor, resulting in some teachers still experiencing difficulties in developing teaching materials and learning modules that align with the principles of the Independent Curriculum.

On the student side, there are challenges in adapting to learning patterns that demand independence and creativity, such as in the implementation of the Pancasila Student Profile Strengthening Project (P5). Some students feel the project theme is not relevant and face resource constraints, both in terms of time and costs. Another issue that arises is the uneven understanding and motivation of students in participating in curriculum activities, resulting in suboptimal learning outcomes and character development across classes.

Furthermore, school management also faces the challenge of regularly evaluating and monitoring curriculum implementation to ensure that all educational components are aligned with established objectives. Collaboration between teachers, parents, and students is key to overcoming these obstacles, but further efforts are needed to improve synergy and communication within the school environment (Aisyah & Nawawi, 2023; Ningsih, 2024).

This study aims to comprehensively analyze the implementation of the Independent Curriculum at SMA Negeri 2 Palembang, identify supporting and inhibiting factors, and evaluate its impact on the learning process and student learning outcomes. The urgency of this research lies in the need to obtain a clear picture of the effectiveness of the Independent Curriculum in leading schools, so that it can serve as a reference for the development of future education policies. The novelty of this research lies in the analytical focus on implementation strategies, challenges faced, and innovations carried out by SMA Negeri 2 Palembang in realizing a multitalented generation through the Independent Curriculum, supported by the latest references from the Google Scholar database and relevant sources.

## METHOD

### Types and Methods of Research

This research uses a qualitative approach with a case study method, aiming to gain an in-depth understanding of the implementation of the Independent Curriculum at SMA Negeri 2 Palembang. The case study was chosen because it allows researchers to examine phenomena contextually and holistically within the environment of this leading school (Creswell, 2021; Aisyah & Nawawi, 2023). This qualitative research emphasizes the process, meaning, and understanding gained from the interaction between the researcher and the research subjects, thus producing more descriptive and interpretive results (Sugiyono, 2022; Hamdi et al., 2022).

### Data Analysis Instruments and Techniques

The primary instrument in this study was the researcher herself, who served as data collector and analyst through observation, in-depth interviews, and documentation. Observations were conducted in a participatory manner to understand the dynamics of learning and interactions in the school. Interviews were conducted with the principal, vice principal of curriculum, teachers, and students to explore their experiences and perceptions regarding the implementation of the Independent Curriculum. Documentation was used to collect relevant written data, images, and electronic documents (Emzir, 2022; Marsela Yulianti et al., 2022). Data analysis was conducted thematically with the stages of data reduction, data presentation, and conclusion drawing, following the Miles and Huberman model, and data validation through source triangulation (Sudaryono, 2023; Aisyah & Nawawi, 2023).

### Population and Sample

The population of this study was the entire school community at SMA Negeri 2 Palembang, including the principal, the vice principal of curriculum, teachers, and students. The research sample was taken using purposive sampling, namely selecting informants who were considered to have the most understanding and were directly involved in the implementation of the Independent Curriculum, such as the principal, vice principal of curriculum, teachers involved in the Learning Committee, and several students who were



*Implementation of the Independent Curriculum at State Senior High School 2 Palembang: Towards a Multitalented Generation active in the Pancasila Student Profile Strengthening Project (P5) (Sugiyono, 2022; Ningsih, 2024).*

## Research Procedures

The research procedure began with the preparation stage, namely determining the research location and informants, followed by data collection through observation, interviews, and documentation. After data collection, the researcher conducted thematic and interpretive data analysis, then validated the data using source and technique triangulation. The results of the data analysis are presented descriptively to provide a comprehensive overview of the implementation of the Independent Curriculum at SMA Negeri 2 Palembang. This study adheres to ethical research principles by maintaining data confidentiality and integrity (Creswell, 2021; Fauzia & Hadikusuma Ramadan, 2023).

## FINDING AND DISCUSSIONS

SMAN 2 Palembang, which is located at Jalan Puncak Sekuning No. 84, Lorok Pakjo, Ilir Barat I District, Palembang City, South Sumatra, is one of the educational units with high school level in Palembang. In carrying out its activities, SMAN 2 Palembang is under the auspices of the Ministry of Education and Culture. SMAN 2 Palembang is led by a creative and innovative principal named Mr. Marphudok, M.Pd. The principal of SMAN 2 Palembang is a leader who has a strong leadership foundation, and is responsible for implementing the school's journey he leads. As a person at the highest level, the principal of SMAN 2 can manage and control the school, both internally and externally, meaning that the principal is very responsible for empowering teachers, school staff, and other educational staff. Then, Mr. Marphudok M.Pd also really pays attention to the comfort of his students at SMAN 2 Palembang, both in terms of the teachers who teach, adequate facilities, and pays attention to the cleanliness of the school yard. (Hamdi et al., 2022)

The Independent Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal, so that students have enough time to deepen concepts and strengthen competencies. The advantage of the Independent Learning Curriculum is that it focuses more on essential material, so that learning is more in-depth and not rushed. (Ansyaar, Mohammad, 2015) Teachers will be able to teach according to the stage of achievement and development of students. We conducted the first interview with Mr. Marphudok, M.Pd, on September 12, 2025. As the principal of SMAN 2 Palembang, he formed a Learning Committee. The Learning Committee is a team at the educational unit level consisting of the School Supervisor, Principal, and Teachers selected by the principal. The function of the Learning Committee is to design, implement, and evaluate learning that is appropriate to student needs. Actively collaborate with various stakeholders to improve the quality of learning. Implementing the values of diversity, inclusion, and child-friendly, (Second) Mr. Marphudok M.Pd Held IHT on the Independent Curriculum, In-House Training (IHT) is a routine agenda every new school year. IHT is an internal school training to improve the competence of Educators and Education Personnel. The IHT material this time is the Implementation of the Independent Curriculum in forming the profile of Pancasila students, "Independent Learning, Independent Teaching", (Third) Formulating the vision and objectives of the School in accordance with the Characteristics of the school. Vision: Describes how students become subjects in the long-term goals of the educational unit and the intended values; describes the values that underlie the implementation of learning so that students can achieve the Pancasila Student Profile. Mission: Answers how the educational unit achieves the vision; holds important values in carrying out the mission. Objectives: Ultimately impacts students; describes important stages and is in line with the mission; contains the strategy of the educational unit to achieve its educational goals; targets school competencies/characteristics that are unique to educational unit graduates, align with the Pancasila Student Profile. (Ramadan & Imam Tabroni, 2020)

(Fourth) Mr. Marphudok M.Pd. Held a meeting with the Curriculum Development Team. In implementing the Independent Curriculum, the principal and the Curriculum



Development Team held a meeting, the curriculum development team was the vice principal of the curriculum along with the learning committee (Fifth) Using guides and by GTK.. in the initial stages of implementing the Independent Curriculum, SMAN 2 Palembang used many guides provided by the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research, and Technology, such as guides for making CP TP and ATP, including teaching modules, IHT guides and P5 Guides. (Sixth) Received guidance and support from the School Facilitator, the driving force and supervisor of the Coach. Because the facilitator acts as a companion and supporter of the principal, teachers/educators, and school supervisors/inspectors, to realize the goals of this program itself, namely student-centered schools," (Marsela Yulianti et al., 2022)

In September, precisely on September 15, 2025, we interviewed with the Deputy Head of Curriculum at SMAN 2 Palembang, Mrs. Wiwiek Endah Noviyanti, S.Si. She said that the curriculum implemented at SMAN 2 Palembang is an independent curriculum that emphasizes P5 (Pancasila Student Profile Strengthening Project). First, we asked about the duties and responsibilities of Mrs. Wiwiek Endah Noviyanti, S.Si. as Deputy Head of Curriculum, she answered that her duties are to compile, develop and coordinate curriculum programs according to the standards set by the government, then her duties are to compile academic calendars, lesson schedules and annual/semester programs, and she said that what must be considered is to supervise, ensure that the implementation of learning activities must be in accordance with the independent curriculum, she also did not forget to evaluate student learning outcomes such as seeing how far P5 has been implemented well, she hopes that the independent curriculum program can be implemented well by being encouraged by teachers, parents, homeroom teachers and students of SMAN 2 Palembang. (Ilmawan, 2024).

Then we asked about how the curriculum was implemented at SMAN 2 Palembang, she, Mrs. Wiwiek Endah Noviyanti, S.Si., said that the implementation and application of the curriculum at SMAN 2 Palembang had gone well and had a positive impact on students, for example through P5 activities students could develop their skills or those who had never experienced being an MC, now they can, of course there are many more activities from this independent curriculum that have a positive impact on students, so that students in the future will have experience in certain fields, so that students at SMAN 2 Palembang can increase their knowledge and skills, which is our hope as the vice-chair of curriculum and school staff, that students can become multi-talented students in various fields and skills. Mrs. Wiwiek Endah Noviyanti, S.Si, also said, Thank God, in terms of the availability of facilities, good management, and in terms of teachers, it also greatly influences the success of the final achievements of male and female students of SMAN2 Palembang. It is hoped that this independent curriculum can provide insight and skills to students, which will later become provisions for them to face their future.

Mrs. Wiwiek Endah Noviyanti, S.Si said the importance of teacher supervision of their students with the implementation of this independent curriculum, such as the main task of teachers in this new curriculum is that teachers are required to innovate in learning such as learning using projectors, ppt, learning modules, a very striking difference in the teacher's duties in the K13 curriculum and now the independent curriculum is that the K13 curriculum requires teachers to manage their students more by asking, observing and communicating, but in this independent curriculum students are required to be more independent and the teacher's task is to ensure that the student activity program can run well without any obstacles, then this independent curriculum also focuses on forming students of SMAN2 Palembang to develop character, attitudes, ethics, morals and which is very emphasized on their soft skills (skills). Next, Mrs. Wiwiek Endah Noviyanti, S.Si, said that she was very confident that by being directly supervised, directed, and given an understanding, the implementation of the independent curriculum at SMAN 2 Palembang could run properly and in accordance with what the school expected. However, she also said that there were challenges and obstacles in implementing this independent curriculum, namely the obstacles of senior teachers who had to adapt to changes in teaching patterns, of course this was not easy because the senior teachers were used to using old methods, like now teachers are required to involve technology in the



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 teaching process such as using ppt, projectors and so on, then many teachers do not understand the core concept of the independent curriculum, due to the lack of socialization from the government, then from the student's perspective, many of them are less interested in the P5 project because it is less relevant to their interests.

Of course, this is a challenge for SMAN 2 Palembang, but from a survey of homeroom teachers, around 70% of SMAN students...

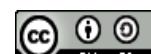
2 Palembang is enthusiastic about carrying out the P5 project and a series of independent curriculum activities, and the school of SMAN 2 Palembang has also evaluated the teacher, Mr. Marphudok M.Pd, regularly holds meetings with teachers of SMAN 2 Palembang, then conducts socialization regarding the implementation of the independent curriculum so that it is hoped that there will be many multi-talented generations from SMAN 2 Palembang who can develop their talents through this independent curriculum activity. Then Mrs. Wiweik Endah Noviyanti, S.Si said that the significant impact that has been seen is that students of SMAN 2 Palembang can choose the subjects they want and are interested in, then students are happy with a pleasant learning atmosphere such as drama, video making, or projects, then students are also given the freedom to choose their own learning plans, another positive impact is that students have a deep understanding and skills, increasing their creativity. Then the hope of Mr. Marphudok M.Pd as the principal of SMAN 2 Palembang and Mrs. Wiweik Endah Noviyanti, S.Si and other school staff is how students can understand and have deep skills where the results of implementing this independent curriculum activity really have an impact on the understanding of students, the hope is also that teachers and homeroom teachers can guide their students well so that in the end this independent curriculum will have a significant impact on students of SMAN 2 Palembang.

Then we also interviewed one of the students of SMAN2 Palembang, named Husnul Khotimah, class XI 6. Husnul said that the independent curriculum implemented in SMAN 2 was very good. Husnul said that the implementation of the independent curriculum not only focused on learning materials but also focused on practice, such as sales projects and projects displaying traditional regional dances. According to him, this independent curriculum is good to be implemented for students, but Husnul said that the costs that must be incurred are also a lot. Before carrying out the project, students are required to make project ideas, materials needed, income and expenses, and finally make a proposal.

With the independent curriculum activities, the positive thing according to Husnul is that it can channel the talents and interests of each student, such as the division of job desks, some become MCs, some dance, some become brides, and so on, according to Husnul before carrying out a project, they are given 3 weeks to prepare 1 project, according to him that is quite a long time, it should only be given 2 weeks, it is hoped that with this independent curriculum with various activities in it, it should be able to save money because not everyone at SMAN 2 Palembang has a lot of money because their parents' jobs are different, so Husnul thinks that if you do a project, just choose a project that doesn't cost much money. Initially, Husnul found it quite difficult to adapt to class time. Usually, the learning system at school is that the teacher explains, and students ask, while in this independent curriculum, students are required to find out the material themselves and ask if there is something they don't understand. (Abdurrahmansyah, 2022)

## CONCLUSIONS

Based on research findings, the implementation of the Independent Curriculum at SMA Negeri 2 Palembang demonstrated that the school has successfully implemented various student-centered learning strategies and character building through the Pancasila Student Profile Strengthening Project (P5). The principal and curriculum team actively formed a Learning Committee, conducted In-House Training (IHT), and aligned the school's vision and mission with the characteristics of the educational unit. Teachers and students demonstrated high enthusiasm in participating in the curriculum program, although challenges persisted in adapting learning methods and utilizing technology. Research findings also indicated that the



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Independent Curriculum was able to enhance students' creativity, independence, and skills, as well as strengthen Pancasila values in the learning process (Aisyah & Nawawi, 2023; Ningsih, 2024; Hamdi et al., 2022). However, this study has limitations in the generalizability of its results because it focused on one leading school and used a qualitative approach. Several obstacles encountered included the readiness of senior teachers to adapt to the new curriculum, limited facilities, and variations in student interests and motivations towards project activities. For further research, it is recommended to conduct comparative studies across schools with different characteristics and use mixed methods to achieve more representative results. Practical implications of this study include the need to improve teacher training, strengthen collaboration between schools and parents, and optimize technology-based learning tools so that the implementation of the Independent Curriculum can be more effective and have a broad impact on the development of a multitalented generation (Fauzia & Hadikusuma Ramadan, 2023; Marsela Yulianti et al., 2022; Sudaryono, 2023).

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