

The Influence of Independent Curriculum and Classroom Management on Elementary Students' Learning Outcomes in Ogan Ilir

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Abstract: This study investigates the influence of the implementation of the Independent Curriculum (Kurikulum Merdeka) and classroom management on student learning outcomes in public elementary schools across the Indralaya District, Ogan Ilir Regency. Employing a quantitative research method with a correlational approach, data were collected through questionnaires distributed to teachers and through documentation of student performance. The findings reveal that both the application of the Independent Curriculum and effective classroom management significantly contribute to improving student learning outcomes. The study emphasizes the importance of teacher competence in managing classrooms and delivering the curriculum in a way that promotes student engagement and academic achievement. These results highlight the need for continuous professional development and support in implementing educational reforms at the elementary level.

Keywords: Classroom management, Educational reform, Elementary education, Independent Curriculum, Student learning outcomes.

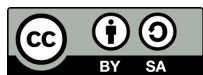
1. Introduction

Education has a very important role in building human resources. Therefore, an education system is needed that is able to provide a quality learning process (Suwartini, 2017:62). One of the benchmarks for achieving quality learning is student learning achievement. In line with what was stated by Widodo (2015) that one of the causes of the low quality of education in Indonesia is low learning achievement. Oktrianny et al (2015) also stated that high-quality school output is when student achievement is high, both in academic achievement and non-academic achievement. Then Utamy et al (2020: 227) in their research results stated that low student learning achievement can be an indication that the educational institution has low quality.

The Independent Curriculum is an innovative approach in the education system that aims to provide greater freedom and flexibility to schools, teachers, and students in designing and implementing learning (Jojo & Sihotang, 2022:2). In the independent curriculum, the competency-based approach is the main focus, where the development of student competencies is not only in terms of academic knowledge, but also skills, attitudes, and character values. In addition, the independent curriculum provides flexibility and freedom to schools and teachers to adapt the curriculum according to their respective needs, potential, and local context.

Like the theory of independent learning from Ki Hajar Dewantara which states that independent learning means being independent of oneself. One of the important points in the independent curriculum is student involvement in the learning process (Istiq'Faroh, 2020:6). Ki Hadjar Dewantara always emphasized that education will run well if students are free in spirit, free in body, free in mind and free in energy which is in line with the goal of

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education, namely to build human beings physically and mentally and with the nobility of their minds and bodies to become useful members of society and responsible for the welfare of the nation and homeland and humanity in general (Prihatni, 2014),

The concept of Merdeka Belajar encourages active participation of students in determining the best way to achieve learning goals. Project-based learning is also one of the approaches that is put forward, where students are given the opportunity to apply knowledge and skills in the context of everyday life. Character development and creativity are also a focus in the Independent Curriculum. In addition to academic achievement, education also aims to form positive character and develop students' creativity. The Independent Curriculum also encourages a spirit of lifelong learning by developing adaptation and independent learning skills (Abdurrahmansyah, 2021:128).

2. Theoretical Framework

Student Learning Outcomes

Learning is a system, which consists of various components that are interconnected with each other. These components include objectives, materials, methods and evaluations. The four components of learning must be considered by teachers in choosing and determining what media, methods, strategies, and approaches will be used in learning activities (Rusman, 2012:74) According to Dimiyati and Mudjiono (2011:79) learning is a teacher's programmed activity in instructional design, to make learning active, which emphasizes the provision of learning resources.

In Law of the Republic of Indonesia No. 20 of 2003, Article 1, point 20 states that learning is a process of interaction between students, educators, learning resources, and the learning environment. Learning is essentially a process of activity, namely the activity of regulating, organizing the environment around students, so that it can foster and encourage students to carry out learning activities (Djamarah, 2013:64).

Implementation of Independent Curriculum

The curriculum is a plan that provides guidelines or guidelines in the teaching and learning process (Sukmadinata, 2011:5). This definition is also in line with the opinion of Nasution (2011:5) who stated that the curriculum is seen as a plan that is prepared to facilitate the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff.

Oliva (Wahyudin, 2014: 6) stated that the curriculum is seen as the objectives, context and strategy in learning through a program for developing learning instruments or materials, social interactions and learning techniques systematically in the educational institution environment.

The role of the curriculum is very important so that students can achieve educational goals in a structured and sustainable manner. Based on this understanding, curriculum management can be interpreted as management in the field of curriculum so that the learning process runs well, effectively and efficiently, and there is feedback and interconnectedness with each other (Utomo, 2017: 116).

Class Management

According to language (Etymology) management comes from English, Management, which means administration, leadership, management (Rusydie, 2015). While in terms of terminology, management is a continuous process that contains special abilities and skills possessed by a person to carry out an activity either individually or with other people or through other people in coordinating and using all resources to achieve organizational goals productively, effectively and efficiently (Engkoswara and Komariah, 2016).

According to Erwinsyah (2017) classroom management is a series of teacher activities to foster and maintain effective classroom organization, including teaching objectives, time management, space and equipment management, and student grouping in learning. Meanwhile, according to Joni (2019) classroom management is all teacher activities in the classroom that create and maintain optimal conditions for the learning process. Then according to Entang (2015), classroom management is various types of activities that are deliberately carried out by teachers with the aim of creating and maintaining optimal conditions for the teaching and learning process. Classroom management is the activity of managing student behavior, so that students can learn.

3. Research Methods

The research method used in this study is a quantitative descriptive method. This research uses a quantitative approach, namely research that emphasizes its analysis on numerical data (numbers) processed using statistical methods. Data in the form of numbers was obtained from the results of filling out the questionnaire. Quantitative research is research that describes a problem whose results can be generalized (Kriyantono, 2014:79). This research method uses the partial correlation method, partial correlation is used for analysis or hypothesis testing if the researcher intends to find out the influence or relationship between independent and dependent variables, where one of the independent variables is controlled (fixed) (Sugiyono, 2012 ; 120). The design of this research uses an ex post facto research design, namely research that aims to investigate events that have occurred and then trace back to find out the factors that caused the event (Sugiyono, 2012:120).

4. Results and Discussion

Statistical Description of the Implementation of the Independent Curriculum in Public Elementary Schools in Indralaya District, Ogan Ilir Regency

Description of data on the implementation of the Independent Curriculum variable in Elementary Schools throughout Indralaya District, Ogan Ilir Regency consists of descriptive statistics, frequency distribution and percentage categories for each respondent's answer. Each item consisting of 27 questions includes indicators, namely 1) Holistic curriculum orientation is considered to develop students holistically, including academic and non-academic abilities, cognitive, social, emotional, and spiritual competencies; 2) Competency-based, the curriculum is designed based on the skills to be developed, not based on certain content or materials; 3) On-textualization and personalization, namely the curriculum is arranged according to the context (culture, school mission, local environment) and student needs. The results of the descriptive analysis of the implementation of the Independent Curriculum variable in Elementary Schools throughout Indralaya District, Ogan Ilir Regency can be seen in the following table.

Table 1. Descriptive Statistics of Independent Curriculum Implementation Variables. Elementary Schools in Indralaya District, Ogan Ilir Regency

| Statistics | | |
|-----------------------|--|--|
| | | Implementation of Independent Curriculum |
| <i>N</i> | | 140 |
| <i>Mean</i> | | 94.17 |
| <i>Median</i> | | 97.00 |
| <i>Mode</i> | | 100 |
| <i>Std. Deviation</i> | | 6,374 |
| <i>Variance</i> | | 40,632 |
| <i>Minimum</i> | | 76 |
| <i>Maximum</i> | | 105 |

Source: Analysis Results Using SPSS 26.00

From the results of the analysis, the mean value is 94.17 , median 97.00, standard deviation 6.374, maximum score 105 and minimum score 76. Then the results of the frequency distribution analysis of the data on the implementation of the Independent Curriculum for Elementary Schools in Indralaya District, Ogan Ilir Regency are as follows.

Table 2 Frequency Distribution of Independent Curriculum Implementation Variable Data. Elementary Schools in Indralaya District, Ogan Ilir Regency

| | | <i>Frequency</i> | <i>Percent</i> | <i>Valid Percent</i> | <i>Cumulative Percent</i> |
|-------|-------|------------------|----------------|----------------------|---------------------------|
| Valid | 76 | 4 | 2.9 | 2.9 | 2.9 |
| | 80 | 3 | 2.1 | 2.1 | 5.0 |
| | 83 | 1 | .7 | .7 | 5.7 |
| | 84 | 3 | 2.1 | 2.1 | 7.9 |
| | 85 | 2 | 1.4 | 1.4 | 9.3 |
| | 87 | 9 | 6.4 | 6.4 | 15.7 |
| | 88 | 4 | 2.9 | 2.9 | 18.6 |
| | 89 | 4 | 2.9 | 2.9 | 21.4 |
| | 90 | 8 | 5.7 | 5.7 | 27.1 |
| | 91 | 13 | 9.3 | 9.3 | 36.4 |
| | 92 | 4 | 2.9 | 2.9 | 39.3 |
| | 93 | 2 | 1.4 | 1.4 | 40.7 |
| | 94 | 5 | 3.6 | 3.6 | 44.3 |
| | 95 | 5 | 3.6 | 3.6 | 47.9 |
| | 96 | 1 | .7 | .7 | 48.6 |
| | 97 | 19 | 13.6 | 13.6 | 62.1 |
| | 98 | 7 | 5.0 | 5.0 | 67.1 |
| | 99 | 11 | 7.9 | 7.9 | 75.0 |
| | 100 | 22 | 15.7 | 15.7 | 90.7 |
| | 101 | 3 | 2.1 | 2.1 | 92.9 |
| | 102 | 7 | 5.0 | 5.0 | 97.9 |
| | 103 | 2 | 1.4 | 1.4 | 99.3 |
| | 105 | 1 | .7 | .7 | 100.0 |
| | Total | 140 | 100.0 | 100.0 | |

Source: Analysis Results Using SPSS 26.00

Based on the frequency distribution data above, it is known that out of 140 respondents, 4 respondents were obtained with a score of 76. 3 respondents with a score of 80. 1 respondent with a score of 83. 3 respondents with a score of 84. 2 respondents with a score of 85. 9 respondents with a score of 87. 4 respondents with a score of 88. 4 respondents with a score of 89. 8 respondents with a score of 90. 12 respondents with a score of 91. 4 respondents with a score of 92. 3 respondents with a score of 93. 5 respondents with a score of 94. 5 respondents with a score of 95. 1 respondent with a score of 96. 18 respondents with a score of 97. 6 respondents with a score of 98. 9 respondents with a score of 99. 15 respondents with a score of 100. 3 respondents with a score of 101. 7 respondents with a score of 102. 2 respondents with a score of 103. 1 respondent with a score of 105. From the results of this frequency distribution analysis, a categorization analysis can be carried out on the variable of Implementation of the Independent Curriculum for Elementary Schools in Indralaya District, Ogan Ilir Regency, which can be seen in the following table.

Table 3 Percentage Category of Independent Curriculum Implementation Elementary Schools in Indralaya District, Ogan Ilir Regency

| No | Vulnerable Norms | Frequency | % | Category |
|----|------------------|-----------|--------|------------|
| 1 | ≥ 104 | 1 | 0.73% | Very good |
| 2 | 97 to < 104 | 68 | 50% | Good |
| 3 | 91 to > 97 | 31 | 21.33% | Enough |
| 4 | 84 to < 91 | 32 | 22.06% | Not enough |
| 5 | < 84 | 8 | 5.88% | Very less |

From the table above, it is known that the Implementation of the Independent Curriculum in the very good category is 1 or 0.73%, the good category is 68 or 50%, the fairly good category is 31 or 21.33%, the less category is 32 or 22.06%, and the very less category is 8 or 5.88%. The results of the analysis show that the Implementation of the Independent Curriculum is in the good category. The percentage of the category of Implementation of the Independent Curriculum for Elementary Schools in Indralaya District, Ogan Ilir Regency is as follows.

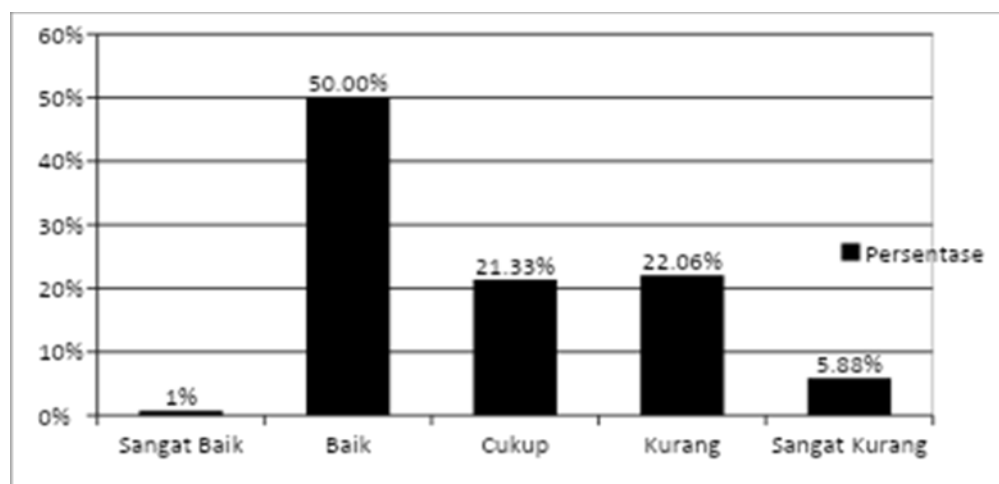


Image 1 Category Implementation of Independent Curriculum in Elementary Schools in Indralaya District, Ogan Ilir Regency

Description of Class Management Statistics in Elementary Schools in Indralaya District, Ogan Ilir Regency

Class management variables in elementary schools in Indralaya District, Ogan Ilir Regency are described in 27 questions consisting of indicators (1) Students' ability to maintain behavior in class; (2) Students are diligent and concentrated; (3) Students continue to learn and work; (4) Students are able to complete the tasks given to them. Descriptive statistics of the data can be seen in the following table.

Table 4. Descriptive Statistics of Class Management Variables Elementary Schools in Indralaya District, Ogan Ilir Regency

| | | Class management |
|----------------|--|------------------|
| N | | 140 |
| | | 0 |
| Mean | | 94.94 |
| Median | | 95.00 |
| Mode | | 93 |
| Std. Deviation | | 5.191 |
| Variance | | 26,946 |
| Minimum | | 84 |
| Maximum | | 105 |

The results of the analysis obtained a mean value of 94.94 , median 95.00, standard deviation 5.191, maximum score 84 and minimum score 105. The frequency distribution of class management variable data for elementary schools in Indralaya District, Ogan Ilir Regency is as follows.

Table 5. Frequency Distribution of Class Management Variable Data Elementary Schools in Indralaya District, Ogan Ilir Regency

| | | <i>Frequency</i> | <i>Percent</i> | <i>Valid Percent</i> | <i>Cumulative Percent</i> |
|-------|----|------------------|----------------|----------------------|---------------------------|
| Valid | 84 | 3 | 2.2 | 2.2 | 2.2 |
| | 85 | 6 | 4.4 | 4.4 | 6.6 |
| | 86 | 6 | 4.4 | 4.4 | 11.0 |
| | 88 | 4 | 2.9 | 2.9 | 14.0 |
| | 90 | 8 | 5.1 | 5.1 | 19.1 |
| | 92 | 8 | 5.9 | 5.9 | 25.0 |
| | 93 | 27 | 19.1 | 19.1 | 44.1 |
| | 94 | 4 | 2.9 | 2.9 | 47.1 |
| | 95 | 5 | 3.7 | 3.7 | 50.7 |
| | 96 | 16 | 11.0 | 11.0 | 61.8 |
| | 97 | 8 | 5.9 | 5.9 | 67.6 |
| | 98 | 12 | 8.8 | 8.8 | 76.5 |

| | | <i>Frequency</i> | <i>Percent</i> | <i>Valid Percent</i> | <i>Cumulative Percent</i> |
|--|-------|------------------|----------------|----------------------|---------------------------|
| | 100 | 13 | 9.6 | 9.6 | 86.0 |
| | 102 | 11 | 8.1 | 8.1 | 94.1 |
| | 103 | 3 | 2.2 | 2.2 | 96.3 |
| | 104 | 5 | 2.9 | 2.9 | 99.3 |
| | 105 | 1 | .7 | .7 | 100.0 |
| | Total | 140 | 100.0 | 100.0 | |

From the results of the analysis based on the frequency data above, it can be stated that there were 3 respondents with a score of 84. 6 respondents with a score of 85. 6 respondents with a score of 86. 4 respondents with a score of 88. 7 respondents with a score of 90. 8 respondents with a score of 92. 26 respondents with a score of 93. 4 respondents with a score of 94. 5 respondents with a score of 95. 15 respondents with a score of 96. 8 respondents with a score of 97. 12 respondents with a score of 98. 13 respondents with a score of 100. 11 respondents with a score of 102. 3 respondents with a score of 103. 4 respondents with a score of 104. 1 respondent with a score of 105 From the frequency distribution above, the calculation of categories for the class management variable of elementary schools in Indralaya District, Ogan Ilir Regency is as follows.

**Table 6. Class Management Percentage Category
Elementary Schools in Indralaya District, Ogan Ilir Regency**

| No | Vulnerable Norms | Frequency | % | Category |
|----|------------------|-----------|--------|------------|
| 1 | ≥ 103 | 8 | 5.88% | Very good |
| 2 | 97 to < 103 | 44 | 32.35% | Good |
| 3 | 92 to > 97 | 58 | 42.65% | Enough |
| 4 | 87 to < 92 | 13 | 8.09% | Not enough |
| 5 | < 87 | 17 | 11.03% | Very less |

From the table above, it is known that class management in the very good category is 8 or 5.88%, the good category is 44 or 32.35%, the fairly good category is 58 or 42.64%, the less category is 13 or 8.09%, and the very less category is 17 or 11.03%. The results of the analysis indicate that the class management of SDN in Indralaya District, Ogan Ilir Regency is in the good category. The percentage of class management categories of elementary schools in Indralaya District, Ogan Ilir Regency can be seen in the following table.

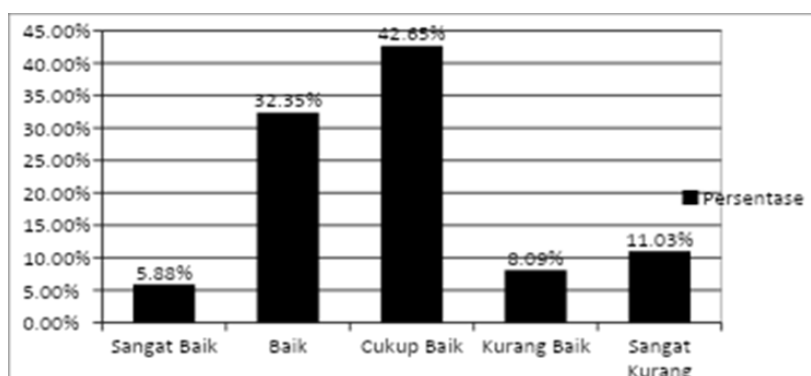


Image 2. Image of Class Management Variable Category of Elementary Schools in Indralaya District, Ogan Ilir Regency

Description of Statistics on Learning Outcomes of Elementary School Students in Indralaya District, Ogan Ilir Regency

The student learning outcome variables consist of 27 question items containing indicators (1) Academic; (2) Non-Academic; (3) Cognitive; (4) Affective; (5) Social; (6) Emotional; (7) Spiritual. The results of the descriptive analysis of the student learning outcome variables of elementary schools in Indralaya District, Ogan Ilir Regency can be seen in the following table.

**Table 7. Descriptive Statistics of Student Learning Outcome Variables
Elementary Schools in Indralaya District, Ogan Ilir Regency**

| | | Student learning outcomes |
|-----------------------|----------------|---------------------------|
| <i>N</i> | <i>Valid</i> | 140 |
| | <i>Missing</i> | 0 |
| <i>Mean</i> | | 96.30 |
| <i>Median</i> | | 98.00 |
| <i>Mode</i> | | 99 |
| <i>Std. Deviation</i> | | 6,280 |
| <i>Variance</i> | | 39,435 |
| <i>Minimum</i> | | 79 |
| <i>Maximum</i> | | 108 |

From the results of the analysis, it is known that the mean value is 76.32 , the median is 78, the standard deviation is 6.332, the maximum value is 88 and the minimum value is 59. The frequency distribution of data on the learning outcome variables of elementary school students in Indralaya District, Ogan Ilir Regency is as follows.

**Table 8. Frequency Distribution of Student Learning Outcomes
Elementary Schools in Indralaya District, Ogan Ilir Regency**

| | | <i>Frequency</i> | <i>Percent</i> | <i>Valid Percent</i> | <i>Cumulative Percent</i> |
|-------|-----|------------------|----------------|----------------------|---------------------------|
| Valid | 79 | 3 | 2.2 | 2.2 | 2.2 |
| | 84 | 5 | 3.7 | 3.7 | 5.9 |
| | 86 | 5 | 3.7 | 3.7 | 9.6 |
| | 88 | 3 | 2.2 | 2.2 | 11.8 |
| | 89 | 18 | 12.5 | 12.5 | 24.3 |
| | 92 | 4 | 2.9 | 2.9 | 27.2 |
| | 94 | 3 | 2.2 | 2.2 | 29.4 |
| | 96 | 12 | 8.1 | 8.1 | 37.5 |
| | 98 | 21 | 15.4 | 15.4 | 52.9 |
| | 99 | 41 | 28.7 | 28.7 | 81.6 |
| | 102 | 2 | 1.5 | 1.5 | 83.1 |
| | 104 | 17 | 12.5 | 12.5 | 95.6 |
| | 106 | 5 | 3.7 | 3.7 | 99.3 |
| | 108 | 1 | .7 | .7 | 100.0 |
| Total | | 140 | 100.0 | 100.0 | |

Based on the table above, it is known that there are 3 respondents with a score of 79. 5 respondents with a score of 84. 5 respondents with a score of 86. 3 respondents with a score of 88. 17 respondents with a score of 89. 4 respondents with a score of 92. 3 respondents with a score of 94. 11 respondents with a score of 96. 21 respondents with a score of 98. 39 respondents with a score of 99. 2 respondents with a score of 102. 17 respondents with a score of 104. 5 respondents with a score of 106. 1 respondent with a score of 108. From the results of this frequency distribution analysis, an analysis of the categorization of learning outcomes of elementary school students in Indralaya District, Ogan Ilir Regency can be carried out as follows.

**Table 9. Student Learning Outcome Categories
Elementary Schools in Indralaya District, Ogan Ilir Regency**

| No | Vulnerable Norms | Frequency | % | Category |
|----|------------------|-----------|--------|------------|
| 1 | ≥ 106 | 6 | 4.42% | Very good |
| 2 | 100 to < 106 | 19 | 13.97% | Good |
| 3 | 93 to > 100 | 74 | 54.42% | Enough |
| 4 | 87 to < 93 | 26 | 17.64% | Not enough |
| 5 | < 87 | 15 | 9.55% | Very less |

From the table above, it is known that the student learning outcomes in the very good category amounted to 6 or 4.42%, the good category amounted to 19 or 13.74%, the fairly good category amounted to 74 or 54.42%, the less category amounted to 26 or 17.64%, and the very less category amounted to 15 or 9.55%. The results of the analysis indicate that the student learning outcomes are in the fairly good category. The percentage of the category of student learning outcome variables in elementary schools in Indralaya District, Ogan Ilir Regency can be seen in the following picture

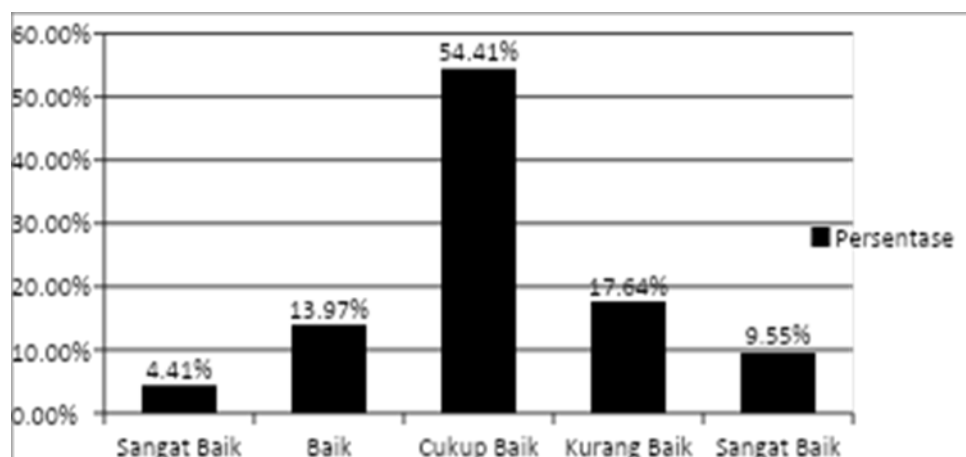


Image 3. Image of Variable Category of Learning Outcomes of Elementary School Students in Indralaya District, Ogan Ilir Regency

Discussion

Independent learning places students as learning subjects who can develop because they have potential from within themselves and the learning process is based on a sense of desire to achieve the desired learning outcomes. So far, teachers have been required to follow the learning stages that have been created, resulting in teachers spending more time on administrative matters, with the implementation of the independent learning curriculum, all learning designs and plans are made more concise by containing important components so that teachers have plenty of time to evaluate learning. As stated by Hidayati et al (2022), the independent learning curriculum has a positive influence on the learning that is implemented so that it has an impact on improving student learning outcomes. This curriculum develops competencies through methods that refer to talents and interests with a diversity of intracurricular learning.

The quality of teacher teaching cannot be separated from the condition of the teacher as one of the elements of the education provider. If the classroom management is good, of course it will have an impact on student learning outcomes which will continue to increase. So it is concluded that good classroom management can have an influence on student learning outcomes.

As stated by Majid (2016:111) stated that learning management is a process of organizing interactions between students and educators and learning resources in a learning environment. This indicates that in learning management there is an interaction that is established so that students can actively develop their skills in interacting with teachers through learning management activities that are carried out and ultimately help increase student learning motivation which also has an impact on their learning outcomes.

The results of research from Iswadi et al (2024) stated that there is an influence of the implementation of the independent curriculum on student learning outcomes; there is an influence of teacher work discipline on student learning outcomes; there is an influence of the implementation of the independent curriculum and teacher work discipline on student learning outcomes. From the results of the study, it can be concluded that the Implementation of the Independent Curriculum and Teacher Work Discipline on Student Learning Outcomes have an influence.

5. Conclusions

There is a significant influence of the Implementation of the Independent Curriculum on the learning outcomes of elementary school students in Indralaya District, Ogan Ilir Regency based on a simple regression test, the calculated t value is $3.722 >$ from the t table value of 1.656 where the calculated t value is greater than the t table, so H_{o1} is rejected. There is a significant influence of class management on the learning outcomes of elementary school students in Indralaya District, Ogan Ilir Regency based on a simple regression test, the calculated t value is $4.834 \geq$ the t table value is 1.656 where the calculated t value is greater than the t table, so H_{o2} is rejected. There is a significant influence simultaneously between the Implementation of the Independent Curriculum and classroom management on the learning outcomes of elementary school students in Indralaya District, Ogan Ilir Regency based on the results of the multiple regression test obtained F count of 32.573 with a significance level of $0.000 <$ probability value $\alpha 0.05$ while F table according to the significance level of 0.05 (2.138) is 3.09 so that F count $>$ F table ($32.573 > 3.09$) so that H_{o3} is rejected. Based on the estimation test, the R square value is 0.321, thus the determination coefficient is 32.1% so that it can be concluded that the magnitude of the influence of the Implementation of the Independent Curriculum and classroom management on the learning outcomes of elementary school students in Indralaya District, Ogan Ilir Regency together is 32.1% and the remaining 67.9% is influenced by other factors not examined in this study.

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