



Independent Learning Curriculum Innovation in Driving Schools in Basic Education

Nurul Hidayah^{1,*}, Hasan Sastra Negara¹, Diah Rizki Nur Kalifah¹

nurul.hidayah@radenintan.ac.id, hasansastranegara@radenintan.ac.id,

dnurkalifah@gmail.com

¹Universitas Islam Negeri Raden Intan

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Abstract: To welcome the new curriculum, national education, especially basic education, requires independent learning innovation through driving schools. The purpose of this research is to find out the trends and publications of the independent learning curriculum in driving schools in basic education. The method used is qualitative with a bibliometric analysis approach. Documents collected from the Publish or Perish (PoP) application using the Google Scholar database are then combined into one file in RIS format and entered into the VOSviewer application. The results of the research show that there are 200 articles from the analysis over the last three years (2020-2023). In 2022, the largest number was obtained, namely 120 documents. The institution that published the most documents was Universitas Pahlawan Tuanku Tambusai with 23 documents and obtained 1082 citations. The publication with the most citations was written by Muhammad Rusli Baharuddin with the title "Adaptation of the Independent Campus Learning Curriculum (Focus: Study Program MBKM Model)" which has a total of 387 citations or the most cited.

Keywords: Independent Learning Curriculum, Driving School, Basic Education.

INTRODUCTION

With an emphasis on core content, character development, and student competencies, the Independent Curriculum—formerly known as the prototype curriculum—was created as a more adaptable curriculum framework (Pillawaty et al., 2023; Rani et al., 2023; Septiani, 2022; Solehudin et al., 2022; Tuasikal et al., 2023; Wiguna & Tristaningrat, 2022). The independent curriculum has special characteristics that distinguish it from other curricula. Its characteristics are : Project-based learning for the development of soft skills and character according to the Pancasila Student Profile (Kurniati et al., 2022; Taib et al., 2025). Prioritize the most important content to ensure that you have enough time to thoroughly acquire fundamental skills like reading and numeracy (Idhartono, 2022). Teachers' freedom

to implement customized instruction based on students' aptitudes and adapt to local circumstances and material (Munawar, 2022).

To welcome this independent curriculum, every school must immediately prepare to adapt and innovate with this new curriculum, including basic education, especially SD/MI (Aisyah et al., 2023; Romadhon et al., 2023; Suryani et al., 2023; Usanto, 2022). Adaptation and innovation focus not only on curriculum changes, but also on changes in learning methods, changes in assessment systems, and changes in the organizational structure of SD/MI (Asep et al., 2024; Aufa et al., 2024; Fadilah & Laili, 2023; Fauzan & Arifin, 2022; R. P. Sari & Solihah, 2024). The School Mover Program is one of the breakthrough programs of the Ministry of Education and Culture, as an effort to realize the vision of Indonesian Education in realizing a sovereign, independent, and personality-based advanced Indonesia through the creation of Pancasila Students (Bali, 2023; Budiman et al., 2023; Nisak et al., 2023; Qori'ah, 2024; Rohiyatun et al., 2024; B. P. Sari & Liunokas, 2024). Beginning with excellent human resources (principals and teachers), the School Mover Program focuses on achieving student learning outcomes holistically, which encompasses competences (literacy and numeracy) and character (Khofifah & Syaifudin, 2023; Kurniasih, 2022; Marmoah et al., 2022; Musa et al., 2022; Novayanti et al., 2023; Patilima, 2022; Rahayu et al., 2022; Syafiâ, 2022). Public and private schools in all conditions will advance one to two levels faster thanks to the School Mover Program. The program is implemented gradually and included into the ecosystem until all Indonesian schools have School Mover Programs (Rahimi et al., 2023). The School Mover Program, which has 2,500 schools, has been spread across 111 districts and 34 provinces in Indonesia starting from the 2021/2022 Academic Year until now (R. N. Anwar, 2022; Dewi & Mudrikah, 2023; Kurniawan et al., 2024).

The academic climate developed by the School Mover Program not only focuses on administrative approaches but must also be oriented towards educational innovation and facilitate independent education for students who are in line with educational achievements in forming the Pancasila Student Profile (Mulyasa, 2021; Masrurroh, 2023). The stages of the School Mover Program consist of 5 stages together that are related and cannot be separated, including: (1) Assistance in the implementation of the School Mover provided by the Ministry of Education and Culture to schools in the region. (2) HR training accompanied by the Principal, School Supervisor, Inspector, and Teacher. (3) A new paradigm of education that aims to achieve competency strengthening and personality development in the Pancasila Student Profile. (4) Information-based planning and school self-reflection. (5) Implementation of digital platforms to increase performance, educational efficiency, and educational inspiration (Astuti et al., 2024; Nurhayani & Hafiz, 2024; Retnaningsih & Khairiyah, 2022; Saputra & Note, 2024; Sipahutar, 2024; Sodik et al., 2021; Sumarsih et al., 2022).

From the background above, basic education, especially SD/MI, needs to prepare well in welcoming the independent learning curriculum. This can be done by making appropriate adaptations and innovations in accordance with the needs and potential of the SD/MI. Thus, this study aims to analyze the independent learning curriculum innovation in driving schools in basic education.

METHOD

In this descriptive qualitative research, the researcher applied a bibliometric approach. Bibliometric analysis is an analysis that details research results in a structured manner taken from metadata in the form of papers, articles and books (Trisakti, 2022). The quantity of publications, citations from organizations or universities, citations from journals, citations from documents, and keyword appearances are the indications of this study. The stage of this research begins with determining the search keywords, then the initial search results, then the PoP software. Narrow down search results, then compile data statistics, and analyze data using the VOS Viewer. The specified search keyword is "Independent Learning Curriculum in Driving Schools in Basic Education". Initial search using PoP software (Harzing). PoP software (Harzing) is software used to select, elaborate, and present quotations (Fitria, 2022).

Compilation of statistical data in this study using the co-occurrence map of term results in the VOS Viewer software. The data obtained was mapped using network visualization, overlays, and density using the VOS Viewer. For data review, in all references indexed and released from 2020 to 2023 with a total of 200 documents to get articles with the most recent year. The types of documents obtained by researchers are in the form of articles, journals, and papers which are then stored in RIS and CSV data formats. Bibliometrics was carried out using the VOS viewer application (version 1.6.12). The data type used is to create a term co-occurrence map from text data. The data source used comes from searching through PoP software stored in the RIS format. Extracted fields based on title and abstract. The chosen calculation method is binary calculation. Then the map is presented in the form of network visualization, overlay visualization, and visualization density. In the bibliometric analysis five research stages were identified, which are presented in the following figure.

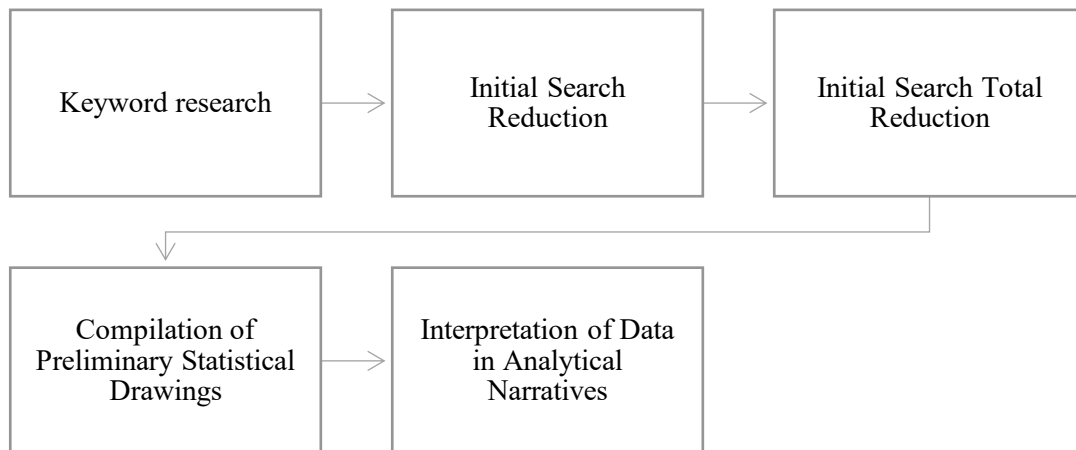


Fig. 1. Stages of Bibliometric Analysis (V. N. Anwar & Herman, 2022)

RESULTS AND DISCUSSION

The results begin with the number of documents and citations from countries, institutions, journals, authors, and keywords appearing together, this study presents the findings of a bibliometric analysis. The researcher begins this bibliometric analysis as needed, starting with the number of citations and publications from institutions or universities, journals and documents. The results of the analysis of the Google Scholar database on the display of shared keywords visualized using the VOS viewer include density, overlay and network visualization. There are 200 publications in the Google Scholar database of independent learning curriculum publications in driving schools in basic education. The following is the results of the PoP regarding the number and percentage of articles, journals, proceedings and books based on the last three years.

Table 1. Number and Percentage of Independent Learning Curriculum Publications in Driving Schools in Basic Education (2020-2023)

No	Year of Publication	Number of Publications	Percentage (%)
1	2023	64	32%
2	2022	120	60%
3	2021	13	6.5%
4	2020	3	1.5%
	Total	200	100%

Source: Harzing's Publish or Perish

As shown in the table above, in 2023 the most publications are 64 or 32% of publications. There was an increase in 2020 to only 3 publications, followed by 13 publications in 2021, and 120 publications in 2022. Several university repositories, conference and seminar materials, and articles or journals are the primary sources of the 200 publications. More study findings from these papers are

used as references in other studies the more citations there are in the documents themselves. Studies frequently mention or use documents from the Google Scholar collection as references. To sort institutions and journals, researchers use publication and document numbers.

Institute Bibliography Partner

Several colleges and universities published documents indexed by Google Scholar and related to the independent learning curriculum at driving schools in basic education. The ten colleges and universities with the most citations, followed by the most publications, are listed in the following table.

Table 2. Institutions that have the most number of documents related to the Independent Learning Curriculum at Driving Schools in Basic Education

No	institution name	Number of Documents	Quote
1	Tuanku Tambusai Hero University	23	1082
2	Majalengka University	4	278
3	Gorontalo State University	2	206
4	Indraprasta University PGRI	3	135
5	Mataram Tourism College	2	91
6	Satya Wacana Christian University	3	86
7	UIN Sunan Ampel Surabaya	2	52
8	Wiyata Taman Siswa Undergraduate University	3	44
9	STAI Muhammadiyah Blora	2	40
10	Medan State University	3	37

Source: Harzing's Publish or Perish

Tuanku Tambusai University of Heroes ranks first with 23 documents and 1082 citations, followed by Majalengka University which is in second place with 4 documents and 278 citations. Pahlawan Tuanku Tambusai University and Medan State University are in the top 2 institutions on the island of Sumatra. Majalengka University, Indraprasta PGRI University, Satya Wacana Christian University, UIN Sunan Ampel Surabaya, Wiyata Taman Siswa Bachelor University, STAI Muhammadiyah Blora are 6 institutions from Java Island. Gorontalo State University from Kalimantan Island and the Mataram Tourism College from West Nusa Tenggara (NTB). This shows that the interest in exploration is not uniformly conveyed in the independent learning curriculum at driving schools in basic education, six out of ten agencies with the highest number of reports come from Java Island. This shows that institutions or higher education institutions on other large islands, such as Sumatra, Kalimantan, Sulawesi, Papua, still lack research on the independent learning curriculum in driving schools in basic education.

Journal Bibliography Pair

Google Scholar index document was published regarding the independent learning curriculum in driving schools in basic education. Researchers looked at pairs of journal bibliographies using the VOS viewer application, then sorted journals according to document numbers that had been collected from 200 documents. The following table lists the ten journals that have the most documents.

Table 3 . The journal that has the largest number of documents related to the Independent Learning Curriculum in Driving Schools in Basic Education

No	Journal Name	Number of Documents	Number of Quotations
1	Basicedu Journal	12	1042
2	Journal of Educatio Faculty of Teacher Training and Education	4	278
3	Proceedings of the National Seminar on Basic Education: Postgraduate Basic Education, State University of Gorontalo	2	206
4	Research and Development Journal of Education	3	135
5	JOEL: Journal of Education and Language Research	2	91
6	JMS: Magistrorum Et Scholarium Community Service Journal	3	86
7	JRPM (Journal of Review of Mathematics Learning)	2	52
8	Academic Discourse Scientific Education Magazine	3	44
9	Journal of Pedagogy STAI Muhammadiyah Blora	2	40
10	Journal of the Anthology of the Golden Ages	3	37

Source: Harzing's Publish or Perish

Document Bibliography Pair

The following table displays documents of more than ten citations that have been indexed by Google Scholar and about the independent learning curriculum in driving schools in basic education. Has been published in a national journal.

Table 4. Publications that have the highest number of citations related to the Independent Learning Curriculum in Driving Schools in Basic Education

No	Writer's name	Document Title	Year	Journal Name	Number of Quotations
1	Muhammad Rusli Baharuddin	Adaptation of Merdeka Learning Campus Curriculum (Focus: Study Program MBKM Model)	2021	Journal of Teacher Study and Learning	387
2	Meylan Saleh	Freedom to Learn in the Middle of the Covid-19 Pandemic	2020	Proceedings of the Hardiknas National Seminar	272

3	Augustine Tanggu Daga	The Meaning of Independent Learning and Strengthening the Role of Teachers in Elementary Schools	2021	Journal of Education Faculty of Teacher Training and Education-University of Majalengka	233
4	Restu Rahayu, Rita Rosita, Yuyu Sri Rahayuningsih, Asep Herry Hernawan, Prihantini	Implementation of Independent Learning in Mobilization Schools	2022	Basicedu Journal	224
5	Nugraheni Rachmawati, Arita Marini, Maratun Nafiah, Iis Nurasih	Project for Strengthening Pancasila Student Profiles in the Implementation of Prototype Curriculum in Elementary Schools	2022	Basicedu Journal	223

Source: Harzing's Publish or Perish

According to the table above, there are 387 citations in the document "Adaptation of the Merdeka Learning Campus Curriculum (Focus: Study Program MBKM Model)." With 272 citations, "Freedom to Learn in the Middle of the Covid-19 Pandemic" comes in second. With 233 citations, the paper "The Meaning of Independent Learning and Strengthening the Role of Teachers in Elementary Schools" came in third. The study "Implementation of the Independent Learning Curriculum in Driving Schools" came in fourth place with 224 citations. "Project of Strengthening Student Profiles Pancasila in the Implementation of the Prototype Curriculum in Elementary Schools" came in fifth place with 223 citations. You can use these documents as references.

Keyword Pairs

The following is presented in the form of a table of results from keywords analyzed using PoP which have been indexed by Google Scholar and published in national journals namely:

Table 5. Keywords which has a connection with the Free Learning Curriculum in Driving Schools in Basic Education

Free Learning Curriculum	Independent Learning Curriculum in Basic Education	Independent Learning Curriculum in Driving Schools in Basic Education	Driving School
118	47	13	22

Sources: Harzing's Publish or Perish and Google Scholar

PoP software is combined with the RIS format into one file. Visualization of the VOS viewer network will produce a number of clusters when the links between words in the article network are analyzed. Figure 2. The relationship between the learning independent curriculum in driving schools in basic education and the keywords learning independent curriculum, learning independent curriculum in basic education, learning independent curriculum in driving schools in basic education, driving schools, whose nodes are larger than the others in research like the picture below.

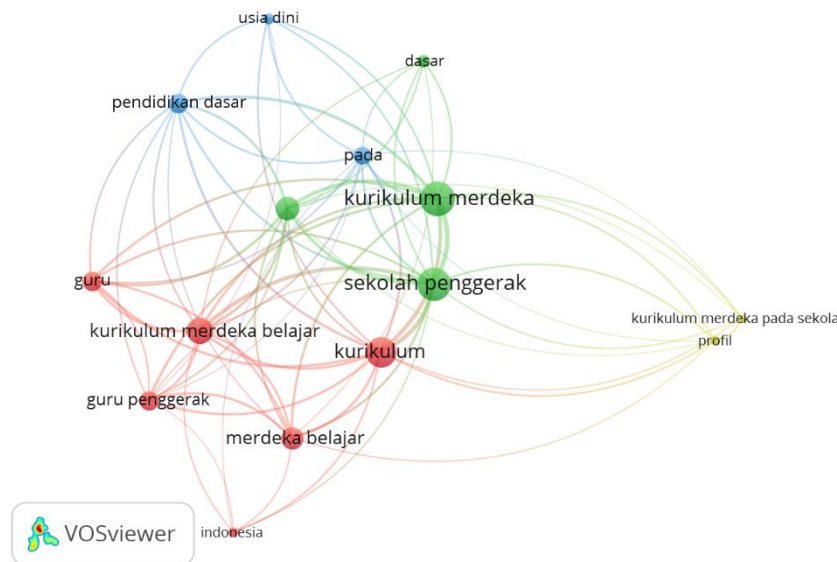


Fig. 2. Network Visualization of the Appearance of Shared Keywords

Based on the formulation of the research problem, the article keyword similarity mapping is divided into several clusters with the colors of several items, as shown in the following table.

Table 6. Cluster Mapping in VOS Viewer

Cluster s	Color	Topic of Discussion on Clusters
1	Red	Teacher, Driving Teacher, Indonesia, Curriculum, Free Learning Curriculum, Free Learning
2	Green	Elementary, Independent Curriculum, Elementary School, Mobilization School
3	Blue	In, Elementary Education, Early Age
4	Yellow	Independent Curriculum in Mobilizing Schools, Profile

Source: VOS Viewer

The year of publication in the last 3 years of research is displayed on the Overlay Visualization as shown below.

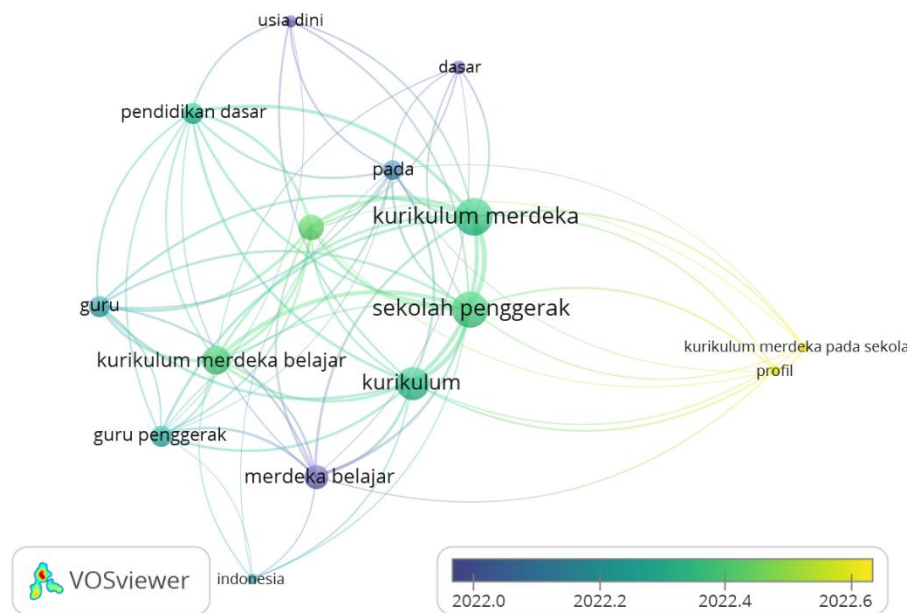


Fig. 3. Overlay Visualization of Shared Keyword Emergence Based on 3 Years of Publication

There are three different colors in the image above. The yellow color indicates that the keywords will be used together around 2022, the blue color indicates that the keywords will be used together around 2022, and the green color indicates that the keywords will be used together around 2022. The new theme keyword is an independent curriculum on school and profile. Meanwhile, Teachers, Motivator Teachers, Indonesia, Curriculum, Free Learning Curriculum, Free Learning, Elementary, Independent Curriculum, Elementary Schools, Motivating Schools, At, Basic Education, Early Age are the keywords in the old theme. That is, the term "free learning" is replaced with "independent curriculum". Then "School of Mobilization" becomes "Profile". The links provided can be used to see the relationship between various keywords. Figure 3 shows that the most frequently cited keywords are "driving school", "independence curriculum", "curriculum", "elementary school". The most frequently cited keywords do not directly involve early childhood, Indonesia, and elementary. Recent topics, such as independent curricula on schools and profiles, also have no direct relationship to early childhood, teacher mobilization, Indonesia, and basic education, which are also up-to-date content. This is a gap that can be used for future research on independent learning curricula for driving schools and driving teachers in primary or early childhood education based on this relationship. The visualization in Figure 4 below illustrates the interrelationships between research topics.

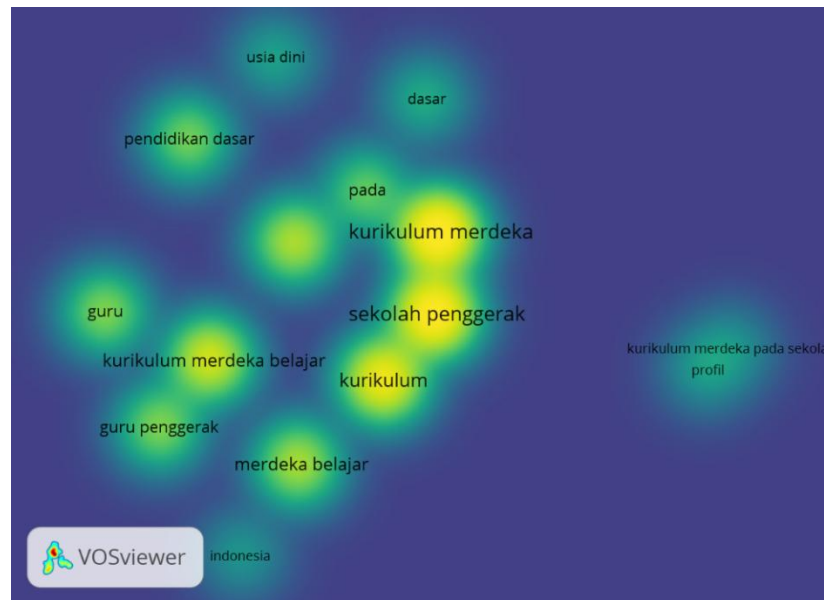


Fig. 3. Density Visualization VOS Viewer

When compared with other keywords, the visualization results for the keywords independent curriculum, driving school, curriculum, elementary school, independent learning curriculum, independent learning have a bright yellow color, indicating that this has been extensively researched. Whereas keywords whose color fades away indicates that little research has been done on the subject (Febriyanto et al., 2022; Ningrum, 2023; Pellegrini, 2013) while the keywords early childhood, elementary, driving teacher, Indonesia, independent curriculum in schools, profile, and basic education are all shown as keywords with almost invisible color. This indicates that research on this topic tends to produce something new (high novelty).

CONCLUSION

In the last three years (2020-2023), the number of journal publications indexed by Google Scholar analyzed, there were 200 articles, journals, proceedings, and books on the independent learning curriculum in driving schools in basic education, especially SD/MI, which experienced the greatest increase in 2022 with a total of 120 publications. The institution that published the most documents was Universitas Pahlawan Tuanku Tambusai with 23 documents and obtained 1082 citations. The publication with the most citations was written by Muhammad Rusli Baharuddin with the title "Adaptation of the Independent Campus Learning Curriculum (Focus: Study Program MBKM Model)" which has a total of 387 citations or the most cited. The keyword most often cited is "free learning curriculum" and does not yet involve early childhood, driving teachers, Indonesia, and basic education. This is a gap that can be useful for additional research related to the problem of independent learning curriculum in driving schools in basic

education . On the latest themes such as the independent curriculum in driving schools and profiles that are not directly related to early childhood, Indonesia, and elementary education, basic education is also the most recent material. Then, for further research, you can expand the keywords that will be used for research topics, you can use databases such as Scopus and WoS to search or collect data. Apart from that, it can be a new idea for researchers and teachers to develop writing related to the independent learning curriculum, driving teachers, early childhood, Indonesia, and basic education, especially SD/MI.

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