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Problems in Implementing the Independent Curriculum in Primary School Phase C Science Learning

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ABSTRACT

This research is motivated by the obstacles experienced in learning science at the elementary school level during the implementation of the independent curriculum. This obstacle is considered one of the factors that reduce student learning outcomes. These obstacles can be in the form of obstacles that come from the way teachers teach to the way students receive learning. This research aims to analyze the various problems experienced by teachers and students in learning science. The research was conducted in the form of descriptive qualitative research, and it was conducted on all fifth-grade students at the state elementary school Tersono, which amounted to 19 people as a population. Research instruments are observation guidelines, questionnaires, and interviews. The results revealed that there were several problems experienced in learning science, including the ineffectiveness of the teacher-centered approach during learning and the use of inappropriate learning media. The solution to overcome these problems is for educators to change or adjust the learning approach so that students do not become passive and can choose the right learning media and involve all students.

Keywords: Elementary school, independent curriculum, problematics, science learning

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INTRODUCTION

The implementation of learning at all levels of education in Indonesia still tends to focus on intellectual aspects and is more concerned with learning outcomes in the cognitive domain. This results in values, attitudes, interests and creativity that are often overlooked (Dakhi, 2022). Therefore, teachers need to make efforts to increase student creativity, either in the form of

learning models or by creating media and other things that can support student creativity (Bereczki & Kárpáti, 2021; Riswakhyuningsih, 2022).

PROBLEM STATEMENT

The results of observations in the field of class V of state elementary school Tersono show that school facilities are adequate, but their use is not appropriate. At state elementary school Tersono, using projectors for children seems to have become commonplace compared to other elementary schools. However, it is still said to be inappropriate because, judging from its use, it is still not in accordance with the material given to students. The students in the class became passive and only paid attention to the images/videos displayed on the projector without gaining any learning experience. In fact, science learning really requires natural surroundings and daily life experiences. With this, it can be concluded that adequate facilities do not necessarily support success because their use is not appropriate. Apart from the use of media, observations also show that learning in the classroom is still teacher-centered. From this explanation, it can be concluded that inappropriate use of learning tools, facilities, and infrastructure will cause students to become passive because they are not actively involved in the learning process.

This shows that teachers still experience problems in science learning at the state elementary school Tersono. Learning problems will influence student learning outcomes, especially in understanding or deepening teaching material.

RESEARCH QUESTIONS

This research aims to analyze the various problems experienced by teachers and students in learning science. In this case, this research discusses and maps the problems experienced by the teacher in science learning. Therefore, the formulation of the problem in this research is what obstacles teachers experience in teaching science in Phase C (Grade 5) of elementary schools.

METHOD

This study used a descriptive qualitative method. The research subjects this time were 19 students in class V of state elementary school Tersono, whose students consisted of 12 female students and 7 male students, as well as 2 teachers who taught in class V. This class is the subject of research because it is seen from the perspective of science learning material which has entered a difficult phase for elementary school age. So, difficulties or problems that occur in science learning need to be analyzed, and it is hoped that solutions can be found so that student learning outcomes do not decrease. The data in this research was taken through interviews and observation methods. Triangulation techniques were

used to ensure valid data. The data analysis in this research uses Miles and Huberman data analysis techniques, which include data reduction, data display, and conclusion drawing/ verification (Sarosa, 2021). The interview instruments are shown in Table 1.

Table 1
Interview instrument

No	Indicator	Question
1	Difficulty Understanding the Material	What do you think about students' difficulties in understanding the material being taught?
2	Use of Learning Methods	Are the learning methods you use effective?
3	Availability and Utilization of Learning Resources	Are the available learning resources sufficient to support the learning process?
4	Student Motivation And Engagement	How are student motivation and involvement during learning?
5	Learning Evaluation	How do you evaluate the success of the learning process?

Apart from using interview instruments, this research also uses observation to collect research data. The indicators of the observation instrument are in accordance with the interview indicators mentioned previously. Validation was carried out for the interview instrument and observation instrument with two validators to ensure the validity of the instrument.

RESULTS AND DISCUSSION

Based on field observations, the teaching and learning process, particularly in science, was found to be ineffective, with teachers primarily using a teacher-centered approach. This approach, which focuses on direct instruction from the teacher to the students, often leads to student passivity, especially in science, a subject closely tied to students' everyday lives. As defined by Plessis (2020), teacher-centered learning involves educators directing learning activities while students listen passively, hindering creativity and engagement. Although effective for teaching basic skills that require structured instruction, this approach limits students' active participation. It is recommended that teachers incorporate more sparking questions to encourage students to explore and understand the material independently, ensuring they gain meaningful learning experiences.

The students influenced the ineffectiveness of learning, as observed during the study, where they often ignored the teacher's instructions and engaged in written correspondence with one another instead of paying attention. Despite the classroom appearing conducive, this behavior likely masked their lack of engagement, with students attempting to deceive the teacher into thinking they were attentive. This passive behavior significantly impacted

their learning outcomes, as many struggled to answer questions. According to Ignatescu et al. (2021), the teacher's role should balance explaining the material and managing the classroom atmosphere. However, during this study, the teacher failed to actively monitor students' understanding, assuming that the classroom's appearance of orderliness indicated effective learning. Additionally, learning facilities, including classrooms and multimedia, play a crucial role in science education. Although the state elementary school Tersono has adequate facilities, their use is sometimes ineffective. Multimedia, such as simulations and virtual labs, can significantly enhance student motivation and independent learning (Abdulrahaman et al., 2020). When properly used, multimedia aids in both psychomotor and cognitive development, facilitating quicker comprehension of the material (Syah & Pertiwi, 2024). However, improper use of these tools can negatively impact student learning outcomes, highlighting the importance of their effective application in the classroom. Based on several statements that have been explained, it can be concluded that the use of media is very influential on the success of a lesson. However, behind the many benefits of learning media, improper use of media can also cause or affect student learning outcomes.

The inappropriate use of projector media causes students to become passive and not yet involved in learning. In the substance material given to class V students, the teacher only used a projector, where the teacher showed a video and PowerPoint presentation related to the material. Students only listen to the material so that interactive learning does not occur. Even though the teacher carries out questions and answers, this still seems less effective because the students are the only subjects who respond to the teacher's questions. No students actively ask questions or give opinions regarding the material that has been explained. The substance of the material explained is very closely related to students' daily lives, but teachers have not been able to maximize the learning facilities available in their environment. When teaching material, teachers should be able to choose several media that have been tested to be suitable, such as using crossword puzzle media (Fauzen et al., 2022) or using simple media such as posters. Learning can also be designed through *congklak* games (Nurfadhillah et al., 2021). Learning while playing can also increase students' motivation and enthusiasm for learning (Ratnawati & Asniawati, 2020).

Facilities in education extend beyond media to include classrooms and the school environment, which should be utilized effectively in science learning. Teachers should engage students with their surroundings by allowing them to observe the school environment, identify substances, and classify them, followed by presenting their findings in reports. This approach helps students become actively involved in learning and gain practical experience. To address challenges in science education, teachers can adopt appropriate learning approaches tailored to the material, sparking student interest and motivation from the outset. If students remain passive despite active approaches, teachers should analyze their behavior during class, such as talking with peers or falling asleep, to

identify the root causes. Furthermore, the use of learning media must align with the content; teachers should select media that encourage active participation, such as tools that allow students to conduct experiments, especially in science, which is closely related to natural phenomena and everyday life.

CONCLUSION

The research results indicate that the common problems in science learning at state elementary school Tersono include inappropriate teaching methods, such as the use of approaches that do not align with the learning material and methods that fail to engage students, leading to passivity in the classroom. Additionally, students themselves face difficulties in understanding the material, as evidenced by suboptimal learning outcomes, lack of participation, inattention during explanations, and minimal interaction with the teacher and peers. While the school provides adequate learning facilities, including clean, comfortable classrooms and sufficient media-like projectors, their use is not always optimal, affecting the quality of the learning process's quality. Based on these findings, it is recommended that teachers carefully select and adapt teaching methods, media, and approaches to better align with the material to improve student learning outcomes. Furthermore, teachers should work to motivate students to engage more actively in learning, fostering a more interactive and effective classroom environment.

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