

The Influence of the Implementation of the Emancipated Curriculum and Independent Teaching Platform on Teacher Competence at SMAN 21 Makassar

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Abstract

This study aims to determine; 1) whether there is a positive and significant influence of the implementation of the emancipated curriculum on teacher competence at SMAN 21 Makassar; 2) whether there is a positive and significant influence of the use of the independent teaching platform on teacher competence at SMAN 21 Makassar; and 3) whether there is a positive and significant influence together between the implementation of the emancipated curriculum and the independent teaching platform on teacher competence at SMAN 21 Makassar. The type of research used is quantitative ex post facto. The respondents in this study were teachers at SMAN 21 Makassar who were obtained based on the calculation of the Krejcie and Morgan table with a sample size of 66 people. The data collection method used a questionnaire instrument for the implementation of the emancipated curriculum, the independent teaching platform and teacher competence. The research data were analyzed using descriptive and inferential data analysis using simple linear regression analysis and multiple linear regression analysis. The results of this study indicate that; 1) there is an influence of the implementation of the emancipated curriculum on teacher competence at SMAN 21 Makassar of 6%; 2) there is an influence of the independent teaching platform on teacher competence at SMAN 21 Makassar of 6.1%; 3) There is a positive and significant influence between the implementation of the emancipated curriculum and the independent teaching platform together on teacher competence at SMAN 21 Makassar by 9.4%.

Keywords: *Implementation of Emancipated Curriculum, Independent Teaching Platform, Teacher Competence..*

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Introduction

SMAN 21 Makassar is a school that has implemented an emancipated curriculum accompanied by the help of the independent teaching platform, all teachers in this school, around 79 teachers, already have an account to be able to access PMM. After the use of the emancipated curriculum the independent teaching platform, the difference is felt where gradually the teacher has improved in mastering the material with the platform as a reference in making teaching materials and with the available learning media resulting in a more active and creative learning process that makes the class more fun through various activity projects. From the independence activities found in this school, it proves that the curriculum supports the independence of students and teachers. PMM also supports teachers' readiness in implementing the emancipated curriculum at school because PMM provides many learning references



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that make it easier for teachers to take teaching methods. Although, after implementing this application, it was found that there were obstacles, seen from the digitization program that was carried out, it made it difficult for some senior teachers or older teachers to operate this PMM. So that the school seeks to conduct training to be able to provide teaching to all teachers to be able to master PMM well. In addition, teacher competence has increased with the existence of PMM which has a variety of features both in developing learning and supervision activities.

Education is a learning process in developing all the potential that exists in humans. Supporting the education process means preparing quality human resources. (Sutaga, 2022) Teachers are very instrumental in providing knowledge to students, so teachers or educators are one of the determinants of the achievement of national education goals. Based on the Law of the Republic of Indonesia No.14 of 2005, it is said that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. (Rahman, 2022) Based on the above statement, the teacher is a position or profession that in an effort to transfer knowledge and skills, the teacher must have several specific competencies, where the competencies complement each other. (Haryati et al., 2022) Competence is an absolute ability of teachers so that their duties as educators can be carried out properly, because in managing the teaching and learning process if the teacher does not master the teacher's competence, it will be difficult to achieve the desired learning objectives. (Haryati et al., 2022) Teacher competence is one of the things that must be owned and mastered by teachers at any level of education. (Afif Kholisun Nashoihi1, Khotim Fadhli, Akhmad Taqiyuddin & Ima Ni'matus Sholikhah, 2022)

Based on Law No. 14 of 2005, article 1 paragraph 10 concerning teachers and lecturers, competence is a set of knowledge, skills, and behaviors that must be owned, lived and mastered by teachers or lecturers in carrying out professional duties. (Sa'i, 2023) In the Law on Teachers and Lecturers No.14 of 2005 Article 10 Paragraph 1 states: "Teacher competencies include pedagogical competence, personality competence, social competence, and professional competence". (Basri, 2021) Janawi, quoted from Kosmas Sobon and Manuel E Korompis, provides a clear and detailed explanation of these four teacher competencies. According to him, pedagogical competence is related to mastery of educational disciplines and other sciences related to his duties as a teacher. Professional competence is the basic ability of educators. A teacher is called a professional if he or she is able to master theoretical and practical expertise and skills in the learning process. Personality competence relates to the ability of personality, identity as an educator who is a role model for students. Meanwhile, social competence relates to the teacher's ability to interact with students and people around him. (Sobon & Korompis, 2021)

Teacher competence in educational institutions is strongly influenced by many things including the curriculum implemented in these educational institutions. The curriculum is so important that it is said that the curriculum is the "spirit" of education. (Rahmadayanti & Hartoyo, 2022) Curriculum changes in educational institutions are a necessity that will continue to occur. In fact, the rapid development of science and technology no longer allows the world of education to linger with the "comfort zone" of the applicable curriculum. (Marsela Yulianti et al., 2022) The curriculum is in line with the basic foundation of the national education system in Law No.20 of 2003, If we observe the education system in Indonesia until now, it has undergone many changes. Starting from curriculum changes, development of the teaching and learning process system, utilization of infrastructure for the education system and even improving the quality of teachers as educators. (Cholifah et al., 2023) The purpose of the curriculum is as an educational tool to produce integrated students. The curriculum also makes students understand the education system that is applied, so that students can decide the education they want at the next level. The purpose of the curriculum is also to equalize education in the country. (Sakban & , Ucy Rahmayani Nursyam, Afdhal Lestari, Sahlan, Astri Widyanthi, Jihan Annisa Zarah, 2023)

The concept of independent learning is part of an educational institution that aims to improve the quality of education which contains elements of flexibility towards freedom and openness as an educational institution that contributes to educating the nation's next generation in the era of the industrial revolution 4.0 and society 5.0. (Alfath & Azizah, 2022) According to Johan Amir, the emancipated curriculum is a curriculum with diverse intracurricular learning where learning will be

more optimal if students have enough time to explore concepts and strengthen competencies so that students can choose and develop what they want to pursue according to their interests and talents. (Amir

et al., 2024) Learners are expected to grow and develop according to their potential and abilities. (Syaifullah, 2023) The emancipated curriculum will change the learning methods that have been done only in the classroom but will also be done outside the classroom. The concept of learning outside the classroom can provide opportunities for learners to collaborate, communicate in completing learning tasks. (Malikah et al., 2022) According to Baktiar quoted by Muhammad Syaifullah, learning freedom means that in learning there must be willingness and enthusiasm, realizing freedom to express thoughts, and free from all forms of fear. Each of them is expected to grow and develop according to their potential and abilities. (Syaifullah, 2023) Teachers as implementers of education or learning have a major influence on the success of the curriculum implemented. (Jannah & Rasyid, 2023)

Teachers in their role as educators are expected to always be ready to develop professionally (in collaboration with other teachers) in conducting good teaching and research practices or policies and knowledge. This knowledge includes an understanding of the curriculum used in schools. Therefore, teachers' perceptions in implementing the emancipated curriculum to the fullest require guidelines that are in line with the vision of the emancipated curriculum as well as the help of the independent teaching platform. (Lestari et al., 2023) The implementation of an emancipated curriculum has three implementation paths that can be taken. The realization of this Pancasila student profile can be done through intracurricular, co-curricular, and extracurricular learning activities. (Rudi Ilhami dan Syahrani, 2021) The implementation of the emancipated curriculum is inseparable from the mandatory elements of learning, namely P5. (Acep Ruswan, 2024) The Pancasila Learner Profile Strengthening Project (P5) has several dimensions, including faith, devotion to God Almighty, and noble character; global diversity; mutual cooperation; independence; critical reasoning; and creativity. (Ratri Widya Astuti et al., 2023) According to Hasibuan and Rachmawati cited by Yaspin Yolanda, P5 itself is a project-based co-curricular activity and is carried out in accordance with the themes set by the Ministry of Education and Culture. (Yolanda et al., 2023)

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has developed the independent teaching (PMM) platform, which is an educational platform that is a driving force for educators in realizing Pancasila students who have learning, teaching, and working features. (Debora Simangunsong et al., 2023) An application designed to make it easier for teachers to implement the emancipated curriculum (Siska & , Citra Dewi , Diah Selviani, 2022) An independent teaching platform that can provide space for teachers to learn and share various things for the advancement of education in Indonesia. (Silvi Lisvian Sari et al., 2022) Based on the explanation above, it can be understood that the independent teaching platform provides a variety of reference materials that allow teachers to improve learning methods in accordance with the emancipated curriculum as an educational tool to produce integrated students. The purpose of the curriculum is also to equalize education within the country. (Sakban & , Ucy Rahmayani Nursyam, Afdhal Lestari, Sahlan, Astri Widyanti, Jihan Annisa Zarah, 2023) The independent teaching platform (PMM) comes as an application to make it easier for teachers to teach according to student abilities, provide training to improve competence, and work to inspire colleagues. (Ramdani et al., 2022) There are several products or features available in PMM such as; inspiration videos, self-training, proof of my work etc. (Ajis Sumantri, Dolly Apriansyah, Dwinki Marta Pura, Jansa Pratama, 2023) Teachers have the responsibility to implement the emancipated curriculum properly so as to improve their competence. Therefore, with the help of the independent teaching platform which provides various kinds of teaching guides and tools as guidelines for learning, it is able to improve teacher competence by going through various trainings prepared by schools in understanding the curriculum itself. (Hidayati et al., 2024) Based on this, this research aims to analyze. 1) how the implementation of the emancipated curriculum at SMAN 21 Makassar; 2) How is the use of the independent teaching platform at SMAN 21 Makassar; 3) How is the teacher's competence after the implementation of the emancipated curriculum and the independent teaching platform at SMAN 21 Makassar; 4) Is there a positive and significant effect of the implementation of the emancipated curriculum on teacher competence at SMAN 21 Makassar; 5) Is there a positive and significant effect of the use of the independent teaching platform on teacher competence at SMAN 21 Makassar; and 6) Is there a positive and significant effect together of the

implementation of the emancipated curriculum and the independent teaching platform on teacher competence at SMAN 21 Makassar.

Methodology

The research used is quantitative research with the type of ex post facto research. This method is used to examine data comprehensively, deductively, scientifically and objectively and as a study to trace the effect of the implementation of the emancipated curriculum and the independent pursuit platform on teacher competence at SMAN 21 Makassar. The population or area studied in this study is all teachers at SMAN 21 Makassar, totaling 79 teachers and from the existing population 66 teachers were taken as samples obtained through the use of the Krejcie and Morgan tables. As for this research, the data collection method used is a questionnaire. The questionnaire in this study is a data collection technique carried out by giving a set of questions or written statements about the effect of the implementation of the emancipated curriculum and the independent teaching platform on teacher competence at SMAN 21 Makassar on respondents to answer. The data obtained is validated to determine the accuracy of the data. Therefore, the questionnaire must contain components related to what you want to study, namely the implementation of the emancipated curriculum, the independent teaching platform and teacher competence. This research uses descriptive statistics and inferential statistics. Furthermore, valid data is then tested so that the results of a measurement can be trusted using a reliability test. The next analysis is simple linear regression analysis to analyze the effect of the emancipated curriculum implementation.

Results and Discussion

Simple linear regression analysis to analyze the effect of emancipated curriculum implementation on teacher competence at SMAN 21 Makassar, can be seen in the following table:

Table 1 X₁-Y Simple Linear Regression Test Result
Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients		
		Std. Error				
Model		B		Beta	t	Sig.
1	(Constant)	55.354	8.306		6.664	0.000
	implementation of the emancipated curriculum	0.230	0.114	0.244	2.013	0.048

a. Dependent Variable: Teacher Competence

Based on the results of data analysis, the coefficient is obtained as in table 4.12 with the regression equation $\hat{y} = 55.354 + 0.230X$. With a constant value (α) of 55.354 which means that if there is no implementation of the emancipated curriculum, the teacher's competence will be constant at 55.354 and the regression coefficient β for the emancipated curriculum implementation variable is 0.230 which means that every additional 1 unit of emancipated curriculum implementation, the teacher's competence will increase by 0.230 units.

In the table also obtained a Sig value. 0.048 and the t-count value of 2.013 while the t-table value is known to be 2.000 using the t two tail test distribution table. This shows that the Sig value. 0.048 < 0.05 and the t-count value of 2.013 > 2.000, which means that the implementation of an emancipated curriculum has a positive and significant effect on teacher competence.

Furthermore, the results of the test of the coefficient of determination of the implementation of the emancipated curriculum on teacher competence can be seen in the Model Summary table by paying attention to the R Square value as follows:

Table 2 Coefficient of Determination Test Results
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.244 ^a	0.060	0.045	5.772

a. Predictors: (Constant), Implementation of the emancipated curriculum

In table 4.13 above, the coefficient of determination or R Square is 0.060 or 6% which shows that the implementation of the emancipated curriculum on teacher competence is 6%, meaning that a 6% change in teacher competence is caused by the implementation of the emancipated curriculum. While the remaining 94% of other variables not examined or error values. It can be said that the implementation of the emancipated curriculum contributes to teacher competence. Thus it can be concluded that the implementation of an emancipated curriculum affects teacher competence at SMAN 21 Makassar.

Table 3 X²-Y Simple Linear Regression Test Results
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	52.768	9.484		5.564	0.000
	Independent Teaching Platform	0.265	0.130	0.247	2.035	0.046

a. Dependent Variable: Teacher Competence

Based on the results of data analysis, the coefficient table is obtained as in table 4.16 with the regression equation $\hat{y} = 52.768 + 0,265 X$. With a constant value (α) of 52.768 which means that if there is no independent teaching platform, the teacher's competence will be constant at 52.768 and the regression coefficient β for the teacher competency variable is 0.265 which means that every additional 1 unit of the independent teaching platform, the teacher's competence will increase by 0.265 units.

In the table, the Sig value is also obtained. 0.046 and the t-count value of 2.035 while the t-table value is known to be 2.000 using the t two tail test distribution table. This shows that the value of Sig. $0.046 < 0.05$ and the t-count value of $2.035 > 2.000$, which means that the independent teaching platform has a positive and significant effect on teacher competence.

Furthermore, the results of the test of the coefficient of determination of the independent teaching platform program on teacher competence can be seen in the Model Summary table by paying attention to the R Square value as follows:

Table 4 Coefficient of Determination Test Results
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.247 ^a	0.061	0.046	5.768

a. Predictors: (Constant), Independent teaching platform

In the table above, the value of the coefficient of determination or R Square of the independent teaching platform is 0.061 or 6.1%, which shows that the effect of the independent teaching platform on

teacher competence is 6.1%, meaning that a change of 6.1% in teacher competence is caused by the independent teaching platform. While the remaining 93.9% of other variables not examined or error values. It can be said that the independent teaching platform contributes to teacher competence. Thus it can be concluded that the independent teaching platform has an effect on teacher competence at SMAN 21 Makassar.

Table 5 Multiple Linear Regression Test Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	44.013	11.024		3.992	0
1 Implementation of an Emancipated Curriculum	0.178	0.118	0.189	1.516	0.135
Independent Teaching Platform	0.208	0.135	0.193	1.543	0.128

a. Dependent Variable: teacher competence

With a constant value (α) of 44.013, which means that if there is no implementation of the emancipated curriculum and the independent teaching platform, teacher competence will be constant at 44.013. The regression coefficient value β_1 for the emancipated curriculum implementation variable (X1) is 0.178, which means that every additional 1 unit of emancipated curriculum implementation level, the achievement of teacher competence (Y) will increase by 0, 178 units. Then the regression coefficient value β_2 for the independent teaching platform variable (X2) is 0.208, which means that every additional 1 unit of the independent teaching platform level, the achievement of teacher competence (Y) will increase by 0.208 units.

Furthermore, to see the relationship between the influence of the implementation of the emancipated curriculum and the independent teaching platform together on teacher competence, it can be seen in the Anova table by paying attention to the F value and Sig. value as follows:

Table 6 Hypothesis Test Results ANOVA^a

		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	212.680	2	106.340	3.261	.045 ^b
	Residual	2054.305	63	32.608		
	Total	2266.985	65			

a. Dependent Variable: Kompetensi Guru

b. Predictors: (Constant), implementation of the emancipated curriculum, independent teaching platform

Based on table 4.20, it is known that the Sig. 0.045 and the F-count value of 3.261 while the F-table value is known to be 3.15. This shows that the Sig value. $0.045 < 0.05$ with an F-count value of $3.261 > F\text{-table of } 3.15$, which means that there is an effect of the implementation of the emancipated curriculum and the independent teaching platform jointly affecting teacher competence at SMAN 21 Makassar.

Meanwhile, the test results for the coefficient of determination of the implementation of the emancipated curriculum and the independent teaching platform jointly affecting teacher competence can be seen in the Model Summary table as follows:

**Table 7. Coefficient of Determination Test Results
Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.306 ^a	0.094	0.065	5.71034

a. Predictors: (Constant), Independent Teaching Platform, Implementation of the Emancipated Curriculum

In the table above, the coefficient of determination or R Square (R²) value is 0.094 or 9.4%, which shows the contribution of the implementation of the emancipated curriculum and the independent teaching platform to teacher competence by 9.4%, meaning that a change of 9.4% in teacher competence is due to the implementation of the emancipated curriculum and the independent teaching platform. While the remaining 90.6% of other variables not examined or the error value.

Discussion

The results of this study highlight the influence of the implementation of the emancipated curriculum and the independent teaching platform on teacher competence at SMAN 21 Makassar. The existence of a positive and significant influence between the implementation of the emancipated curriculum and the independent teaching platform can influence teachers in achieving and meeting the established teacher competency standards, thus having an impact on improving the quality of education.

This shows that the higher the implementation of the emancipated curriculum and the independent teaching platform, the higher the teacher competence. Conversely, the lower the implementation of the emancipated curriculum and the independent teaching platform, the lower the teacher competence. Where the teacher competence referred to in this study is pedagogical competence and teacher professional competence. The positive and significant influence between the implementation of the emancipated curriculum and the independent teaching platform affects the established teacher competencies so that it has an impact on improving the quality of education.

The results of research by Supriadi Tarro, there is a simultaneous influence (together) of teacher pedagogical competence and teacher professional competence on student learning activeness in the emancipated curriculum.(Torro et al., 2023) In line with research by Alfian Muzaki which also discusses teacher competence, namely pedagogical competence, after hypothesis testing it can be concluded that the level of influence of PAI teachers' pedagogical competence on students' cognitive learning achievement in the VII grade emancipated curriculum at SMP Negeri 4 Bojong when viewed from the value of $t_{count} > t_{table}$ and a significance value of 5%, the teacher's pedagogical competence variable has a significant effect on the student cognitive learning achievement variable. The results of the coefficient output show that the t_{count} value is 6.152 and the t_{table} is 2.011 or $6.152 > 2.011$ and the significance value of the teacher's pedagogical competence is $0.000 < 0.05$ (H_0 is rejected and H_a is accepted).(Muzaki, 2023)

Some of the advantages of the emancipated curriculum are that the curriculum is simpler and more in-depth. In the emancipated curriculum, learning focuses on essential knowledge and the development of learners' abilities according to their phase. (Dewa Ayu Made Manu Okta Priantini, Ni Ketut Suarni, 2022) The Ministry of Education, Culture and Research also released an android application and website for the independent teaching platform that can be used by teachers according to their needs. The emancipated curriculum wants learning that can develop students holistically so that they become Pancasila students and are ready for the future.(Lestari et al., 2023)

The results of this study are in line with research conducted by Desi Aulia, with the results of the study showing that the use of the Free Teaching Platform (PMM), with the results of the statistical test $p\text{-value } 0.005 < 0.05$ and Self Efficacy $p\text{-value } 0.000 < 0.05$ has a significant and significant effect on the competence of state vocational teachers in Pasaman Regency then the Principal's Leadership Role with $p\text{-value } 0.277 > 0.05$ does not moderate the effect of the use of the independent teaching platform (PMM) in improving the competence of state vocational school teachers in Pasaman Regency, finally

the leadership role of the principal with a p value of $0.401 > 0.05$ does not moderate the effect of Self Efficacy in improving the competence of state vocational school teachers in Pasaman Regency. (Isnayetti & Susanto, 2024)

Khusnul Hidayati also stated that the independent teaching platform is a suitable tool for improving teacher creation, competence, and innovation. Therefore, improving the quality of teachers can be done by maximizing the use of the independent teaching platform. The impact of this research is that we can find out that the independent teaching platform is very effective in improving teacher competence. (Hidayati et al., 2024)

The implementation of the emancipated curriculum and independent teaching platform at SMAN 21 Makassar plays an important role in improving teacher competence. Teachers who have the ability to implement a good emancipated curriculum can improve their competence as teachers. Furthermore, the use of the independent teaching platform has an impact or influence on teacher competence through the use of technology in the teaching and learning process to be more interactive and interesting which can increase student motivation. The use of the independent teaching platform in learning provides wider access to information and more varied learning methods, thus supporting better teacher competence.

Conclusion

The magnitude of the influence of the implementation of the emancipated curriculum on teacher competence at SMAN 21 Makassar is 6% while the remaining 94% is influenced by other variables that were not examined in the study. Thus, there is a positive and significant influence between the implementation of the emancipated curriculum on teacher competence at SMAN 21 Makassar, the higher the implementation of the emancipated curriculum, the teacher competence will also increase. Furthermore, the magnitude of the influence of the independent teaching platform on teacher competence at SMAN 21 Makassar is 6.1% while the remaining 93.1% is influenced by other variables that were not examined in the study. Thus, there is a positive and significant influence between the independent teaching platform on teacher competence at SMAN 21 Makassar, the higher the independent teaching platform, the teacher competence will also increase, and finally the magnitude of the influence of the implementation of the emancipated curriculum and the independent teaching platform on teacher competence at SMAN 21 Makassar is 9.4% while the remaining 90.6% is influenced by other variables that were not examined in the study. Thus, there is a positive and significant influence between the implementation of the emancipated curriculum and the independent teaching platform together on teacher competence at SMAN 21 Makassar, the higher the implementation of the emancipated curriculum and the independent teaching platform, the higher the teacher competence.

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