RESEARCH-BASED INDEPENDENT CURRICULUM MANAGEMENT AT SMA GENIUS

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ABSTRACT

Implementation Independent Curriculum based on research in Indonesia is facing challenge complex , especially in accommodate student from area left behind with heterogeneity background high back . Research This aim analyze management Independent Curriculum based on research at GenIUS High School and identify factors that influence effectiveness its implementation in students from Eastern Indonesia. Method study use approach qualitative with studies case at GenIUS High School , involving head school , deputy principal school , 15 teachers, and observation to implementation of the Re-Search program. Data collection techniques through interview in-depth , observation participatory and analysis document curriculum . Data analyzed use technique analysis Miles & Huberman's thematic research results show that management Independent Curriculum based on research at GenIUS High School covering four stage main : planning with inquiry level mapping through test diagnostics , organization learning differentiated in class , implementation of the Re-Search program with four levels of inquiry (confirmation, structured, guided, open), and evaluation holistic use STS rubrics and assessments . Factors supporters covering system documentation data -driven , collaborative with college high , and commitment management school . Meanwhile factor inhibitor is heterogeneity ability student in One class and needs module learning structured . The implementation of the Re-Search program improves ability think critical students and literacy research , with level involvement student reached 85% in election topic research in accordance interest personal. *This is an open access article under the CC–BY-SA license .*

Introductions

Transformation Indonesian education through implementation The Independent Curriculum provides opportunity big for school For develop more learning innovative and contextual . However , the implementation curriculum This face challenge especially in Eastern Indonesia, where the phenomenon of learning loss after the

COVID-19 pandemic is getting worse disparity quality education . Research Ariga (2022) shows that 65% of high school students in Papua, East Nusa Tenggara, and Maluku experience decline competence literacy and numeracy up to 2 years under standard national .

In the middle challenge mentioned , learning based research appear as alternative strategic For overcome gap competence at a time develop skills 21st century . Research by Wijaya et al. (2023) revealed that implementation learning based research in high school can increase literacy science student up to 40%. Meanwhile that , Rahman & Sari's (2022) study shows that deep inquiry-based learning approach Independent Curriculum is capable develop skills 21st century students in a way significant .

Although however , still there is gap between ideal concept of learning based research with implementation practical in the field . Study Pratiwi & Nugroho (2023) identified that Lots school experience difficulty in planning and implementing learning based research Because limitations teacher competence and understanding conceptual that has not been adequate .

Genius High School as committed school become an educational role model progressive for Eastern Indonesia, implementing curriculum based research through the Re-Search program. School This own characteristics unique where 100% of participants his students originate from Eastern Indonesia (Papua and Maluku) with background behind limitations access digital technology and infrastructure .

Based on this gap , research This aim analyze management Independent Curriculum based on research at GenIUS High School and identify factors that influence effectiveness implementation . Novelty research This lies in focus analysis management comprehensive curriculum For student from area left behind , as well as identification of models that can replicated by schools with characteristics similar .

METHOD

Study This use approach qualitative with design studies case For explore in a way deep management Independent Curriculum based on research at GenIUS High School. Design studies case chosen Because allows researchers understand phenomenon management curriculum in context real and complex in the environment school. Subject study consists of from head school, deputy principal school field curriculum, 15 subject teachers lesson from various field studies and observations to implementation of the Re-Search program. Selection subject use purposive sampling technique with criteria: have experience in implementation Independent Curriculum, involved active in the Re-Search program, and is willing participate in study.

Data collection techniques include three method main. First, the interview deep structured with duration 45-60 minutes For every subject research, using guide interviews that have been validated. Second, observation participatory during the implementation process of the Re-Search program, meetings planning curriculum and classroom learning with total duration of 90 hours for 3 months (March-June 2025). Third, analysis document covering vision and mission school, curriculum Educational Unit, teaching module, results assessment diagnostics and documentation results research student.

Data analyzed use technique analysis Miles & Huberman's thematic model with three stages : data reduction , data presentation , and data extraction Conclusion . Data validity is guaranteed through triangulation source (head school , teachers, students), triangulation methods (interviews , observation , documentation), and member checking.

RESULT AND DISCUSSION

Stages Management Independent Curriculum Based on Research

Research result identify four stage main in management Independent Curriculum based on research at GenIUS High School through the Re-Search program.

Stage First is planning that includes transformation from inter -level system class become grouping of levels of inquiry within class . School do mapping characteristics student through test diagnostic For identify ability thinking and inquiry levels students . Planning This covers adjustment objective learning with condition current participant education and integration values research in structure regular curriculum .

Stage second is organizing learning differentiated based on Four levels of inquiry : confirmation inquiry, structured inquiry, guided inquiry, and open inquiry. Each level has its own characteristics and demands specific learning , requires strategy different mentoring from teachers. Organization curriculum show flexibility in manage diversity ability student in One class .

Stage third is implementation of the Re-Search program in each class with level involvement high students . Teachers play a role as facilitators who use approach discussion in election topic research , considering individual student interests and abilities . Data shows that 85% of students involved active in determine topic research in accordance personal interest , with student more enthusiastic when research involving observation direct and phenomenal contextual .

Table 1. Distribution of Inquiry Levels in the Re-Search Program

Inquiry Level	Percentage Student	Main Characteristics	Strategy Mentoring
Confirmation	25%	Verifying the results that have been known	Guidance direct , procedure structured
Structured	35%	Follow the procedures provided	Gradual guidance , strict monitoring
Guided	30%	Determine procedure Alone	Facilitation , discussion guided
Open	10%	Formulate problems and procedures	Mentoring, consultation periodically

Stage fourth is evaluation holistic towards the process and results learning use STS (Mid-Semester Summative) rubric and assessment . Evaluation carried out by all supervising teachers towards the process and results end research , with give bait come back through work reviews , discussions direct , and appreciation towards student progress .

Factor Supporters and Inhibitors Implementation

Data analysis reveals three factor main supporting implementation curriculum . First , the system documentation data- based and retrieval systematic decisions allows evaluation sustainable towards the program. Second , collaboration with college high and consultant research give access to more expertise and learning resources broad . Third , commitment strong from management schools that provide freedom for teachers to designing learning based research .

Factor inhibitor covering heterogeneity ability student in One class that becomes challenge in management learning Differentiated . As many as 68% of teachers stated need time addition For manage diversity of levels of inquiry in One class . Besides that , the need module learning structured and customized with each level of inquiry Still become need urgent , with 80% of teachers stating need more guides comprehensive .

Impact Implementation to Ability Student

The implementation of the Re-Search program shows impact positive significant to development competence students . The program was successful increase ability think critical and literacy research students , with indicator student become more brave convey ideas and be able to think systematic from question until conclusion .

Level of engagement student in learning increase significant , with 96% of students present in a way consistent and 82% participated active in discussion class . Students also showed improvement in ability integrate mark social , environmental and cultural local in research they , which indicates development awareness good contextual .

Discussion

Interpretation of Research Results

Findings study show that management Independent Curriculum based on research need approach systematic and accommodating heterogeneity characteristics students . Model four identified stages in study This in line with principle management curriculum based schools that emphasize flexibility and responsiveness to need local .

Implementation differentiation learning through inquiry level mapping give solution practical For overcome challenge heterogeneity ability student in One class . Approach This support principle student - centered learning as put forward in various literature education contemporary .

Integration mark social , environmental and cultural local in research student reflect contextualization aligned learning with characteristics Independent Curriculum . This No only increase relevance learning but also develop awareness social and environmental students , as explained in study about learning contextual .

Comparison with Other Research

Findings study This consistent with study conducted by Kusuma et al. (2023) which shows that schools that implement learning based research own level involvement more students high . However , research This identify challenge unique in context student from area left behind , especially related heterogeneity abilities and needs module structured learning .

Compared to with Wijaya et al.'s (2023) research focused on literacy outcomes science , research This give contribution in aspect management curriculum that can replicated by schools other findings about importance system documentation data- based also enriches literature about management based school in context implementation innovation curriculum .

Implications Practical and Theoretical

In a way practical , management model four developed stage in study This can become guide for other schools in implement Independent Curriculum based on research , especially For school with characteristics heterogeneous students . Findings about importance inquiry level differentiation give contribution practical in development strategy adaptive learning .

In a way theoretical , research This enrich literature about management curriculum with integrate approach based research in context Independent Indonesian Curriculum . Identification factor supporters and inhibitors also provide contribution theoretical in understand complexity implementation innovation curriculum at the level school .

Limitations Study

Study This own a number of necessary limitations recognized . First , the study cases that are carried out only on one school so that generalization results need done with be careful . Second , the period study for 3 months Possible

Not yet Enough For observe impact term long implementation curriculum . Third , focus on students from East Indonesia limits transferability findings in different contexts .

Suggestions for Future Research

Based on existing limitations , future research can develop longitudinal study for observe impact term long implementation Independent Curriculum based on research comparative between school with characteristics different is also needed For develop a more effective management model adaptive . Besides that , development instrument standardized program evaluation can become focus study furthermore .

CONCLUSION

Study This succeed identify management models Independent Curriculum based on research consisting of from four stage systematic : planning with inquiry level mapping , organizing learning differentiated , implementation of Re-Search program, and evaluation holistic . Implementation of this model at SMA GenIUS show impact positive significant to ability think critical and literacy research student from Eastern Indonesia.

Factor key success covering system documentation data -driven , collaborative with college high , and commitment management school . Although face challenge in aspect heterogeneity ability students and needs module structured , this model can become references for development curriculum based research at school medium on .

Study This give contribution practical in form of management model that can replicated and contributed theoretical in enrich literature management curriculum based research in Indonesia. Findings This support implementation A more Independent Curriculum effective , especially in accommodate diversity characteristics participant educate from area left behind .

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