

Implementation of Holistic Learning in the Independent Curriculum

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Article History

accepted 1/11/2024

approved 1/12/2024

published 1/2/2025

Abstract

Holistic learning has an important role in achieving the goal of independent curriculum implementation. This learning is very important to implement, but it has not been fully implemented in the independent curriculum. This study discusses how to apply holistic learning in the independent curriculum through intracurricular, co-curricular and extracurricular learning. The objectives of the study are: 1) to describe holistic learning planning in the independent curriculum, and 2) to explore the implementation of holistic learning in the independent curriculum. The type of research used is qualitative with a case study approach. Data collection is carried out through observation, interviews and analysis of the content of the document. Meanwhile, data analysis uses collection, reduction, data presentation and drawing conclusions. The participants were students at one of the private elementary schools in Klaten. The results of the study show that holistic learning planning includes planning school activity programs by involving various related stakeholders. The application of holistic learning is carried out by paying attention to various multiple intelligences by developing spiritual, aesthetic, physical, intellectual, emotional, and social aspects.

Keywords: *Holistic Learning, Independet Curriculum, Intracurricular, Co-curricular, Extracurricular*

Abstrak

Pembelajaran holistik mempunyai peranan penting dalam mencapai tujuan penerapan kurikulum merdeka. Pembelajaran ini sangat penting untuk dilaksanakan, namun belum sepenuhnya diterapkan pada kurikulum merdeka. Penelitian ini membahas bagaimana penerapan pembelajaran holistik dalam kurikulum merdeka melalui pembelajaran intrakurikuler, kokurikuler, dan ekstrakurikuler. Tujuan penelitian adalah: 1) mendeskripsikan perencanaan pembelajaran holistik pada kurikulum merdeka, dan 2) mengeksplorasi implementasi pembelajaran holistik pada kurikulum merdeka. Jenis penelitian yang digunakan adalah kualitatif dengan pendekatan studi kasus. Pengumpulan data dilakukan melalui observasi, wawancara dan analisis isi dokumen. Sedangkan analisis data menggunakan pengumpulan, reduksi, penyajian data dan penarikan kesimpulan. Pesertanya adalah siswa-siswi salah satu SD swasta di Klaten. Hasil penelitian menunjukkan bahwa perencanaan pembelajaran secara holistik meliputi perencanaan program kegiatan sekolah dengan melibatkan berbagai *stakeholder*. Penerapan pembelajaran holistik dilakukan dengan memperhatikan berbagai kecerdasan majemuk dengan mengembangkan aspek spiritual, estetika, fisik, intelektual, emosional, dan sosial dan dilaksanakan terintegrasi melalui kegiatan intrakurikuler, kokurikuler dan ekstrakurikuler.

Kata kunci: *Pembelajaran Holistik, Kurikulum Merdeka, Intrakurikuler, Kokurikuler, Ekstrakurikuler*



INTRODUCTION

Learning in the 21st century and the rapidly growing digital era are closely related to the competency demands that students must achieve. Competencies that are not only superior in the academic field, but it is expected that students will also master various skills and have good character (Mardhiyah, 2021; Miranda & Mustika, 2023). Today's education is expected to focus not only on knowledge transfer, but also on the formation of individuals who have skills that are relevant to the demands of the times. This condition shows the need for holistic learning as a comprehensive means to ensure that students not only have knowledge, but are also able to apply these skills in daily life (Parel & Sihotang, 2023).

Holistic learning is learning that allows an individual to find identity, meaning, and purpose in life through his relationship with society, the natural environment, and values (Messy at al, 2023). Holistic learning is learning that seeks to develop all students' potentials in a harmonious (integrated and balanced) manner, which includes intellectual, emotional, physical, social, creative and spiritual potentials so that students become human beings who know and are aware of their relationship with God (Ika et al, 2024; Rohmah et al, 2023; Zakiyah & Zaitun, 2023). The goal of holistic learning is to develop all aspects of a child's potential in a balanced manner. This is in line with the view that learning should be in accordance with the four pillars of UNESCO, *namely learning to know, but learning to be, learning to do, and learning to live together* which means that learning is not only about transmitting knowledge, but also about shaping individuals to be valuable, have integrity, and have life skills in a diverse society (Hartono et al., 2023).

Holistic learning needs to be applied from an early age. In the face of the challenges of globalization and rapid social change, a learning process that integrates holistic values is important because students need to be equipped with the ability to think critically, communicate effectively, cooperate with others, and have a sense of responsibility for themselves and the surrounding environment. An independent curriculum that applies the principles of holistic learning can be a solution to create a generation that is intellectually intelligent, emotional, and socially intelligent. At the elementary school level, the implementation of holistic education is supported by the Decree of the Minister of Education and Culture No. 12 of 2024 which establishes the Independent Curriculum as the basic framework and curriculum structure for all educational units in Indonesia. The hope of this independent curriculum is to make students more active in developing and designing their potential, interests, talents, characters, and abilities, in forming their identity in facing all challenges faced by society. (Hasibuan, et al, 2024).

The independent curriculum as an adaptive response to changes in rapidly evolving educational dynamics implements flexible, student-centered learning and aims to create a relevant and meaningful learning environment for students so that the learning carried out can be beneficial (Nahdiyah et al., 2023; Thana & Hanipah, 2023). The challenges faced in the implementation of the independent curriculum include the level of understanding of students, students' thinking ability, students' skills, learning styles, confidence levels, and students' concentration levels which are varied, making it difficult for teachers to determine the learning model and assessment that will be used in learning (Rumiati et al, 2024). Learning in the independent curriculum is designed by prioritizing the development of students' competencies and character holistically. The integration of holistic learning in the independent curriculum is very relevant to ensure that learners get balanced learning, which prepares them not only to be academically capable but also to form useful character and life skills. Holistic learning includes various aspects, including spiritual, moral, emotional, social, and environmental (Hidayatullah, 2024).

The implementation of holistic learning in the independent curriculum is a strategic step that aims to strengthen the comprehensive development of children from an early age (Rohman et al., 2022). This curriculum is designed to ensure that each learning experience provides significant and relevant added value to children's daily lives so that learning becomes more effective (Afroni, 2019; Arifin et al., 2022). Holistic learning emphasizes the integration of various aspects of child development, such as cognitive, emotional, social, and physical, through child-centered learning methods so that learners become quality, morally and socially intact human beings in a global society, have the ability to work in a team, and become individuals who are able to live independent and responsible lives (Kasingku & Gosal, 2024; Rahman, 2020; Wrahatnolo & Munoto, 2018).

The results of other studies reveal that the success of the implementation of holistic learning needs to be supported by various parties. Teachers have an important role in achieving optimal holistic learning. (Antara, 2019; Fauzi, 2019; Ngi et al, 2022). Family support is an important factor in supporting the success of holistic learning (Ulfah, 2019). Evaluation of integrative holistic learning programs using CIPP analysis (Hajati, 2018; Jumiatin et al., 2020; Lina et al., 2019). Research topics related to holistic education have the potential to become a trend in the future (Punuh et al, 2022). In addition, the application of holistic learning in the 21st century is greatly influenced by the mental state of students (Rianawaty et al, 2021). Holistic learning has been seen in P5 activities through the art of Dongkrek (Kurniawan, 2023) and holistic learning has been applied in Muhammadiyah schools (Widodo & Hanum, 2018). A holistic approach has great potential in improving the quality of learning and educational outcomes (Yemmarotillah et al, 2024).

Based on the research conducted, it should be noted that only a few studies specifically focus on how to implement holistic learning in the context of the Independent Curriculum. The majority of previous research has tended to be more oriented towards how this holistic learning is applied, with possible different emphasis in the curriculum used. Although there has been research on holistic education in the independent curriculum at the elementary level, there has been no research that specifically explores how the planning and implementation of holistic learning in the independent curriculum is carried out through intracurricular, co-curricular and extracurricular activities.

This research offers novelty by exploring how holistic learning is planned and implemented in an independent curriculum with a focus on intracurricular, co-curricular and extracurricular learning in the Independent Curriculum. The purpose of this study is to provide a deeper understanding of how the planning and implementation of holistic learning in the Independent Curriculum is carried out. It is hoped that this in-depth analysis will make a significant contribution to our understanding of the implementation of holistic learning in the Independent Curriculum at the elementary level, paving the way for more adaptive and comprehensive educational practices. The results of this analysis are expected to make an important contribution to the development of basic education and practical guidance for schools and teachers in optimizing the implementation of holistic learning in the Independent Curriculum which not only emphasizes cognitive aspects but also affective and psychomotor aspects. Through a qualitative approach and case studies, this study explores how the implementation of holistic learning in the Independent Curriculum can maximize students' overall and comprehensive potential by paying attention to the various multiple intelligences they have. The findings of this in-depth analysis are expected to provide valuable guidance to improve various competencies possessed by students at the elementary school level through the implementation of holistic learning in the Independent Curriculum.

METHOD

1. Research Design

The research was carried out through qualitative design with a descriptive qualitative approach. According to Moleong (2019), the qualitative descriptive approach is an approach with data in the form of words and images obtained from the results of interviews, observations, field notes, and documents related to the research carried out

This study describes how the process of planning and implementing holistic learning in the independent curriculum through intracurricular, co-curricular and extracurricular activities.

2. Participants

The participants in this study are teachers and grade II students at one of the private elementary schools in Klaten for the 2024/2025 school year, totaling 15 people. Sample selection uses the purposive sampling method. The sample size in qualitative research tends to be uncertain, because of its emphasis on the completeness and depth of data that can be explored as needed to understand the research problem (Creswell, 2020).

Table 1. Participant Demographics

Participants	Age	Level of Education
Class II students	7-8 years	SD
Grade II teacher	32 th	Bachelor Degree
Principal	43 years old	Master Degree

3. Data Collection Techniques

The data collection technique uses interviews, observations, and analysis of the content of the document. Observation techniques in qualitative research include observation of time and events. This observation was carried out during the learning process both in intracurricular, co-curricular, and extracurricular activities. Instruments in the form of observation guidelines are needed to facilitate the implementation of observation activities and so that the observations carried out are more structured and directed. The interview technique used is an in-depth interview with classroom teachers, students, and principals about how cultural diversity learning is carried out in the classroom. The analysis of the content of the document includes the administration owned by the classroom teacher which consists of the scope of learning, various teaching modules, Student Worksheets, student portfolio results and photos and videos of various school activities. The instruments needed in collecting data for this research are observation guidelines and interview guidelines.

4. Data Analysis Techniques

Data analysis techniques are carried out by collecting, reducing, presenting data and making conclusions. The technique is in accordance with that proposed by Miles and Huberman by applying an interactive model. The validity of the data was obtained through triangulation of sources and techniques. Source triangulation is carried out by analyzing data from several sources consisting of various related informants (Sugiyono, 2022). This source triangulation is carried out by seeking comparisons and reconciling the correctness of data obtained from classroom teachers, school principals, and students. Triangulation techniques are carried out by examining data from the same source using different techniques (Sugiyono, 2022)

This study checks data from predetermined sources using observation techniques, interviews and practice of document content. After that, the data obtained is compared and implemented repeatedly to obtain credible data related to the implementation of holistic learning in the independent curriculum.

RESULT AND DISCUSSION

1. Holistic Learning Planning

The planning of learning activities and school programs is carried out through internal school meetings and meetings with *stakeholders*. Regular school meetings are held once a month. Meetings with stakeholders are held at the same time as the school's urgent agenda such as the delivery of the school's vision and mission and school programs.

This is in accordance with the results of the interview with the principal, which is as follows:

"Our school holds meetings quite often because the role of parents and related parties is very important for the progress of the school. Our school programs and visions are designed with related parties to get input. In addition to meetings with stakeholders, we also hold internal meetings once a month to carry out evaluation and reflection activities that have been carried out."

Based on the results of interviews with teachers, the following data were obtained:

"The principal often holds meetings because indeed our school has several excellent programs that really need to be evaluated and reflected continuously, if there are programs that are not optimal to be carried out, we immediately find a solution to solve the problem"

Based on the analysis of the content of the document, data related to the planning of intracurricular, co-curricular and extracurricular activities were obtained as follows:

Table 2. Holistic learning planning

Activities	Planning
Intracurricular	Planning for intracurricular activities includes the division of teacher duties, determination of learning time allocation, determination of teaching modules that can facilitate various abilities of students by implementing differentiated learning. In addition, monthly and annual school programs such as competitions between classes, exam break activities, outing classes, art performances, and work titles are also planned.
Co-curricular	Planning for co-curricular activities includes habituation activities and activities of the Pancasila Student Profile Strengthening Project (P5). Planning habituation activities is carried out at the beginning of the school year. Based on the results of the new school year meeting, the habituation activities planned at the beginning of the 2024/2025 school year include joint reflection which is carried out in the morning and after breaks, habituation of literacy and numeracy activities, the habit of praying together and eating healthy meals together which are carried out in the school yard. The P5 activity was carried out with the theme of local

	wisdom which focuses on speaking politely and behaving politely. The theme was chosen because the results of the education report card in the previous year had decreased in the school character climate item, in addition to that based on the facts obtained in the field, it was found that there was a moral degradation of students who began to forget the culture of polite speaking and behaving politely.
Extracurricular	Planning for extracurricular activities includes determining extracurricular activities and selecting the person in charge and related parties. Based on the results of the meeting with the student's parents, the extracurricular activities agreed in 2024/2025 include extra scouting, drumband, mathematics, science, computers, angklung, traditional dance, dance, karawitan, and swimming. Extracurricular coaches consist of teachers, coaches from outside and parents of competent students.

2. Implementation of Holistic Learning

The implementation of holistic learning at one of the Private Elementary Schools in Klaten is carried out through intracurricular, co-curricular and extracurricular activities. Holistic learning by maximizing students' various potentials and developing various aspects of their intelligence is carried out through various activities such as differentiated learning in the classroom, character habituation activities and various extracurricular activities.

Based on the results of the interview with the principal, the following data was obtained:

"The focus of our school is not only on the cognitive aspect but we also try to find out how students have good character and have competence and expertise in social life and cooperation with each other"

"Our school programs are very diverse so we hope that it can facilitate the various intelligences possessed by students, besides that our school is very instilling character because it has now begun to be abandoned. We take the theme of local wisdom in our P5 activities with the aim of instilling the character of speaking politely and behaving politely in students"

This is supported by the results of interviews with teachers as follows:

"Our school instills simple and positive habits such as morning reflection, praying together, eating healthy lunches in the yard, so that during recess no students are in the classroom. The hope is that students can establish social interaction with others"

Based on the observation results, data related to the planning of intracurricular, co-curricular and extracurricular activities were obtained as follows:

Table 3. Implementation of holistic learning

Activities	Implementation
Intracurricular	Teachers implement differentiated learning in the classroom. In addition, teachers have used various learning methods, media and resources in learning activities. Teachers have used the natural environment and the surrounding social environment for learning activities.

Co-curricular	<p>Routine habits that are classically applied in schools include the habit of praying together, devotional activities that are carried out before entering the classroom and after the first break. In addition, a habit of reading prayers when going to eat healthy lunches was carried out in the school yard.</p> <p>The habituation of literacy and numeracy activities has also been implemented. Literacy and numeracy activities are carried out classically according to the phase of the students. The role of libraries is very important in supporting the implementation of students' literacy and numeracy habits.</p> <p>The cultivation of students' character is carried out through P5 activities. Students were given explanations related to how manners are good, especially in the Javanese environment, how to greet others, manners to eat, manners to speak and manners to behave towards older and younger people.</p> <p>The cultivation of the character of queuing culture has been seen, students enter the school canteen, they enter and exit in an orderly manner and do not crowd.</p>
Extracurricular	<p>Extracurricular activities are carried out on Saturdays, students can choose extracurricular activities according to their field of interest. Extracurricular activities are taught by teachers, parents and experts. The extracurricular activities carried out include Scouts, drumband, mathematics, science, computers, angklung, traditional dance, dance, karawitan, and swimming.</p>

The holistic learning planning carried out in one of the private elementary schools in Klaten is carried out with the principal who serves as the teacher coordinator in making learning plans and innovative school programs. The principal is in charge of facilitating the teacher learning community to be able to improve the quality of learning through various methods, media and various learning resources. In addition, the principal motivates teachers to implement differentiated learning in the classroom so that children's potential can develop to the maximum. This is in line with the principles of holistic learning planning which include: 1) Planning in holistic education focuses on an approach that combines technology with psychology, integrates it in local culture, and frames it in the context of children's cognitive development (Lee & Liu, 2021); 2) Prepare and communicate plans and decisions related to learning to interested parties. According to Piaget and Vygotsky's theory in an effort to plan holistic education, namely by transmitting scientific knowledge, connecting new experiences with old experiences of students presents experiments (Pavlovic et al., 2017).

The principal has carried out the planning and organizing process in his managerial role. In addition, it also acts as a mediator between teachers, students and guardians of students as elements involved in learning in elementary schools. As a school manager, the principal emphasized the importance of teachers to prepare for learning that will be carried out tomorrow. So that with the direction and guidance of the principal, teachers can prepare for the next day by maximizing existing learning resources (Alharbi & Alzahrani, 2020). Planning for an

integrative holistic approach is carried out by involving all parties (Ulfah, 2019). Holistic learning planning is carried out by involving various parties such as principals, teachers, students, guardians and school committees at the beginning of each school year with monthly program evaluation activities

The implementation of holistic learning is carried out by developing various multiple intelligences which include spiritual, aesthetic, physical, intellectual, emotional, and social aspects. The spiritual aspect relates to man's ability to understand himself with the possessor of unlimited power (God), and to realize a level of meaning in life (Urrohmah & Maemonah, 2022). This spiritual aspect has a great influence on the psychological condition of students. (Nurkholis, 2020). The development of the spiritual aspect is carried out by the habit of doing reflection and prayer together when about to carry out and end activities.

The development of aesthetic aspects is related to learning activities that in developing the aesthetic aspects of students will give birth to an atmosphere that is not saturated, tense, or anxious that will interfere with the learning process. Such an atmosphere will make students creative, giving birth to progress in learning (Sumaryati, 2017). The development of aesthetic aspects is carried out with a dynamic classroom layout and decorated with various student works. The students' works are neatly arranged in folders arranged in rows to add to the beautiful atmosphere of the classroom. The school often holds poster making competitions, reading poems, making works and is displayed in major school events such as art performances and work titles.

The development of the physical aspect is carried out with extracurricular activities such as swimming, traditional dance and dance. In addition, students also carried out role-playing activities with the theme of polite speaking culture and polite behavior. Students are randomly divided with group members consisting of representatives of grades 1-6. The scenes of each group are part of a story whose mandate is to become a young generation who are cultured and polite in speaking. Role playing has very important benefits for the growth and development of children, both physically and psychologically (Nuryati & Rengganis, 2022)

The development of intellectual aspects is carried out by the application of differentiated learning in the classroom. Differentiated learning is not individualized learning. However, it is more likely to focus on learning that accommodates students' strengths and learning needs with independent learning strategies (Marlina, 2019). The application of differentiated learning helps in developing the intellectual aspects of students because it refers to the development of children in thinking and the ability to give reasons.

The development of the emotional aspect is carried out by habituating polite language and polite behavior as well as the application of queuing culture in daily life. Through the queuing culture, students learn to respect each other and have empathy with others. In addition, teachers also routinely conduct learning reflection activities to students to find out the response and get feedback from students on the learning process carried out. This is in accordance with the development of emotional aspects in schools that study four aspects which include empathy, feelings of attention, mutual respect and trust (Alhashemi, 2018).

The development of social aspects is carried out with group activities in role-playing with the theme of polite speaking and polite behavior. In addition, the development of social aspects is also carried out by implementing a habituation program carried out by the school, which is that during recess there are no students in the classroom. All students must be outside the classroom, do activities together, play together and eat lunch by sitting in a circle in the yard.

CONCLUSION

Holistic learning in the independent curriculum can be implemented by paying attention to the planning and implementation of holistic learning through intracurricular, co-curricular and extracurricular activities. Holistic learning planning includes planning school activity programs by involving various stakeholders. The application of holistic learning is carried out by paying attention to various multiple intelligences by developing spiritual, aesthetic, physical, intellectual, emotional, and social aspects and is implemented integrated through intracurricular, co-curricular and extracurricular activities. The recommendation of this study is that the relevant parties should be able to make policies in terms of the implementation of holistic learning to improve the quality of education.

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