Evaluation of Independent Learning Curriculum Policies Implemented in Natural Schools in Indonesia

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Abstract - *Nature school is a new concept in education that utilizes and protects nature for life as a medium for learning and character building. This study aims to evaluatively examine the curriculum in natural schools in accordance with the issuance of the independent learning program policy. This qualitative research uses a descriptive-explorative approach, and the analysis is carried out interpretively. The results of this study indicate that natural schools implement the 2013 curriculum which is integrated with the thematic curriculum which has been integrated with the religious education model in the teaching and learning process. In an evaluative process, the implications and outputs show that natural schools are better able to apply the principle of independent learning as a quality policy, whereas in public schools the principle of self-learning is reported to be still a formality and does not yet have measurable suggestions, due to the readiness of the education staff. This is what distinguishes the typical curriculum in natural schools which applies the principle of independent learning to the pattern applied in public schools. Researchers found that there was a development of program development interaction patterns in natural schools that absorbed the independent learning program, namely connecting between elements in each principle of achieving learning outcomes and their long-term impact.*

Keywords: natural school curriculum evaluation, absorption of the independent learning program

I. INTRODUCTION

The problems that exist in the world of education in Indonesia are indeed very complex, but it is not enough to just identify and know and be aware of all of them. Solutions to all of these problems must be found so that in the future all these problems can be resolved or at least minimized (Nasution, 2021). Meanwhile, the ideal concept of education today is one that views education as a process of humanization (Munawati, Halimah, & Manan, 2020). This concept suggests that the meaning of humanization is a pattern of positive interaction between educators and students who strive for students to develop their potential (Arifin, Abidin, & Anshari, 2021). Judging from the concept of education, if education is understood as a series of activities that are mechanistic in nature, then education has not reached something that makes humans feel free. meaning there is a problem with the pattern of education. The learning system focuses more on the quantity of results than the quality of the process. It is necessary to change the learning paradigm in Indonesia, from one that focuses on the quantity of results to an emphasis on both the quantity and quality of learning outcomes (Nasution, 2021). Curriculum, learning process, evaluation system are still partial to national education goals. This problem can be overcome by creating a flexible curriculum, so as to provide opportunities for educational actors to have opportunities to develop the talents, interests, abilities and needs of students.

Besides that, the problem of curriculum, learning process, evaluation system is still partial to the goals of national education. The gap between national goals and learning outcomes can be seen from the appearance of graduates who do not yet reflect the values set out in the national education goals. Learning outcomes have not reflected the formation of a dignified national character (Jaysurrohman, & Supandi, 2021). The general paradigm in the world of education is that quality schools are always expensive, which makes schools expensive because of their infrastructure, such as buildings, swimming pools, sports fields, and so on. Meanwhile, what makes a school quality is not infrastructure. The contribution of infrastructure to the quality of education is no more than

10%. Meanwhile, 90% of the contribution to the quality of education comes from teacher quality, appropriate learning methods, and books as a gateway to knowledge (Arifin, Abidin, & Al-Anshari, 2021).

The national education system tends to place the portion of teaching larger than the portion of education, so that educational activities tend to be identified with the mere process of increasing abilities, skills and intelligence. Meanwhile, matters of forming superior personality and quality culture have not been given fundamental attention. This portion imbalance is partly caused by the large number of subjects and the dense material that must be given to students, so that learning time is taken up by activities to convey material (knowledge transfer) only and other main tasks, namely increasing the growth and quality of the participants' personality. students are neglected. This condition results in the emergence of various educational problems which, if not handled properly, will greatly affect efforts to improve the quality of education. The causes of the low quality of education in Indonesia in general include problems with effectiveness, efficiency and standardization of teaching and systems that focus a lot on the quantity of results rather than the quality of the process (Jaysurrohman, & Supandi, 2021).

Character education is expected to be the main foundation in improving the quality of students in instilling good characters in students so that they are able to have a positive impact on the students themselves, the surrounding environment and the nation and country (Susilowati, 2022). Character education is something that is important in realizing the creation of a superior generation and having good behavior, so as to make students become superior individuals and ready to face a better future. One model of education that develops education naturally, such as learning from various existing resources from the environment or the surrounding nature, is the natural school. In addition, natural schools are also alternative education where natural schools empower nature as the main object for learning media, learning tools and even nature is also used as the main object in learning. Natural school has the concept of education that is carried out outdoors, in which the learning process is carried out by students visiting nature to learn various personal, social and technical skills.

Environment-based curriculum is a curriculum with the addition of indicators or inserting indicators that are integrated with the environment in certain materials. In addition, the competence of teaching staff and learning activities are part of the environment-based curriculum. The competence of teaching staff is the active role of teachers in developing learning that is integrated with the environment. Learning activities carried out by students are producing real work related to the environment and communicating learning outcomes through various media (Kristina, Sari, & Puastuti, 2021). For this reason, it is important for researchers to study the curriculum implemented in natural schools by examining the independent learning curriculum approach which is used as an alternative to developing the 2013 curriculum. In this regard, this study aims to analyze the results of evaluating educational curriculum policies in natural schools that reflect the independent learning curriculum, as well as developing a model for measuring the effectiveness of evaluating the independent learning curriculum policy which is implemented as a learning model in the Natural School.

II. METHOD

Epistemologically, this study establishes a reference or framework that is supported by data and as material for analysis to find out the facts of the implementation of the curriculum in the Natural School at the Elementary-Junior High School level as well as the implementation of the independent learning Curriculum and then evaluates and compares the phenomenon with what should be in accordance with regulations. legislation and expert responses. The study methodology in this study is a systematic study of activities starting from planning, developing a framework and supporting theories, determining instruments, collecting data to drawing conclusions. In this study, a qualitative research method approach, namely a method that emphasizes the in-depth understanding of a problem rather than looking at problems for generalization research (Strauss and Corbin, 2013). This qualitative research process involves important efforts, such as asking questions and procedures, collecting specific data from participants or research subjects, analyzing data inductively from specific themes to general themes or categories, and interpreting the meaning of data (Moleong, 2016).

In this study the sampling or research informants were taken purposively, namely sampling with certain conditions, namely subjects who were seen as credible and knew the management of primary and secondary education institutions (Elementary-Junior High School) in terms of education administration and curriculum, as well as informants who had competence in the field of Education , Curriculum Development, and Practical in Educational Psychology and Student Development. In this study, the analysis of the study focused on the management of the Natural School by comparing it as a form of implementation of the independent learning policy at the elementary and secondary education levels (Elementary-Junior High School). In this study several variables were used as a reference for studying and analyzing so that they could describe and build an evaluation

model of the natural school administration management model as a model for developing a more ideal independent learning Curriculum and measurable results. Strauss and Corbin (2013), state that qualitative analysis is data analysis based on the relationship between one fact and another in a causal manner to explain an event. Creswell (2010), explains that the qualitative analysis that researchers use is an interactive analysis technique which is a cyclical process that moves between the three main components, namely data reduction or selection, data presentation and drawing conclusions.

III. RESULT AND DISCUSSION

In Indonesia, natural schools were initiated in 1998 which was initiated by Lendo Novo, who first established a natural school under the name Indonesian Nature School (Setiawati, Azhari, & Yusnadi, 2019; Sadiyah, Shofawi, & Fatmawati, 2019; Qibtiah, Retnowati, & Laihad, 2018; Nailis, 2020). The concept of natural schools is that schools must have natural dimensions as a source of knowledge and can be managed by students. Natural schools also have a curriculum concept that shapes the character of students who are akhlakul karimah (attitude of life), have a philosophy of science (logic of thinking) and leadership training (Setiawati, Azhari, & Yusnadi, 2019).

Nature school is a form of alternative education about a nature-based education system. Observing natural schools, in general the environment feels natural with the school building which is just a house on stilts which is commonly referred to as a hut surrounded by various plants and even livestock areas, not the atmosphere of a magnificent building as its classrooms (Setiani, et.,al, 2021) . In nature schools, children are given the freedom to explore, experiment and express without being limited by walls and various rules that are felt to curb children's curiosity. Children are allowed to be themselves and develop their potential to grow into human beings with character, noble character and broad knowledge. So that children from an early age are introduced to the natural environment. The concept of natural schools integrates with the 3 pillars of education which are the key factors of human excellence. The three pillars are: the pillar of the Imam, the pillar of Knowledge, the pillar of leadership (Susilowati, 2022; Supriyoko., Nisa, & Uktolseja, 2022).
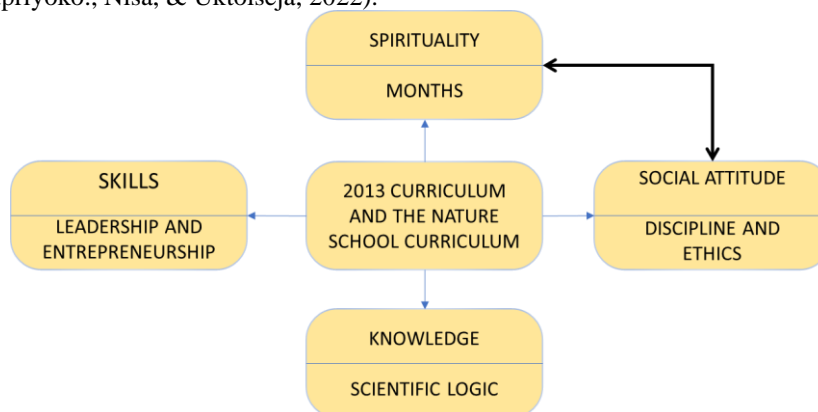

Figure 2. Nature School Main Curriculum
(Source: Susilowati, 2022)

 The learning process in natural schools relies on 4 pillars, namely: 1) The development of good morals (Akhlaqul Karimah), namely the formation of morals that are actualized in daily life where the teachers are an example for students in behaving, saying hello, not just to students but also to nature; 2) Development of logic and creativity through experiments (Experiential Learning). The second pillar is the development of logic and creativity, which is applied in the form of experiential learning where teachers position themselves not as a source of information but only as mediators and facilitators; 3) Development of leadership with the Outbound Training method. As for the third pillar, developing a spirit of leadership is manifested in the form of activities that are in direct contact with nature such as: rafting, hiking, to games that are full of life values such as: working together, helping each other, deliberations, leadership, being fair, and so on; and 4) Development of entrepreneurial skills (Entrepreneurship). As well as in the fourth pillar, namely the development of entrepreneurship, students in natural schools will be invited to business centers to see firsthand the process of making a product. Apart from that, according to the reports of Munawati, Halimah, and Manan (2020), students are also introduced to business actors, carry out dialogues and questions and answers, so that the learning experience they get is not limited to theory but directly to credible sources.

When studying the application of the curriculum in the Natural School, comparatively, it can be seen that the projective pattern between the natural school curriculum which tends to be thematic and the independent learning curriculum is as follows.

Table 1. Principles and management of natural schools with the concept of independent learning

Indicator	Independent Learning Curriculum	Nature School Curriculum
Policy Basis	Law No. 20 of 2003 concerning the National Education System PP No. 4 of 2022 concerning National Education Standards. Regulation of the Minister of Education and Culture No. 262/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery.	UU No. 20 of 2003 concerning the National Education System 2004 curriculum on Competency-Based Curriculum (CBC). 2006 Curriculum Education Unit Level (KTSP) 2013 Curriculum and Thematic Curriculum
Implementation	Independent learn, Independent change, Independent sharing	Regulation of the Minister of Education and Culture No 81A of 2013 concerning 2013 curriculum guidelines and strategies
Approach	Modern: An approach to simplification, and thematic-integrative	Scholastic: Approach to humanist and practical values Perennialist: orientation to local wisdom and religion
Teaching system	Teachers are given more freedom to plan learning with conventional and IT facilities	Teachers have the freedom to plan learning according to the environment and conditions of students and school facilities
Teacher	Become a resource person or an instructor	Become a facilitator and mediator
School Services	Using various approaches according to existing facilities, especially the use of information technology or hybrid systems	Using an appropriate approach to the conditions of the school environment. Utilizing natural resources as teaching materials, and social facilities as learning media such as markets and banks.
Learning patterns	Theoretical and follow the target or instructional objectives of learning materials	Vocational and refers to student development
Learning orientation	Emphasizes the competence or quality of graduates	Emphasizing on the formation of humanist character
Learning media	School facilities supported by internet technology	Traditional school facilities and environmental resources, as well as internet support

Looking at the table, it can be understood that the "Merdeka" Curriculum is the name of the Prototype Curriculum that has been tested in 2,500 driving schools as an alternative amid the implementation of the 2013 curriculum and the Covid-19 emergency curriculum (Arifin, Abidin, & Al-Anshari, 2021). In the 2022/2023 academic year, schools will be given choices regarding the curriculum to be adopted and developed in schools, whether the 2013 curriculum, emergency curriculum or independent curriculum. Schools have prerogative rights regarding the determination. Sekolah Alam applies a project-based learning approach (project-based learning) at every level from Playgroup - kindergarten to high school (Hosna, & Karimah, 2020). For the Playgroup - kindergarten - primary school level project based learning is usually carried out for each theme with the duration of changing the theme once every two months. Meanwhile, at the junior high school level, students have begun to be trained to design learning projects with a wider scope of study, from regional, national to international level exploration.

Natural schools and public schools that implement the independent learning curriculum Facilitating Student Talent Interests, namely the existence of Routine Performance Activities (Friday Assembly for Playgroup - kindergarten - primary school, Pancreas for Middle-high school) is one of the facilitation programs and

developing student talents by giving students the opportunity to choose , train and show their talents in these activities (Kristina, Sari, & Puastuti, 2021). At the junior high school level, every student has the opportunity to explore their talents for three years through Real Life Education (RLE) activities and then hones them with the Self Potential Report Card (RPD) assessment instrument. In addition, the similarity between natural schools and the independent learning curriculum is that according to Kamelia's report, et.al, (2020), it practically seeks to encourage contextual learning, namely learning concepts that help teachers relate the material they teach to students' real-world situations and encourage students to make the relationship between the knowledge possessed and its application in everyday life. Implementation of Project Based Learning is a form of learning in Natural junior school where students are given the opportunity to relate learning outcomes and previous projects to daily life in the nearest environment in groups guided by their respective mentors.

Natural schools are a reference for alternative schools in overcoming educational problems in Indonesia because they have many advantages compared to formal schools in general. Harisdani and Theresia (2020); Asiyah, Yusnar, and Laeli (2019); describes some of the advantages of natural schools as follows: a) Tends to give freedom to children to develop creativity in order to discover the potential of students; b) tend to use the learning concept "learning is fun"; c) the selected teaching staff or teachers tend to have adequate educational insight, are creative, innovative, have noble character, and are able to foster students well.

Observing the phenomena that are happening at this time, it becomes a necessity and necessity for humans to be able to strive to create a sustainable and harmonious life between humans and nature and the environment. This effort can be realized by trying to realize a livable and sustainable ecosystem. One aspect that can support this effort is through education, including education that takes place in schools. The implementation of education has a very broad opportunity to be able to provide awareness for students and the wider community to be able to return to preserving nature and the environment for the sake of sustainable, prosperous life. With the existence of quality human resources and supported by the strength of natural resources, it will produce extraordinary potential in the development and improvement of human life standards both for oneself and for the environment in which to live life. Drucker (Susilowati, 2022) states that the principle of school management is based on targets that place school leaders and stakeholders to jointly formulate the vision, mission and goals of education that are implemented in schools.

Although the curriculum approach between natural schools and public schools is the same at the Education Unit Level Curriculum (KTSP), Natural Schools do not forget the uniqueness that is one of the icons they have, namely nature-based schools. The difference between the Natural School and the School in general is one of them in the curriculum, which has a specificity in the existing curriculum in the Natural School which is based on 4 pillars, namely: 1) SCIENCE Logic Curriculum which can be achieved by Learning with Nature (BBA); 2) Akhlak (morals) curriculum which can be achieved through exemplary, because the Natural School is a Tafid school, so to achieve the moral curriculum it must be through Tafid; 3) Leadership Curriculum which can be achieved through Outbound / Autting or Natural Student School (SASS); and 4) Business Curriculum which includes Learning From Meastro or creating children's aspirations.

Prastowo (2019) explains that school management is where a group of human resources in a school becomes implementers based on a predetermined division of tasks and cooperates with each other to achieve the expected educational goals and school goals. Based on this explanation, it was synthesized that school management is the application of management concepts and functions into the school management process in accordance with the goals to be achieved by the school. This school management is intended to be able to meet the needs of stakeholders, so that all processes and stages starting from planning, organizing, directing, and controlling are intended to be able to adjust to the expectations of the school and stakeholders (Widoyoko, 2017). School management with regard to all components of learning in schools, starting from the curriculum, students, to facilities and infrastructure which are all managed to meet the needs of implementing education in schools.

Hafiz (Asiyah, Yusnar, & Laeli 2019), that natural schools are an alternative to nature-based schools by utilizing nature as a medium to cultivate students' potentials and talents in particular. Mertins (Qibtiah, Retnowati, & Laihad, 2018) believes that nature-based environmental education can create brilliant minds. That's why the four pillars (Figure 1) are a reference in natural schools as a breakthrough from the impasse of the education system that has been running so far that researchers can develop as a quality reference as shown in the following scheme (Figure 2).
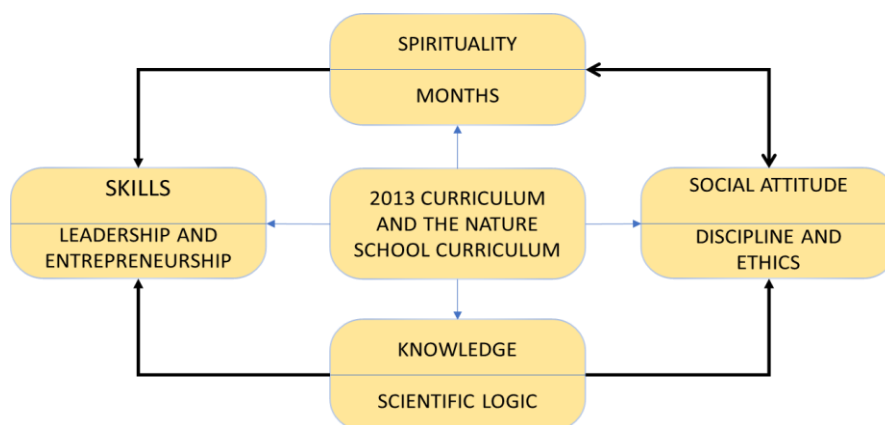
Figure 2. Adjustment of the natural school curriculum with the independent learning concept
(Source: designed by Researchers)

In this scheme it can be explained that the moral aspect is an aspect of spirituality which is defined as a will that is habituated and a trait that is inherent and firmly ingrained in the soul which is seen in the form of outward actions driven by a conscious desire without requiring prior consideration which in turn becomes a habit and the personality of an individual (Rasyad, 2015). Habibah (2015) states that morality is a pattern of behavior that accumulates aspects of belief and obedience which ultimately describe good behavior. Then the logical aspect, refers to the concept of Adisubrata (Harisdani & Theresia, 2020) which is interpreted as saying or saying that shows, places, describes, and proves laws and regulations that will protect and limit individuals so that they do not fall into error. This aspect of student logic refers to efforts to build adjustment abilities as a basis for students' mental health, so that students can recognize themselves and their shortcomings, accept themselves and their shortcomings and see everything objectively. This logical aspect then supports students' social attitudes which are followed by moral and ethical actions. The skill aspect that is the vision of the natural school is Muslim entrepreneurship, in which case human values form the basis for building entrepreneurial skills, whose values are a reflection of spiritual values and logical, social values and the ability to look at each other. thing objectively. The concept of Muslim entrepreneur refers to the formation of entrepreneurs who have the aim to provide and provide benefits for all the forming components in it. The formation of a business is specifically profit-oriented, which means that all forms of activities and activities that occur in the business process must be mutually beneficial, so that the principle of seeking profit for only one party does not apply. On the other hand, business aims to prosper all components involved in it, as well as provide benefits to the environment. So that the purpose of a form of business in the context of a natural school also has social elements, such as generosity, sharing, thoroughness, honesty, and the courage to take a business risk.

This scheme (Figure 2) is in accordance with the functions and objectives of national education as stipulated in Law Number 20 of 2003 Article 3 concerning the National Education System which states that national education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life. National education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country. This means that in natural schools education is not just teaching but is more referred to as the process of transferring knowledge, the process of transferring values and the process of forming one's character with various aspects that include it. Education is also a necessary process in achieving a balance between the individual and society.

Table 2. Competency Achievement Level

Class	Competence	Mention	Advantage
I	Self exploration		Basic Attitude (Religious Values)
II	Nature exploration	The Explorer	
III	Life Exploration		
IV	Understanding and Management of Nature	The Survivor	Critical and Creative
V	Understanding and Self Mastery	The Naturalist	
VI	Attunement – Nature	The Harmonozer	Kontributve
VII	Maturity and Responsibility	The Mature	
VIII	Independent Life and Economy	The Entrepreneur	Solutive
IX	Leadership	The Shepherd	

In connection with this explanation, it is necessary to know the components of lesson planning to facilitate the preparation of lesson plans. In accordance with Permendikbud No. 81 A of 2013 concerning Implementation of the 2013 Curriculum, the learning implementation plan includes: (1) school data, subjects, and class/semester; (2) main material; (3) time allocation; (4) learning objectives, KD and competency achievement indicators; (5) learning materials; learning methods; (6) learning media, tools and resources; (7) learning activity steps; and (8) assessment. Ideally, lesson plans should cover these eight things, but if this is not possible, at least contain the following five components, namely: (i) learning objectives, (ii) learning materials, (iii) learning methods, (iv) learning resources, and (v)) assessment (Wartoyo, 2022; Harisdani & Theresia, 2020).

In carrying out the assessment, appropriate techniques and instruments are needed according to the aspect of ability to be measured. Anizar and Sardin (2022), grouped assessment techniques and instruments based on the aspects measured into three, namely Attitude (Affective) assessment, namely attitude competence can be assessed through observation techniques, self-assessment, peer assessment by students, and journals. The instruments used for observation, self-assessment, and peer assessment are checklists or rating scales accompanied by rubrics, while journal instruments are in the form of teacher notes; second Knowledge (Cognitive) assessment, namely knowledge competence assessment can be carried out through written tests, oral tests, and assignments. The instruments used can be in the form of questions, lists of questions, or homework and/or projects; the third is the assessment of skills (Psychomotor), i.e. the assessment of skills competence can be carried out through performance appraisal, namely an assessment that requires students to demonstrate certain competencies by using practical tests, project assessments, and portfolio assessments.

As we can see in Figure 2, the learning planning components listed in the weekly are learning identities (time, school year, teacher, class, and theme) in the social attitude box. In this aspect, subjects and materials, learning objectives, learning activities (Monday to Friday are equipped with details of the time and uniforms used by students), collaboration programs with parents, notifications or announcements, and signatures from class teachers (associate teachers and coaches).) and school principals. However, planning related to learning evaluation is only mentioned in outline, as shown in Figure 2, namely the box of skills, logic, and social attitudes emphasizing the thematic learning aspects that use a lot of assessment in the process. The learning assessment instruments prepared by the class teacher are also only included in the lesson plan which contains a theme evaluation schedule, midterm exams, or grade promotion exams in it, not in the daily learning schedule.

This is because the preparation of learning evaluations at the time of evaluating themes, midterm exam, and graduation competency exam was corrected by the school principal to check conformity with the 2013 curriculum and the independent learning approach as control towards quality improvement. The implementation of nature-based learning which is carried out in the learning process, is the implementation of learning that combines material about nature into the syllabus for each subject as stated by Hamalik (Ahmad, et., al 2022) that in the curriculum there is a curriculum study approach, one of which is an integrative approach, which also known as an integrated approach, starting from a whole or unit that is meaningful and structured. The integrated curriculum includes teaching units. All subjects or fields of study are inseparable or separate from one another, and there are no barriers to one another.

Meanwhile, Wartoyo (2022), argues that the transformation of education through Merdeka Learning is claimed by the government to have been going well. However, it is considered that the internal evaluation conducted by the government still focuses on quantitative achievements and has not yet evaluated the impact of the program in depth. Anizar and Sardin's (2022) evaluation report, explains that digital education platforms (independence teaching platforms, SIPLah and ARKAS school resource platforms, profile platforms, education report cards, data management, and infrastructure in general are evaluations of various programs carried out to users, such as the head schools, teachers, supervisors, to the education office, and claimed to show good results. The performance of each program is above 80 percent to more than 90 percent. The evaluation results of Syafi'i (2021), that the impact on students stated that students already know the Independent Curriculum ; and students took part in the learning assessment before starting the lesson.In addition, the evaluation results showed that students were enthusiastic about the learning method of the Pancasila Learning Strengthening Project (P5), students were able to express ideas or ideas openly in class, and students more easily followed and understood learning material.

Regarding the implementation of the Independent Curriculum, whether it is evaluation or fact finding. In curriculum evaluation, there should be ethics, namely when curriculum development can be done internally with input from outsiders or reflective. However, when it has been implemented, the ethics are that the evaluation is no longer by the developer or the government because the bias will be very high. An education practitioner, Syafi'i, (2021), stated that the various priority programs offered by the Ministry of Education and Culture in the Freedom of Learning package should be appreciated. However, it seems as if this policy is considered new, even though in fact it already exists in various educational policies, including in the 2013 Curriculum. Meanwhile,

Wartoyo (2022), explains the Merdeka Teaching Platform (PMM) for the development of teacher professionalism, there is room for teachers to share practices with each other. Good. However, is there any validation of this good practice that is running well and of good quality so that what is being shared is tested. According to Anizar and Sardin (2022), so far, practices that have been running are weak in supervision and processes so that various good concepts from the central government have not brought about change. Validation is important to ensure that the process and results are good so that educational change occurs.

For this reason, alternative policies that are more substantively oriented should be considered by the Minister of Education and Culture according to Anizar and Sardin (2022), namely (1) Independent Learning Process Policy, (2) Independent Qualified Tutor Policy, (3) Policy to Increase Funding for Independent Boarding Tutor Education Programs for Schools Elementary and Secondary, and (4) independent learning curriculum policy.

Table 3. Policy Choices and Advantages of the Independent Learning Concept

Alternatif Kebijakan	Keunggulan
Independent Learning Process for Elementary and Secondary Education	Oriented to a quality learning process, using what approach should be developed based on needs and levels student development, taking into account the principles of learning. Oriented to form the character of students who love the motherland, by understanding the nation's history and natural resources around the education unit. Provide opportunities for students to develop optimally by using the facilities in the school environment. Providing opportunities for students to develop their potential, by adhering to graduate qualification standards in accordance with competency standards required by the environment and the world of work.
Independent Qualified Tutors	It is more oriented towards efforts to improve the quality of tutors with various trainings or special education for current tutors. Provide more opportunities for tutors to develop their qualifications and competencies by participating in various trainings conducted by local TTIs. Provide more opportunities for tutors to improve their skills in the teaching and learning process by means of apprenticeships through higher quality nearby schools. Provide more opportunities for tutors to conduct various classroom action research which will increase the tutor's abilities and provide opportunities for tutors to disseminate the results of their classroom action research to colleagues. Providing opportunities for tutors to develop professionally and providing opportunities to become resource persons in tutor competency improvement activities by presenting the results of class actions. Provide opportunities for tutors to write and disseminate nationally or internationally through standardized journals. Provide opportunities for tutors to be active in professional organizations.
Independent Boarding Tutor Education	It is more oriented towards preparing qualified independent tutor candidates in higher education who prepare tutor candidates.
Independent Learning Curriculum	More process and result oriented. Therefore, the primary and secondary education curriculum must be independent both in terms of content and learning resources. But by still messing with the national goals of education.

Referring to the data analysis (Table 3), several statements can be seen as stated by the Board of Experts of the Education and Teacher Association (P2G), Anggi Afriansyah (Anizar and Sardin, 2022), who stated that regarding digitalization of education, it is also necessary to understand the impact of the gap in access to technology, information and communication (ICT) in Indonesia. Don't let digitalization widen the gap in access

to education because it is more profitable for schools, teachers and students who have better digital capital to accelerate government programs. Then the evaluation of various programs is often highly quantitative. It is also necessary to look at how the various contexts of school and teacher capital are, it is not yet clear what the level is like and the impact on stakeholders (stakeholders) in the field of education (Anizar and Sardin, 2022).

Chair of Harmony Educators and Teachers 4.0 Indonesia (Hipper) West Java Ida Rohayani feels sad if trillions of rupiah in education funds are not used efficiently and effectively, especially those that have an impact on the quality of education and teacher welfare. In fact, there are a number of teacher-related programs that burden teachers. There were complaints from the PMM and the Mobilizing Teachers, it turned out that there was coercion from the regional education office. The teachers became focused on doing PMM assignments. There are also activating teachers who must undergo training and network so they leave the classroom. They prioritize this because it will have an impact on other matters determined by the service or school leadership. The government version, hard skills (technical skills) and soft skills (non-technical skills) as well as credits are appreciated as positive things. However, how the program is implemented in various programs (Anizar and Sardin, 2022).

IV. CONCLUSION

The independent of learning policy raises many questions from many educational scientists. The focus on Independent of Learning for Elementary and Secondary Education is only related to four things, namely (1) Changes to National Standard School Exams, (2) National Exams, (3) Learning Implementation Plans, and (4) Zoning Regulations for Admission of New Students. Even though the substance of the independent learning curriculum is able to provide broad opportunities for students to be able to absorb knowledge according to their potential and abilities. This does not occur in the implementation of natural schools that apply the 2013 curriculum which is carried out by integrating thematic curricula and character education curricula which are developed independently by integrating with religious education.

When referring to Indonesia's vision of wanting to produce superior human resources, the focus of attention on independent learning should not be on purely technical instrumental matters, let alone just to meet the needs of employment. But really focus on the quality orientation of primary and secondary school graduates to face future challenges that are full of uncertainty. In order to present independent learning in a quality learning process in non-formal education units, qualified tutors are needed so that the learning process is also of high quality. Meanwhile, natural schools have been focused since the beginning on the formation of excellent human resources which have been specifically stated, namely building the character of Muslim entrepreneurs, with targets for achieving learning outcomes according to the four pillars that are built, namely logic, morals, skills (entrepreneurship) and attitude – social ethical.

Based on the results of the research and discussion, it can be concluded that the application of the 2013 curriculum in natural schools combines the thematic curriculum integrated with religious education which has practically implemented the principles of the teaching and learning process as the concept of independent learning. However, evaluatively, the implication and output processes show that natural schools are better able to apply the principle of independent learning as a quality policy, whereas according to various research reports, public schools are still a formality and do not yet have measurable suggestions.

Based on the analysis of the study and discussion of the application of the natural school education curriculum which absorbs the independent learning program policies, as well as the results of a comprehensive analysis which examines the implementation of independent learning in public schools. So it is suggested that natural school managers maintain the characteristics of teaching and learning programs while at the same time being able to improve the measurable quality assurance system, both in quantity and in quality. It is also suggested that natural schools also optimize the use of appropriate technology that can support ecological-based learning media to increase students' creative abilities. It is also recommended for public schools that are starting to apply the principle of independent learning, and are considered to be still limited to formality and quantity orientation, to prepare human resources, especially education and educational staff to be more prepared to adapt to changes in the system and regulations, it is also suggested that educators are also able to improve their creative abilities by conducting comparative studies to natural schools, schools that apply a thematic curriculum and participating in various educational activities such as seminars and discussions. Public school managers are also advised to start utilizing limited school facilities for ecological-based learning media.

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