

Implementation Of Prototype Curriculum In School

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Abstract

This study aims to describe the prototype curriculum and identify its characteristics of the prototype curriculum. This study used a descriptive approach. The research sample consisted of 31 public and private school teachers in North Sumatra who implemented a prototype curriculum. Questionnaires of (24) items describing the prototype curriculum and (69) items describing the characteristics of the prototype curriculum were used to collect data from research participants. This study achieved the following results. Implementation of the prototype curriculum can improve the essential competencies of students and the formation of the character profile of Pancasila. The most noticeable effect is the development of the Pancasila student profile, while the least is the lack of teachers sharing through school committee forums. There is no statistically significant difference between the perceptions of male and female teachers. There are different perceptions of teachers in public schools and private schools. The results of the study recommend designing and implementing teacher training in terms of 1) optimizing the role of libraries to develop literacy and numeracy competencies, 2) facilitating the context of local school content in learning to facilitate differences in student characteristics, 3) providing motivation to students to learn lifelong, and 4) designing varied learning strategies for the development of essential competencies that can facilitate students according to their characteristics so that students can live tolerantly, cooperate and respect each other and can adapt according to situations and conditions in their environment.

Keywords: prototype curriculum, curriculum implementation and characteristics of prototype curriculum

INTRODUCTION

Implementation of prototype curriculum assists learning recovery and catching up in learning. Another name for the prototype curriculum is the independent curriculum, which is applied in driving schools. However, for academic units that are not part of the driving school, the option is also given to be able to implement a prototype curriculum. The prototype curriculum is one of the curriculum options to be implemented in schools recommended by the Ministry of

Education, Culture, Research, and Technology starting in 2021 in Indonesia. The prototype curriculum aims to restore learning after the COVID-19 pandemic. The prototype curriculum is a continuation of the Emergency curriculum.

The hallmark of the prototype curriculum is the application of project-based learning to support the development of student character to suit the Pancasila student profile. Implementation of the prototype curriculum provides flexibility and independence to provide relevant learning

projects. It can develop student competencies through direct experience, so it is expected to implement a life of tolerance, cooperation, and mutual respect through direct experience. Implementation of the prototype curriculum is likely that students can empower essential competencies from various disciplines to adapt to the situation and environmental conditions. The results of Ni Wayan's research (2017) show that applying project-based learning can increase creativity and learning outcomes (Yulita et al., 2016, Indah and Suhartono, 2021; Christofel and Zusje W. M. Warouw, 2021).

Implementation of the prototype curriculum must be adapted to the right strategy and conditions in the field. To achieve the established system, school management and training management are needed to improve the quality of education (Isamuddin, 2021). Moreover, through project activities, students can learn how to tolerate, cooperate, and care for each other and others, as well as integrate essential competencies from various disciplines according to the curriculum content (Wiwik, 2021).

The characteristics of the prototype curriculum are implementing project-based learning to support character development according to the profile of Pancasila students. Implementation of the prototype curriculum provides students opportunities to complete projects related to curriculum achievements. Curriculum achievements are adjusted to the potential of students. Students learn according to their interests and talents. Learning outcomes are easy to achieve because they have been adapted to the characteristics of students. The results of Primanita's research (2022) show that the prototype curriculum, which is set as the latest curriculum in the world of education, is still in a period of trial and improvement. Prototype curriculum to help maximize learning recovery with the intention that students can master and understand the material presented.

Implementation of the prototype curriculum can provide flexibility for educators to carry out a project-oriented learning process (Nugraheni, 2022). Implementation of the prototype curriculum can build a profile of Pancasila students, and teachers can be more innovative in

planning projects according to the selection of dimensions and characteristics of students. Learning conditions in implementing the prototype curriculum can develop noble morals (Basuki, 2022).

The implementation of the prototype curriculum, according to Primanita (2022), is to improve the quality of learning, improve student learning outcomes, and a restorative the world of education during the Pandemic period and the development of independent learning. Blended learning can facilitate students with different potentials and characteristics. Muhammad (2020) explained that in an independent education system learning, the Blended Learning method is ideal as a learning method that combines the advantages of learning that is carried out face-to-face and virtually. Chandrawaty (2020) suggests that the application of Project-Based Learning (PBL) can improve student mastery of curriculum development and student competence in terms of curriculum development analysis.

According to Muhammad (2021), the application of independent learning in higher education means that students are allowed to take courses in their study program, which are mandatory core courses that will support the fulfillment of learning outcomes and profiles of study program graduates. Furthermore, Dina (2020) explained that implementing the Free Learning policy amid the COVID-19 pandemic was carried out by strengthening the technology-based learning process that schools already had by strengthening web-based learning patterns with asynchronous online learning.

Independent learning includes freedom to think, freedom to innovate, independent and creative learning, and freedom to be happy in the learning process. Therefore, teachers play a very varied role, including independent learning facilitators, innovative and creative teachers, teachers with characteristics as teachers, and driving teachers, so that they can help students be more innovative, creative, and happy in learning activities (Agustinus, 2021). Furthermore, Nofri (2020) explained that the freedom of learning is absolute freedom owned by every learning citizen, and it can be concluded that the independence of learning is currently one of the concrete solutions

to overcome educational problems that are so complete.

Based on the research results of Zhafira et al. (2020), a new learning atmosphere can be created by implementing online learning. Online learning conditions provide opportunities for students to activate creative thinking, improve attitudes and make learning fun (Zhafira et al., 2020; Darmalaksana et al., 2020; Gunawan et al., 2020; Pratiwi, 2020; Syarifudin, 2020). However, for the facilities that do not support online learning, the implementation of online learning still has problems, so the learning outcomes obtained by students are not as expected. Students and teachers use the internet with platforms or application facilities that have never been used and have not been mastered in online learning during the COVID19 pandemic.

However, utilizing various platforms or application facilities can create learning satisfaction for students and teachers. In addition, the online learning atmosphere brings students to feel the addition of new experiences in fun learning (Al-Rahmi, 2015; Arnesti & Hamid, 2015; Khasanah et al., 2020). Furthermore, new learning experiences further facilitate students forming higher-order thinking skills (Kuntarto, 2017; Rahmania, 2020; Firman & Rahayu, 2020; Darmalaksana & Etc., 2020; Syarifudin, 2020).

When implementing online learning, students become more motivated in carrying out learning. This shows a positive influence on the online learning atmosphere to increase students' learning motivation. In addition, learning becomes comfortable and fun for students (Harandi, 2015). Susana, who is fun for students, can empower their potential to be more creative in thinking to increase their self-confidence and learning outcomes (Sholikhah & Andi, 2019). However, for some areas where the internet network is not supported, there are still obstacles to implementing online learning, mainly if it is not supported by the learning media owned by students, especially in rural areas.

The results of Khabib's research (2021) also show that the true nature of learning is to learn independently and free from pressure, as an activity that arises from curiosity from within

oneself. They want to find and solve problems to add knowledge, experience, or change attitudes and behavior. Therefore, the prototype curriculum shifts more to project-based learning. Realizing the effectiveness of teaching teachers and student learning can be done by improving the quality of learning. An alternative that can be done is through training or workshops that aim to enable teachers to manage teaching materials and design learning methodologies so that learning objectives can be achieved effectively and efficiently (Shofiyah, 2018).

The implementation of the prototype curriculum is directed at facilitating students to learn comfortably and creatively through project-based learning to build character, according to the profile of Pancasila students (Faiz & Kurniawaty, 2022). The development of the Pancasila profile begins with students' daily activities, which are directed to implement local culture. The character of the Pancasila profile is needed to be able to adapt to the environment and be able to solve the problems faced. The development of the Pancasila profile is expected to improve the quality of education in the era of technological advances in globalization so that there can be a balance between technological progress and human development in their environment (Novita, 2021). Efforts can be made to improve the quality of learning, one of which is through the implementation of the prototype curriculum (Syafi'I, 2021; Rahayuningsih, 2022; Ainia, 2020; Hasim, 2020). Implementation of the prototype curriculum in which there are co-curricular and extra-curricular activities in which the focus is on character building. The development of the Pancasila student profile can be done through intra-curricular, co-curricular and extra-curricular learning and abilities that are built-in in everyday life and brought to life in each student (Nugraheni, 2022; Rusnaini, 2021).

Students' essential competencies are continuously developed in implementing the prototype curriculum (Hasim et al., 2020; Sherly, 2020; Suntoro, 2020). The development of students' essential competencies refers to the syllabus that has been developed in the education unit. At the same time, the syllabus is developed based on the learning outcomes contained in the curriculum.

Therefore, students can be facilitated to choose subjects according to their interests, talents, and potential so that learning can take place according to their characteristics of students and is fun for them (Asfianti, 2020; Mustaqfiroh, 2020, Marisa, 2021). Furthermore, to facilitate learning by following students' talents, interests, and characteristics, teachers also carry out teacher-sharing activities within the school committee. The school committee is an independent body that accommodates community participation to improve the quality, equity, and efficiency of education management in education units (Effendy, 2021). The school committee acts as a giver of consideration and supporters for improving the quality of education. The school committee fosters relationships with the community and establishes communication and collaboration with educators, parents, and community leaders in developing the quality of school education (Nurhasanah, 2021).

Educators share through school committee forums to facilitate student learning according to talents and interests and local content. Learning experiences or designs that have been compiled from specific academic units can be shared. Other teachers can see it to be able to use or provide input in achieving the expected learning outcomes. Thus, the activities on the school committee support the implementation of the prototype curriculum. Furthermore, the learning process can be adapted to the needs of students (Nasution, 2020; Saleh, 2020; Savitri, 2020). The learning outcomes students must achieve are already a combination of attitude, behavior, and skill competencies (Rendika et al., 2022; Baharuddin, 2021).

The development of students' soft skills can be done through the practice of interacting with other people. In addition, communication between friends is also activated through discussions in solving problems using the project-based learning model (Chandrawaty & Khusniayaty, 2020). By implementing the project-based learning model, students can train to practice critical thinking and analyze to solve problems (Dina & Umiarso, 2020). The practice of communicating and interacting with fellow friends and expressing opinions can form the soft

skills of students to be able to communicate well, work together and adapt so that their emotional intelligence becomes better. In addition, communication activities in finding solutions to problems displayed in the problem-based learning model can foster critical thinking and analysis (Vania & Herlambang, 2020).

Furthermore, it was explained that the soft skills needed in the era of the industrial revolution 4.0 and the challenges of society are good communication, including the ability to express something, write, and practice listening skills. The ability to listen to a talking partner can form the ability to respect the opinions of others and be able to work together. When students can respect the opinions of others and can work together, students become trained to be able to adapt to their environment. Students will be trained to feel comfortable in any situation and pleasant to the people around them (Ivan, 2020).

Literacy competencies are needed in everyday life, such as reading, writing, arithmetic, and solving problems in life. Through literacy and numeracy activities, students are trained to create innovative and creative ideas and ideas for the problems raised in the learning process. The learning process to train students to grow innovative and creative ideas can be done using audio-visual media (Ariyana et al., 2020). Furthermore, online learning provides opportunities for students to develop literacy and numeracy skills in learning activities (Ali, 2020; Adriana, 2020). Literacy and numeracy competencies of students can develop well when supported by class management to develop critical and creative thinking patterns and find solutions to challenging problems to find creative solutions that are comfortable and fun to implement (Vania, 2020). Suppose a literacy and numeracy culture has been formed in the school environment. In that case, it can foster a spirit of curiosity, care, showing empathy, and respect for others, so that the school environment becomes friendly and fun for learning activities.

The effectiveness of online learning is obtained through a learning process that facilitates participants to learn according to the characteristics of their students. The mechanism that can be done is that educators are given broad

opportunities to design their learning. Learning designs designed by educators can be adapted to students' characteristics, interests, and talents (Vania & Herlambang, 2020).

If learning is under the characteristics of students, then in the learning process, students can empower all their potential to achieve the learning outcomes that have been set. Furthermore, when students are comfortable and pleasant in the learning process, the efforts made to achieve learning outcomes are maximized so that achieving predetermined learning outcomes becomes easy (Adriana, 2020). However, the role of principal managerial skills is still needed in the context of implementing quality schools (Wiwik, 2021). In addition, curriculum development is also needed to improve the quality of learning (Shofiyah, 2018).

The Pancasila profile developed in the implementation of the prototype curriculum starts with having a soul and character of faith, fearing God Almighty and having noble character, being independent, willing to work together, having global diversity, reasoning critically, and finally being able to create creative ideas and ideas. Students are said to have a soul and character of faith, fear God Almighty, and have a noble character; when these students can understand the religious teachings and beliefs they hold, can apply their religious understanding in their daily lives, have tolerance for adherents of other religions, so that they can show noble character and adapt well when dealing with humans, and also in the state. Learners can be categorized as having an independent spirit when 1) being able to be responsible for the learning process he does, 2) being responsible for the results he gets through the learning process, 3) preparing supporting facilities in an effort to achieve learning outcomes, 4) being able to take steps about the activities that must be done, 5) understanding about what activities should not be done, 6) can determine the priorities that must be done to achieve the learning outcomes that have been set. Students can be categorized as being able to work together when: 1) can collaborate during group work, 2) care and share well when working in groups, 3) can carry out joint activities to solve problems that must be solved in groups,

4) feel group work becomes easy, light and smoothly resolved. Students can be categorized as having a globally diverse spirit when: 1) have a positive noble culture, 2) have an open mind to other people with different views, and 3) communicate well with others. Students are categorized as having critical reasoning when: 1) can process qualitative and quantitative information objectively, 2) can build relationships between various information, 3) can analyze information, 4) can synthesize information, 5) can evaluate information, and 6) can conclude the information received well. Students can be categorized as having the ability to think creatively when: 1) they can modify and produce something original from what they observe, 2) they can provide ideas and ideas that are useful, meaningful and have a positive impact on the actions they take, and they can provide solutions to problems they and others do well (Nugraheni et al, 2022; Resya et al, 2021 and Rahayuningsih, 2022 and Novita, 2021).

Educator sharing can be carried out at the education unit level through the school committee forum. The school committee collaborates with the community and government to accommodate and analyze and support the aspirations, ideas, demands, and various educational needs proposed by the community to improve the quality of education (Nurhasanah et al., 2021). Through sharing teachers, they can share experiences to apply varied learning methods, as well as strengthen the role of teachers in schools to facilitate students according to their characteristics (Muhammad, 2020; Resya et al., 2021, Agustinus, 2021). Through teacher sharing, it is hoped that it will make it easier for students to achieve learning outcomes which are comprehensive abilities of knowledge, attitudes, skills, and accumulated work experience competencies. The varying conditions of the interests and talents of students can also be discussed in the school committee forum so that educators can discuss and analyze and draw conclusions about programs that must be implemented in schools that can facilitate students according to their interests and talents. In addition, it can also examine local content that must be included in curriculum development at

the education unit level to improve the quality of education and respond to the needs of the world of work (Isamuddin et al., 2021; Rahmania, 2020; Vania, 2020).

Learning Outcomes are the minimum competencies that students must achieve for each subject. Learning outcomes in the prototype curriculum are already a combination of knowledge, attitudes, and skills. Learning outcomes are already the result of the fusion of core and essential competencies. Learning outcomes can be used to determine the qualification framework level, set qualification standards, explain the program that must be carried out, and determine the specifications for the assessment of learning outcomes achieved. Integrated learning outcomes between knowledge, attitudes, and skills can be realized through a learning environment that is attentive, caring for each other, is open, comfortable, and pleasant conditions to express critical, analytical, and creative thoughts (Aiman et al., 2022; Faiz & Ananda, 2022; Khabib, 2021; Resya et al., 2021). Implementation of the prototype curriculum facilitates side participants to adapt to the developed curriculum, planned learning strategies, and learning facilities to increase non-technical abilities, namely soft skills. Students as educational products must have soft and hard skills (Ivan, 2020). Students need soft skill competencies to be able to adapt to their environment. If learning obstacles during Covid-19 in Indonesia can be overcome, then learning can run well to achieve the actual learning objectives (Iriana et al., 2021). However, in the field conditions, it was found that teachers and students still felt obstacles. Barriers experienced by teachers and students, especially internet connection and inadequate equipment. These obstacles have resulted in the success of learning being small and ineffective (Irwan, 2021; Aminullah, 2021). Specifically, this study seeks to answer the following research questions:

1. How is the implementation of the prototype curriculum in schools?
2. What are the characteristics of the prototype curriculum?
3. Is there a statistically significant difference at the level (0.05) of teachers' perceptions of the characteristics of the prototype curriculum at the

implementation stage according to the variables of gender and school status?

Methods

This research relies on a descriptive survey method. To build an instrument that identifies the implementation of a prototype curriculum, the researcher prepared an instrument by referring to previous studies such as Aiman et al. (2022); Aminullah et al. (2021); Adriana et al. (2020); Fines et al. (2022); Dina et al. (2020); Faiz et al. (2022); Irawan et al. (2021); Ivan et al. (2020); Marisa et al. (2021); Muhammad et al. (2021); and shofiyah et al. (2018). As a result, the instrument (24) items have met the validity and reliability requirements and are considered appropriate for this study.

To build an instrument that identifies the characteristics of the prototype curriculum, the researcher reviews the previous educational literature related to the characteristics of the prototype curriculum. For example, in building a scale, the researcher prepares an instrument by referring to previous studies such as Basuki (2022); Chandrawaty and Khusniyati 2020. Effendy Irawan et al (2021); Firman, & Rahayu (2020); Irinna & Hudaidah (2021); Ivan (2020); Novita (2021); Nugraheni et al (2022); Nurhasanah dkk (2021); Muhammad (2020); Nugraheni et al (2022); Primanita et al (2022); Rusnaini et al (2021); Oki Suhartono (2019).

The first section includes general demographic information such as (gender and school status). The final version of the instrument consists of prototype curriculum characteristics consisting of 69 items which are distributed into the domains: 1) the formation of soft skills of students 25-29; 2) development of literacy and numeracy competencies from 30-36; 3) the flexibility of teachers to develop learning designs 37-45; 4) development of student profile dimensions of Pancasila 46-74; 5) implementation of project-based learning 6,13, and 7; 6) development of students' essential competencies 75-77; 7) students can choose subjects according to their interests and talents 78-80; 8) sharing of educators through school committee forums 81-84 and 9) learning outcomes are a unity of knowledge, attitudes, and skills 85-87. The

instrument (69) items have met the validity and reliability requirements and are considered appropriate for this study.

For all questionnaires, a four-point Likert Scale was adopted to correct the study instrument by giving each item one score out of four degrees (often occurs, sometimes occurs, rarely occurs, never occurs) representing the numbers (4, 3, 2, 1). In addition, the scale was adopted to analyze the results: 1.00-2.00 low, 2.01-3.00 moderate, and 3.0-4.00 large.

The population of this study was all (31) male and female teachers in schools who implemented the prototype curriculum in the North Sumatra region of Indonesia for the 2021/2022 school year. Therefore, the research sample consisted of (31) male and female teachers who worked in schools that implemented a prototype curriculum, as shown in table 1.

Table 1. Frequencies and percentages according to the study variables

Variabel	Category	Frequency	Procentage
Gender	Male	14	45
	Female	17	55
School Status	Country	13	42
	Private	18	58
	Total	31	100

Table 1 shows the research variables including gender (male, female) and school status, namely public and private.

Results

The first research question: How is the implementation of the prototype curriculum in schools?

The teacher's response to answer the first research question as extracted is illustrated in the following table.

Table 2. Average and Standard Deviation (SD) Teacher Responses on Implementation of the Prototype Curriculum in Schools

Rank	No			Indicator	Means	SD	Level
1	1	10	14	Recovery from missed learning due to the Covid-19 pandemic	3,75	.775	High
2	6	13	17	Application of project-based learning	3,59	.769	High
3	9	10	13	Renewal of learning in a planned, directed and sustainable way	3,25	.899	High
4	16	23	24	Development of student competence through hands-on experience	2,95	.891	Medium
5	2	7	14	Development of behavior and basic skills of learners	3,87	.847	Medium
6	4	18	21	Learning is designed to be simpler and more flexible.	2,77	.967	Medium
7	12	20	22	Demonstrate essential competencies from various disciplines	2,65	.895	Medium
8	5	8	9	Prepare students to face challenges according to the demands of life changes	2,31	.966	Medium

The results of the study prove that the average teacher's response to the implementation of the prototype curriculum ranges from (3.75-2.31). Occupying the highest order (3.75) is the implementation of the prototype curriculum for recovery from missed learning due to the Covid-19 pandemic while preparing students to face challenges according to the demands of life changes is in last place (2.31).

The second research question: What are the characteristics of the prototype curriculum?

To answer this second question, as evidenced by the study results, nine domains of the characteristic of the prototype curriculum are extracted, which is illustrated in the following nine domains.

Domain 1: Formation of Student Soft Skills

The teacher's response to the domain of students' soft skills formation as extracted is illustrated in table 3 below.

Table 3. Formation of Student Soft Skills

Rank	No	Indicator	Means	SD	Level
1	25	Emotional development for social success.	3.00	.937	High
2	28	Adapt to the environment	3.00	.899	High
3	27	Assignment with cross-interest	2.95	.731	Medium
4	26	Collaborate for problem solving learning materials.	2.90	.722	Medium
5	29	Respect other people's different opinions	2.90	.983	Medium

The study's results prove that the average teacher's response to the domain of students' soft skills formation ranges from (3.00-2.90). Occupying the highest order (3.00) is emotional development for successful socializing while respecting other people's different opinions is in last place (2.90).

Domain 2: Literacy and Numeracy Competency Development

The teacher's responses to the domain of literacy and numeracy competence formation as extracted are illustrated in the following table 4.

Table 4. Literacy and Numeracy Competency Development

Rank	No	Domain	Means	SD	Level
1	33	Read 10 minutes before the learning process	3.10	.878	High
2	30	Optimize library role.	3.00	.937	High
3	34	Make writing.	3.00	.759	High
4	35	Creating a reading community.	2.67	.846	Medium
5	36	Improve numeracy skills through games.	2.67	.740	Medium
6	32	Communicating a variety of numbers and mathematical symbols to solve practical problems in real life contexts;	2.65	.975	Medium
7	31	Analyze information in various forms such as graphs, tables, charts to make decisions.	2.57	.914	Medium

The study's results prove that the average teacher's responses to the domain of literacy and numeracy competence formation ranged from (3.10-2.57). Occupying the highest order (3.10) is Reading 10 minutes before the learning process while analyzing information in various forms

such as graphs, tables, and charts to make decisions in the last order (2.57).

Domain 3: Teacher Flexibility to Develop Learning Design

As extracted, the teacher's responses to the domain of teacher flexibility to develop learning designs are illustrated in the following table 5.

Table 5. Teacher Flexibility to Develop Learning Design

Rank	No	Indicator	Means	SD	Level
1	39	Teacher flexibility in designing learning	3.19	.740	High
2	38	Student-centered learning	3.10	.759	High
3	37	Facilitating school context and local content	2.95	.731	Medium
4	40	Facilitating student talent	2.90	.722	Medium
5	41	Facilitate student interest	2.90	.983	Medium
6	42	Facilitating student potential	2.57	.914	Medium
7	44	Teacher flexibility in designing learning	2.52	.804	Medium
8	45	Student-centered learning	2.43	.966	Medium
9	44	Facilitating student learning styles	2.43	.966	Medium

The study's results prove that the average teacher's response to the characteristics of the prototype curriculum for the domain of teacher flexibility in developing learning designs ranges from (3.19-2.43). Occupying the highest order (3.19) is the teacher's flexibility in designing learning while facilitating student learning styles is in the last place (2.43).

Domain 4: Development of Pancasila Student Profile Dimensions

As extracted, the teacher's responses to the domain of the development of the Pancasila profile dimensions are illustrated in the following table 6.

Table 6. Development of Pancasila Student Profile Dimensions

Rank	No	Criteria	Indicator	Means	SD	Level
1	50	Have faith, fear God Almighty and have a noble character	Understanding religious teachings and beliefs	3.29	.774	High
2	51		Applying his religious understanding in his daily life	3.24	.821	High
3	46		Have tolerance for followers of other religions.	3.19	.740	High
4	49		Adapts well when dealing with other people	2.70	.759	Medium
5	46		Have tolerance for followers of other religions	2.67	.846	Medium
6	47		Adapts well when dealing with other people	2.67	.740	Medium

Rank	No	Criteria	Indicator	Means	SD	Level
1	53	Independent	Responsible for the learning process he does	3.10	.878	High
2	54		Responsible for the results obtained from the learning process	3.00	.937	High
3	57		Prepare facilities to achieve learning outcomes	3.00	.759	High
4	56		Carry out the activities that must be done	2.43	.966	Medium
5	52		Do not do prohibited activities	2.43	.966	Medium
6	55		Lifelong learning	2.33	.721	Medium
1	59	Working together	Collaborate during group work,	2.24	.821	High
2	58		Care and share well when working in the group,	3.19	.740	High
3	61		Carry out joint activities to solve problems that must be solved in groups,	2.90	.983	Medium
4	60		Feel the group work becomes easy, light and smoothly completed.	2.86	.899	Medium
1	62	Global Diversity	Not picky friends at school	3.29	.774	High
2	64		Be open minded to others with different views	2.70	.759	Medium
3	63		Communicate well with others	2.67	.846	Medium
1	67	Critical Reasoning	Process qualitative information objectively	3.00	.937	High
2	65		Process quantitative information objectively	3.00	.759	High
3	66		Build linkages between various information	3.71	.891	Medium
4	68		Analyze information	2.70	.759	Medium
5	69		Synthesize information	2.52	.804	Medium
6	71		Evaluating information	2.43	.966	Medium
7	70		Summarize the information it receives properly	2.43	.966	Medium
1	72	Creative thinking	Modify and produce something original from what he observed	3.00	.759	High
2	73		Provide solutions to the problems they face	2.4 3	.966	Medium
3	74		Providing solutions to other people's problems	2.43	.966	Medium

The study's results prove that the domain of the development of the Pancasila profile dimension consists of 6 criteria. The average teacher's response to the environment of the development of the Pancasila profile dimension ranged from (3.29-2.43). Occupying the highest order (3.29) is understanding the religious teachings they adhere to and not being picky about friends at school while carrying out activities that students must do

and providing solutions to the problems they face and other people are in last place (2.43).

Domain 5: Implementation of Project-Based Learning

The teacher's response to the domain of project-based learning implementation as extracted is illustrated in table 7 below.

Table 7. Implementation of Project-Based Learning

Rank	No	Indicator	Means	SD	Level
1	6	Student orientation on problems.	3.00	.759	High
2	17	Analyze and evaluate the problem solving process.	2.86	.847	Medium
3	13	Guiding individual and group investigations of students.	2.47	.967	Medium

The study's results prove that the average teacher's response to the domain of implementing project-based learning ranges from (3.00-2.47). Occupying the highest order (3.00) is student orientation to problems, while guiding individual and group investigations are last (2.47).

Domain 6: Development of Students' Basic Competencies

As extracted, the teacher's response to the domain of developing students' essential competencies is illustrated in the following table 8.

Table 8. Development of Students' Basic Competencies

Rank	No	Indicator	Means	SD	Level
1	76	The development of basic competencies in the syllabus refers to the curriculum	3.00	.759	High
2	77	Basic competencies are distributed to learning outcomes	2.95	.731	Medium
3	75	Learning strategies to realize basic competencies	2.43	.966	Medium

The study's results prove that the average teacher's response to developing students' essential competencies ranges from (3.00-2.43). Occupying the highest order (3.00) is developing critical competencies in the syllabus referring to the curriculum, while learning strategies to realize essential competencies are in the last order (2.43).

Domain 7: Students Choose Subjects According to Their Interests and Talents

As extracted, the teacher's response to the domain of students choosing subjects according to their interests and talents is illustrated in the following table 9.

Table 9. Students Choose Subjects According to Their Interests and Talents

Rank	No	Indicator	Means	SD	Level
1	78	Learning materials according to the interests and talents of students	33.00	.759	HHigh
2	79	Students learn comfortably and happily	22.52	.804	Medium
3	80	Empowering the potential of students to the maximum	22.43	.966	Medium

The study results prove that the average teacher's response to the domain of students can choose subjects according to their interests and talents, ranging from (3.00-2.43). Occupying the highest order (3.00) is learning material according to the interests and skills of students while empowering the potential of students to the fullest is in the last order (2.43).

Domain 8: Educators Share Through School Committee Forums

The responses of educators/teachers for sharing domains through school committee forums as extracted are illustrated in the following table 10.

Table 10. Educators Share Through School Committee Forums

Rank	No	Indicator	Means	SD	Level
1	83	Learning is discussed in the school committee forum	2.60	.970	Medium
2	84	Learning responds to local school content	2.52	.914	Medium
3	81	Teachers share to increase potential student empowerment education in schools	2.43	.966	Medium
4	82	Teachers share to improve the quality of	2.43	.966	Medium

The study's results prove that the average teacher's responses to the sharing domain through committee forums ranged between (2.60-2.43). Occupying the highest order (2.60) is discussed at the school committee forum, while teachers' share to improve the quality of education in schools is in the last place (2.43).

Domain 9: Learning Outcomes Are Unity of Knowledge, Attitudes and Skills

The teacher's response to the learning outcomes domain is a unity of knowledge, attitudes and skills as extracted as illustrated in table 11 below.

Table 11. Learning Outcomes are Units of Knowledge, Attitudes and Skills

Rank	No	Indicator	Means	SD	Level
1	85	Knowledge	3.24	.831	High
2	86	Attitude	2.43	.966	Medium
3	87	Skills	2.43	.966	Medium

The study's results prove that the average teacher's response to the domain of learning outcomes is a unity of knowledge, attitudes, and skills between (3.24-2.43). Occupying the highest order (3.24) is a matter of knowledge, while the skills problem is in the last order (2.43).

The third research question: is there a statistically significant difference in the level (0.05) of teachers' perceptions of the characteristics of the prototype curriculum at the implementation stage in the field, according to the variables of gender and school status? The teacher's response was to

explore the characteristics of the prototype curriculum at the implementation stage, according to gender and school status. To prove the statistical difference, the average was calculated, and a t-test was used, as extracted, illustrated in the following table.

Table 12. Mean, Standard Deviation and T-Test Results for the effect of teacher responses on the characteristics of the prototype curriculum at the implementation stage, according to gender and school status

Variabel	Category	f	%	Means	SD	t	df	t _{table}
Gender	Male	14	45	3,07	.878	1.236	29	2.045
	Female	17	55	2.96	.967			
School Status	Country	13	42	3,43	.721	2.080	29	2.045
	Private	18	58	2.35	.966			

Table 12 proves that there is no statistically significant difference ($\alpha = 0.05$) for teachers' perceptions based on gender about the characteristics of the prototype curriculum at the implementation stage. However, there is a statistically significant difference ($\alpha = 0.05$) for teacher perceptions based on school status regarding the characteristics of the prototype curriculum at the implementation stage in the field.

Discussion

The purpose of the first research is to find out how to implement the prototype curriculum in schools. The results of the first statement indicate that the initial step prepared for the recovery of learning caused by Covid-19 to educate the nation is to launch a prototype curriculum. The prototype curriculum is developed continuously, and the renewal is carried out in a planned, directed manner to implement project-based learning. Implementation of the prototype curriculum is more straightforward and more flexible, more focused on essential material, and makes students more active. The study's results recommend considering implementing necessary competencies from various disciplines so that they can prepare students to face challenges according to the changing demands of life.

The second research objective is to determine the characteristics of the prototype curriculum implemented in schools. The results of the second statement indicate that the teacher's first step is trying to form students' soft skills. This is done through project-based learning through direct experience of students working individually and in groups. To be able to work on project-based learning, the teacher first trains and develops students' literacy and numeracy competencies. After that, teachers are free to design learning that can facilitate the diversity of student characteristics to establish the profile of Pancasila students. Implementation of the prototype curriculum provides flexibility and independence to provide relevant learning projects. It can develop student competencies through direct experience so that it is expected to implement a tolerant life, cooperate and respect each other, and so on through direct experience. The study results recommend considering the application of project-based learning, empowering the essential competencies possessed by students from various disciplines, and being able to adapt to situations and environmental conditions. In addition, project-based learning is conditioned to build soft skills. Soft skills in question are non-technical development related to emotional development.

Emotional development in question is the ability and skills to collaborate and respect other students and can adapt to all their living environments. Through the development of soft skills, students are accustomed to adapting to the environment and can be accepted by the environment wherever they are. If students' soft skills have been formed, they can live tolerantly, cooperate and respect each other, and adapt according to the situation and conditions in their environment. In addition, it is necessary to consider enabling teachers to share in the school committee forum.

Another recommendation for the characteristics of the prototype curriculum is to consider a school committee forum to share information with educators in their environment. The School Committee provides considerations in determining and implementing related education policies: school policies and programs; School Income and Expenditure Budget Plan/Work Plan and School Budget; School performance criteria; criteria for educational facilities in schools. The school committee cooperates with the community and the government to accommodate and analyze and support the aspirations, ideas, demands, and various educational needs put forward by the community in an effort to improve the quality of education. Through sharing teachers, they can share experiences to apply varied learning methods, as well as strengthen the role of teachers in schools, so that they can facilitate students according to their characteristics. Sharing educators can be carried out at the education unit level through school committee forums. The school committee is an independent, non-hierarchical and non-profit institution formed based on democratic deliberation by education stakeholders at the education unit level to embrace and accommodate and try to unite the vision and mission of the educational components contained in the community in order to improve the quality of education. Through teacher sharing, it is hoped that it will make it easier for students to achieve learning outcomes which are comprehensive abilities of knowledge, attitudes, skills, and accumulated work experience competencies. The varying conditions of students' intentions and talents can also be discussed in school committee forums, so that educators can discuss and analyze and draw

conclusions about programs that must be implemented in schools that can facilitate students according to their interests and talents. The school committee forum is a means for educators to share with each other to improve the competence of graduate students.

The third research objective was to determine whether there was a statistically significant difference at the level (0.05) of teachers' perceptions of the characteristics of the prototype curriculum at the implementation stage according to the variables of gender and school status. The result of the statement shows no statistically significant difference ($\alpha = 0.05$) for teachers' perceptions based on gender about the characteristics of the prototype curriculum at the implementation stage. However, there is a statistically significant difference ($\alpha = 0.05$) for teacher perceptions based on school status regarding the characteristics of the prototype curriculum at the implementation stage in the field. The first difference in the teacher's perception between public and private schools is in developing literacy and literacy competencies, especially in optimizing the library's role. This happens because several schools do not yet have complete library facilities to develop student's literacy and numeracy competencies. The second difference is the flexibility of teachers to design learning, especially in terms of facilitating the context of local school content in terms of the different characteristics of students and the facilities provided by the school. The third difference is the development of the profile of Pancasila students, especially in the section on independent criteria for lifelong learning.

Regarding lifelong learning, students from public schools are more enthusiastic than students from private schools. This is also because students from these public schools, when entering public schools, have also gone through a selection so that the quality of students from public schools is better than private schools. The fourth difference is the development of student competencies regarding learning strategies to realize students' essential competencies. The results of the study recommend considering:

- (1) Optimizing the role of libraries to develop literacy and numeracy competencies.

- (2) Facilitating local school content's context in learning facilitates differences in student characteristics.
- (3) Motivating students for lifelong learning.
- (4) Designing varied learning strategies to facilitate students according to their characteristics to achieve essential competencies from various disciplines.

Conclusion

The results showed that the characteristics of the prototype curriculum implementation were:

1. The formation of students' soft skills.
2. The development of literacy and numeracy competencies.
3. The application of project-based learning.
4. The flexibility of teachers to develop learning designs.
5. The development of the dimensions of the Pancasila student profile.
6. The development of students' essential competencies refers to learning outcomes.
7. Students can choose subjects according to their interests and talents.
8. Educators share through school committee forums.
9. Learning outcomes are a unity of knowledge, attitudes, and skills.

Recommendations

The analysis of the research results recommends designing and implementing teacher training in terms of:

1. Optimizing the role of libraries to develop literacy and numeracy competencies.
2. Facilitating local school content's context in learning enables differences in student characteristics.
3. Motivating students to learn throughout life.
4. Designing varied learning strategies for developing essential competencies that can facilitate students according to their characteristics so that students can live tolerantly, cooperate and respect each other, and adapt according to situations and conditions in their environment.

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