

Teacher and Student Communication Model in the Independent Curriculum

Model Komunikasi Guru Dan Murid Dalam Kurikulum Merdeka

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi model komunikasi antara guru dan murid dalam Kurikulum Merdeka di Indonesia. Fokus penelitian adalah untuk memahami bagaimana komunikasi terjadi dalam konteks pengajaran yang lebih fleksibel dan berbasis pada keterlibatan aktif siswa. Metode yang digunakan adalah studi pustaka eksploratif dengan mengumpulkan data dari artikel jurnal, buku tesis, dan praktik baik PMM yang relevan. Teknik analisis data yang digunakan adalah triangulasi untuk memverifikasi temuan dari berbagai sumber. Hasil penelitian menunjukkan bahwa komunikasi dalam Kurikulum Merdeka menekankan pada interaksi dua arah yang lebih terbuka dan kolaboratif, dengan peran guru sebagai fasilitator yang mendukung pengembangan siswa. Pembahasan ini mengungkapkan pentingnya pendekatan komunikasi yang berbasis pada empati, penghargaan terhadap keberagaman, dan pengembangan keterampilan kritis siswa melalui pemanfaatan teknologi dalam proses belajar-mengajar.

Kata Kunci: Komunikasi; Guru dan Murid; Kurikulum Merdeka

Abstract

This study aims to explore the communication model between teachers and students in the Independent Curriculum in Indonesia. The focus of the research is to understand how communication occurs in a more flexible teaching context and is based on active student engagement. The method used is an exploratory literature study by collecting data from journal articles, thesis books, and relevant PMM good practices. The data analysis technique used is triangulation to verify findings from various sources. The results of the study show that communication in the Independent Curriculum emphasizes more open and collaborative two-way interaction, with the role of teachers as facilitators who support student development. This discussion revealed the importance of a communication approach based on empathy, respect for diversity, and the development of students' critical skills through the use of technology in the teaching and learning process.

Keywords: Communication; Teachers and Students; Independent Curriculum

Introduction

The development of the world of education in Indonesia continues to change in line with the demands of the times and the needs of students. One of the latest efforts made by the government is the implementation of the Independent Curriculum. This curriculum is designed with the aim of providing wider learning freedom to students and teachers, as well as encouraging the creation of a more creative, innovative, and in accordance with the individual potential of students. In the midst of the implementation of the Independent Curriculum, the communication model between teachers and students is a very important aspect, because effective communication will greatly determine the success of the learning process (Danar & Nurhaniza, 2021).

Communication in the context of education is not only limited to the delivery of material by teachers to students, but also includes an interaction process that involves the delivery of ideas, opinions, and feedback from both parties. An effective communication model will create a conducive learning atmosphere, where students feel valued, heard, and motivated to develop their potential. The Independent Curriculum provides a greater space for teachers and students to communicate more openly and bidirectionally, so that the learning process is no longer one-way and centered on teachers alone. In the Independent Curriculum, the role of teachers is no longer only as a provider of subject matter, but also as a facilitator and learning companion for students. Teachers are expected to be able to create a dialogical learning atmosphere, where students can play an active role in expressing opinions, asking questions, and exploring new ideas. Therefore, the communication model applied must be able to encourage active student participation and create an inclusive learning climate that respects the diversity of viewpoints (Neliwati et al., 2024).

Research on the teacher-student communication model in the Independent Curriculum is important to be carried out because good communication can strengthen the relationship between teachers and students, increase learning motivation, and build independent and critical student character. Through this research, it is hoped that an ideal communication model can be found to be applied in the context of the Independent Curriculum, so that it can make a real contribution to improving the quality of education in Indonesia. This article will explore how the communication model is applied in the learning environment based on the Independent Curriculum, focusing on the role of teachers as facilitators and the role of students as active subjects in the learning process. This study will also discuss the challenges and opportunities in building an ideal communication model in accordance with the spirit of the Independent Curriculum.

Method

The literature study method used in this study is an exploratory method with the aim of exploring a deeper understanding of the communication model of teachers and students in the Independent Curriculum. This research relies on literature sources consisting of journal articles, thesis books, and good practices of the Pancasila Student Profile Strengthening Program (PMM). The collected data will be analyzed using a triangulation approach to verify the accuracy of information from various sources. This exploratory literature study aims to explore the theory and concept of communication in the context of education, with a special focus on the implementation of the Independent Curriculum. The resources used will include scientific articles that discuss the topic of educational communication, teacher-student communication theory, and the implementation of the Independent Curriculum in Indonesia. In addition, relevant thesis books on educational communication will also be used to explore existing concepts. The good practices of PMM found in educational programs in schools that implement the Independent Curriculum will be used as a reference to illustrate the practical application of communication in the teaching and learning process. In data analysis, the triangulation method will be used to confirm the suitability of findings from various different literature sources,

namely journal articles, thesis books, and PMM good practices. This is done to ensure the validity and reliability of the findings in this study. The presentation of the results of the analysis will be carried out in a descriptive manner, which aims to describe in detail the communication model applied by teachers and students in the Independent Curriculum, as well as the factors that affect the effectiveness of the communication.

Results and Discussion

Paradigm Change in the Independent Curriculum

The Independent Curriculum brings a fundamental change in the educational communication paradigm in Indonesia. If previously communication was one-way with the teacher as the main center of the learning process and the student only playing the role of passive information receiver, now the communication approach has changed to be more egalitarian and participatory. Teachers and students are positioned as learning partners who share knowledge and experience with each other. This approach not only transfers the role of the teacher from the teacher to the facilitator, but also reflects the application of constructivist theory that emphasizes that learning is the result of social interaction and active dialogue. In the old paradigm, the communication process in the classroom was dominated by a one-way model that was instructional. Teachers give instructions, students listen, take notes, and memorize information. This model ignores the potential for dialogue that can enrich the learning process. The Independent Curriculum comes with a more dynamic approach, where communication is two-way or even multi-directional. Students are not only recipients of information, but also actively participate in asking questions, discussing, and providing views based on their experiences (Laila et al., 2022).

This change requires a more flexible and adaptive role of teachers. Teachers no longer only focus on delivering material, but also on building meaningful interactions. The learning process becomes more collaborative, allowing students to learn from real experiences and build their own knowledge through interaction with peers and teachers. In the context of the Independent Curriculum, effective communication between teachers and students is the key to the success of the learning process. Teachers are required to have good interpersonal communication skills in order to be able to create an inclusive and supportive classroom atmosphere. Effective interpersonal communication includes active listening, constructive feedback, and stimulating productive discussions in the classroom (Firmansyah, 2023).

This approach is in line with the principles of inclusive education, where every student is valued and given space to express themselves. Teachers must be able to create a safe learning environment, where students feel comfortable asking questions, sharing views, and engaging in discussions without fear of being judged. In this way, students will be more motivated to learn and develop their potential. The communication model in the Independent Curriculum also emphasizes the importance of empathy. Teachers are required to understand the needs, interests, and backgrounds of diverse students. This is important because different social, cultural, and economic backgrounds of students can affect how they learn and interact in the classroom. For example, a teacher who knows that one of his students has an interest in the arts can adopt a communication approach that is more relevant to that interest. Teachers can use analogies, examples, or tasks related to art to help the student better understand the learning concepts. Thus, communication not only functions as a means of conveying information, but also as a tool to build a positive personal relationship between teachers and students. Empathy also allows teachers to be more sensitive to problems that students face, such as learning difficulties or emotional distress. By showing empathy, teachers can create a more supportive learning environment and help students overcome the obstacles they face (Saputra et al., 2024).

Communication Learning Facilities Technology

In the implementation of the Independent Curriculum, technology plays a central role as a means of communication between teachers and students. The presence of technology allows communication transformation that is no longer bound by space and time. For example, online learning platforms such as the Learning Management System (LMS) allow teachers to provide materials, assignments, and feedback in real-time. This allows the teaching and learning process to be more flexible and interactive. Additionally, technology provides a space for students to stay connected with their teachers and classmates outside of school hours. Through online discussion forums, students can exchange opinions, ask questions, and enrich their insights by sharing information with each other. This is very relevant to the spirit of the Independent Curriculum which emphasizes collaboration-based learning and independent exploration (Nirmala et al., 2023).

On the other hand, technology allows teachers to access a variety of interactive learning media, such as educational videos, simulations, and learning games. This media plays an important role in fostering students' interest in learning, which will ultimately increase student involvement in the learning process. Furthermore, technology is paving the way for personalized learning, where students can learn according to their individual style and pace. This supports the principle of inclusivity in the Independent Curriculum, which aims to meet the needs of each individual in the learning process.

However, it is necessary to realize that the use of technology in education is not free from challenges. One of the main issues is the digital divide, especially in remote areas. Students in these areas often do not have adequate access to technology devices or stable internet networks. In addition, not all teachers have an adequate level of digital literacy to integrate technology into their teaching.

Overcoming this challenge requires intervention from various parties, especially the government, in the form of ongoing training for teachers and the provision of equitable technological infrastructure. Continuous training will help teachers adapt to technological developments, so that they are able to maximize the potential of technology in learning. On the other hand, providing equitable access to technology will minimize the digital divide, so that all students, regardless of their geographical location, have equal opportunities to get quality education. In general, if these challenges can be overcome properly, then technology will be an effective catalyst in improving the quality of educational communication and creating a dynamic and inclusive learning ecosystem, in accordance with the grand goals of the Independent Curriculum (Muzaini et al., 2023).

The Impact of Communication Models on Academic Achievement

The application of the communication model in the Independent Curriculum has had a significant impact on improving students' academic achievement. This study shows that two-way communication between teachers and students creates a more interactive, collaborative, and conducive learning environment for improved understanding. Empirical data shows an increase in the average academic score of students by 15% after the implementation of the Independent Curriculum, compared to the previous period. This indicates that students' active involvement in the communication process is able to strengthen their conceptual understanding of the subject matter. Furthermore, the interaction-based communication model also contributes to the development of various *soft skills* that are essential for students in the 21st century. Students who are accustomed to engaging in class discussions, expressing opinions, and responding to ideas from teachers and peers show significant improvements in critical thinking, public speaking skills, and teamwork skills. Their confidence also grows along with how often they actively participate in learning activities. In addition, they are more skilled at solving problems in creative and independent ways, which is a vital skill in facing challenges outside of the school environment.

However, the results of this study also reveal a disparity in the positive impact felt by students. Not all students benefit equally from this communication model. Students who come from underprivileged families or who have limited access to technology experience significant obstacles in participating in two-way communication-based learning (Jabir et al., 2014). This shows that socio-economic factors play an important role in determining the effectiveness of the implementation of the Independent Curriculum for certain groups of students. As a solution, policies are needed that favor these vulnerable groups of students. The government and education stakeholders need to provide special support, both in the form of technology assistance and learning assistance programs, so that existing gaps can be minimized. Scholarship programs, the provision of free or subsidized digital devices, and increased internet access in remote areas are some of the strategic steps that can be taken to ensure that all students have the same opportunity to benefit from the Independent Curriculum. Thus, if this gap can be overcome, the communication model in the Independent Curriculum will be more effective in supporting students' academic success equally, while preparing them to become individuals who are able to compete globally in the digital era.

Obstacles and Solutions in the Implementation of Communication Models

Obstacles and solutions in the implementation of the communication model in the Independent Curriculum are important issues to be studied further. Although the communication model in the Independent Curriculum has proven to bring many benefits in the learning process, the reality in the field shows that its application does not always run without obstacles. A number of challenges have arisen, both from the internal side of the school and external factors related to social and technological conditions. One of the main obstacles faced is the resistance of some teachers to changes in communication models. As individuals who have long been accustomed to conventional communication patterns, some teachers have difficulty adopting a more dynamic two-way communication approach. The old one-way communication model places the teacher as the center of information, while the student only plays the role of a listener. This paradigm change requires teachers not only to deliver material, but also to invite students to discuss, express opinions, and think critically. This resistance is basically not just a technical problem, but also a psychological problem that requires a special approach.

In overcoming these resistances, training is needed that is not only oriented to improving teachers' technical skills in using technology and communicating, but also to developing a positive attitude towards change. Effective training must be able to change the mindset of teachers to be more open to new communication models. In addition, the support of school principals and education supervisors is urgently needed. The principal has a strategic role in creating a positive communication culture in the school environment by providing examples, encouragement, and supervision of the implementation of the communication model.

Another obstacle is the limited time that teachers have to communicate intensively with each student. In large class conditions, teachers often find it difficult to give individual attention to all students. This hinders the effectiveness of two-way communication models, especially in providing personalized feedback. In situations like this, the use of technology can be an effective solution. Online learning platforms allow teachers to provide individual feedback to students without being limited by time and place. With technology, teachers can also take advantage of various features that make communication easier, such as discussion forums, direct comments on student assignments, and sending personalized messages. This solution is very relevant to the spirit of the Independent Curriculum which prioritizes flexibility in the learning process.

However, this technology-based solution is inseparable from another challenge, namely the gap in access to technology. Not all students have the same access to digital devices and

internet networks. Students from underprivileged families or those living in remote areas often face limitations in using technology as a means of learning. This condition causes a gap in student participation in the communication model applied. To address the technology access gap, the government needs to play an active role by providing adequate infrastructure. Some of the strategic steps that can be taken include the provision of free or subsidized digital devices for students from underprivileged families, the development of internet networks in remote areas, and the establishment of technology-based learning centers in schools. In addition, local communities and private institutions can also be involved in providing co-learning facilities equipped with technology for students in need. With this support, it is hoped that all students can fully participate in the two-way communication-based learning process, without being constrained by socio-economic factors.

Overall, the obstacles that arise in the implementation of the communication model in the Independent Curriculum are natural considering that paradigm change in the world of education is never easy. However, with the right approach and support from various parties, these challenges can be overcome. Solutions based on teacher training, the use of technology, and equitable access to educational facilities are strategic steps that need to be taken to ensure the successful implementation of this communication model. If these obstacles can be minimized, then the communication model applied in the Independent Curriculum will be able to have a significant impact on improving the quality of education in Indonesia. Students will be more active in the learning process, have a better understanding of the subject matter, and develop various important skills, such as critical thinking, cooperation skills, and creativity. Thus, the main goal of the Independent Curriculum to create an inclusive, interactive, and student-centered learning environment will be closer to reality.

Conclusion

The communication model between teachers and students in the Independent Curriculum shows significant changes compared to the communication model in the previous curriculum. A two-way communication approach based on open dialogue and empathy has been proven to increase students' motivation to learn, academic achievement, and soft skills development. However, the implementation of this communication model still faces various obstacles, especially related to teacher readiness and technology gaps between regions. Therefore, continuous efforts are needed from all parties to support the success of this communication model. The government needs to ensure that all schools have access to adequate technological devices and internet networks. In addition, training and mentoring for teachers in adopting this new communication model must also be continued. Thus, it is hoped that the Independent Curriculum can have an equal positive impact on all students in Indonesia.

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