



## Analysis of the Readiness of Driving School Teachers in Implementing the Independent Curriculum at the PAUD Level in Situbondo Regency

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### ABSTRACT

This research analyzes PAUD teachers in Situbondo as driving school teachers in adopting and implementing the Independent Curriculum. The results of this research provide an in-depth understanding of how teachers understand the curriculum concept, the school's efforts to integrate it, management based on the Independent Curriculum. This research used qualitative methods using in-depth interviews and observations of 41 teachers from various kindergartens in Situbondo, including Nurul Anshor Islamic Kindergarten, DWP 1 Besuki Kindergarten, DWP 1 Asembagus Kindergarten, Kartika IV-71 Kindergarten, Nurul Huda Kindergarten, DWP 1 Jatibanteng Kindergarten, and Hasyim Asy'ari Kindergarten. The research results show that the majority of PAUD teachers in Situbondo have a basic understanding of the Merdeka Curriculum, although there are variations in their level of understanding. This emphasizes the need for additional training to ensure teachers can implement it effectively. Kindergarten schools in Situbondo have demonstrated a strong commitment to integrating the Merdeka Curriculum into children's learning experiences. Collaboration between teachers and school staff is a key factor in school operational management. School management has also adopted the principles of the Independent Curriculum in school management and development. Overall, these findings contribute to important insights into the role of PAUD teachers as drivers in creating an educational environment in accordance with the principles of the Independent Curriculum. All the results of this research can serve as guidance for related parties in efforts to improve the quality of PAUD in Situbondo.

**Keywords:** Early Childhood, Independent Curriculum, Mobilizing Teachers

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## INTRODUCTION

Early Childhood Education (PAUD) has an important role in forming the foundation for children's development, both cognitively, emotionally, socially and morally. In an effort to improve the quality of PAUD education in Indonesia, the Indonesian Government has introduced various policies, including the implementation of the Independent Curriculum (Nasution, 2021). The Independent Curriculum is an effort to provide flexibility for educational units in designing curricula according to the needs and

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characteristics of children in various regions. In the context of the independent curriculum, the role of driving school teachers in PAUD becomes very important because they act as agents of change in implementing this curriculum well (Retnaningsih & Khairiyah, 2022). The role of driving school teachers in Early Childhood Education (PAUD) is very important because they act as the main agents in the development of children at an early age (Jannati dkk., 2023). At an early age, children are in a critical phase of forming various aspects of their development. PAUD teachers have an important role in providing the right stimulus and a supportive environment for children's optimal development. Additionally, they help children understand the basics of early learning, such as language, mathematics, social skills, and motor skills, thereby preparing them to continue formal education with a strong foundation. PAUD teachers also support positive parenting and involve parents in children's development, guide social skills, identify special needs, create a safe learning environment, and carry out monitoring and evaluation necessary for children's development (Hastuti & Utomo, 2022). Overall, the role of the driving school teacher in PAUD is key in forming the foundation of children's education in the early years and providing valuable support to families (Sulastra Marissa Chitra, 2022).

Situbondo Regency, as one of the regions in Indonesia, has various challenges and potential in providing PAUD education. In an effort to improve the quality of PAUD education in Situbondo Regency, it is necessary to analyze the readiness of driving school teachers in implementing the Independent Curriculum (Fiqih dkk., 2023; Hermansyah dkk., 2023; Pamuji & Limei, 2023). This teacher readiness includes their understanding of concepts, paradigm changes in education, as well as skills in designing and implementing a curriculum that suits the characteristics of children in Situbondo Regency. This statement underlines the importance of teacher readiness in the educational context in Situbondo Regency, which includes several important aspects. Teacher readiness includes their in-depth understanding of basic educational concepts. This includes their knowledge of educational theories, effective teaching strategies, as well as an understanding of how children learn. Teachers who understand these concepts can be more effective in planning relevant and efficient instruction. No less important is also the need to pay attention to paradigm changes in education. This statement emphasizes that teachers must be ready to adopt a paradigm shift in education. These changes may be related to new developments in education, technology, or new approaches to teaching (Anwar, 2018). Teachers who are ready to adapt to these changes will be better able to provide education that is appropriate to current developments and students' needs. Teachers must have strong skills in designing a curriculum that suits the characteristics of children in Situbondo Regency. This includes the ability to identify relevant learning objectives, select appropriate teaching methods, and evaluate their teaching effectiveness (Wahyuni & Azizah, 2020). Teachers who are able to design an appropriate curriculum will be better able to meet the needs of their students. Not only designing an appropriate curriculum, teachers must also have the skills to implement the curriculum in the classroom (Siswanto dkk., 2019). This includes the ability to teach effectively, communicate with students, and manage time and resources efficiently (Nur Tanfidiyah & Ferdian Utama, 2019).

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Teaching effectively involves implementing a variety of teaching strategies that have been proven successful in facilitating students' understanding and learning (Rochanah, 2021). Teachers need to have a good understanding of the material being taught, have the ability to organize the material logically, and adapt teaching methods according to students' needs and level of understanding (Apriyanti, 2017). Research in educational psychology and teaching methods can provide scientific guidance on how to teach effectively. Communication is key in the teaching process. Teachers must have the ability to communicate clearly and effectively. This includes the ability to explain concepts, answer questions, listen well, and facilitate discussions in class (Rizal Masdul & Masdul, 2018). Communication theory and social psychology can provide scientific insight into how communication can influence learning. Managing time and resources is an important aspect of running the curriculum efficiently. Teachers must plan the lesson schedule, determine the time allocation for each topic, and ensure that all planned material can be covered in the time available. Resource management also includes the wise use of teaching tools, technology and teaching materials (Al Maarif dkk., 2023; Fadiyah dkk., 2023; Ranal dkk., 2023). Classroom management and time management theories can be used as scientific guides. Apart from that, teaching effectiveness can also be assessed through assessing student learning outcomes. Teachers need to have the skills to gauge student understanding, provide constructive feedback, and modify teaching methods if necessary based on evaluation results. Evaluation and measurement methods in education are scientific areas that support the learning process.

Overall, implementing a curriculum well requires a combination of pedagogical, communication, management and evaluation skills supported by scientific knowledge and practical experience. Teachers who are competent in these aspects can provide effective and valuable learning experiences for their students (Mustari, 2022). Each region or area has its own characteristics of children. Teachers must understand the special characteristics of children in Situbondo Regency, including their cultural, social and economic backgrounds. This knowledge will help teachers adapt their teaching approaches so that they are more relevant and effective in local contexts. By having readiness that covers all these aspects, teachers will be able to provide better education to their students, promote effective learning, and help develop the potential of children in Situbondo Regency to the maximum according to their needs and characteristics (Fathia dkk., 2022; Liam dkk., 2023; Saskia dkk., 2023). Analysis of previous research studies can help identify a number of themes and aspects that need to be considered in the research conducted. The following are several analyzes related to the role of PAUD teachers in driving schools as researched by Upik Elok Endang Rasmani, et al. Previous research consistently highlights the important role of driving school teachers in PAUD. They are not only teachers but also agents of change who have a huge impact on children's development. These teachers are responsible for the stimulus, learning environment, initial skills and upbringing of children. This analysis recognizes that early childhood education teachers are a key factor in creating optimal learning experiences (Elok dkk., 2023).

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The academic question that arises in this research is how to analyze the readiness of PAUD teachers in Situbondo to become driving teachers in implementing the independent curriculum. This research aims to gain a deeper understanding of the readiness of driving school teachers in implementing the Independent Curriculum at the PAUD level in Situbondo Regency (Amrina dkk., 2022; Maryati dkk., 2022; Saputra dkk., 2022). It is hoped that the results of this research can provide valuable input for related parties, such as the Education Department, educational institutions, and PAUD teachers themselves, in an effort to improve the quality of PAUD education in Situbondo Regency. Through this analysis, it is hoped that various factors can be identified that influence the readiness of mobilizing school teachers. With a better understanding of teacher readiness, concrete steps can be taken to improve the quality of PAUD education in Situbondo Regency, as well as encourage the realization of education that is more inclusive, relevant and responsive to the needs of children in the Situbondo area. Thus, it is hoped that this research can make a positive contribution in efforts to improve the quality of PAUD education in Situbondo Regency, as well as become reference material for further research in the context of early childhood education in Indonesia.

## **RESEARCH METHODOLOGY**

This section will discuss the research design, implementation steps, as well as data collection and analysis techniques used in research to analyze the readiness of driving school teachers in implementing the Independent Curriculum at the PAUD level in Situbondo Regency. This research uses a qualitative approach (Ahyar dkk., 2020). This approach was chosen because the aim of the research was to understand and explain in depth the readiness of teachers in implementing the Independent Curriculum. A qualitative approach allows researchers to explore teachers' understanding and perceptions, as well as the factors that influence their readiness. The population of this study were all driving school teachers at the PAUD level in Situbondo Regency. The research sample was selected purposively by considering the representation of various PAUD schools in the district. The sample consisted of Nurul Anshor Islamic Kindergarten, DWP 1 Besuki Kindergarten, DWP 1 Asembagus Kindergarten, Kartika IV-71 Kindergarten, Nurul Huda Kindergarten, DWP 1 Jatibanteng Kindergarten, and Hasyim Asy'ari Kindergarten. The total number of teachers who were research subjects was 41 people. Interviews were conducted with teachers who were research subjects (Holly dkk., 2023; Levan's dkk., 2022; Nicholas dkk., 2023). The interviews focused on teachers' understanding and perceptions regarding the Independent Curriculum, their readiness to implement it, as well as the obstacles or challenges they faced in the process. Interviews were conducted in a semi-structured manner to provide space for teachers to explain their views in more depth (J.R. Raco, 2010). Additional data collection involves documentation of teaching materials used by teachers and notes on learning progress in class. This additional data will provide a more complete context about the implementation of the Merdeka Curriculum in learning practice. Data obtained from observations and interviews will be analyzed qualitatively (Fitria dkk., 2023; Mustika dkk., 2023; Niswatin dkk., 2023). Data

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analysis involves grouping, coding, and identifying patterns of findings. The results of this analysis will be used to answer research questions related to teacher readiness in implementing the Independent Curriculum. In addition to primary data, this research will also refer to literature studies related to the Independent Curriculum and relevant educational theories. The literature review will be used to provide a conceptual framework that supports the data analysis as well as enriching the understanding of the issues that appear in the research conducted. This methodology will be the basis for collecting and analyzing data and answering the research questions asked.

## **RESULT AND DISCUSSION**

### **Driving school teacher**

Mobilization School is a term that is usually used in the context of education in Indonesia. This is one of the initiatives of the Indonesian Ministry of Education and Culture (Kemendikbud) to improve the quality of education in schools throughout the country. In providing a more complete and theoretical explanation of the concept of 'Driver School,' let us discuss several important points starting with the meaning of education. Education is an important aspect in the development of a country. In Indonesia, attention to the quality of education continues to be the focus in efforts to improve quality human resources. Driving Schools is part of the government's efforts to encourage innovation and improve the quality of education. The Driving School concept is based on the idea that certain schools can function as agents of change and innovation within the education system. They are expected to be able to create better educational practices which can then be adopted by other schools.

Mobilization Schools have several key characteristics such as strong leadership. Principals and educational staff must have a high commitment to changing and improving education in their schools. There is innovation in learning, they try innovative and effective learning approaches that can be adopted by other schools. Community involvement, school Mobilizers also involve local communities in the learning process to create greater support (Halim dkk., 2023; Mudinillah dkk., 2023; Wardana dkk., 2023). The last characteristic is being able to collaborate with external parties. They collaborate with external institutions such as universities, companies, and non-governmental organizations to support learning. The Driving School concept is an approach in the field of education that can be understood through various theoretical approaches, including organizational change theory, social approaches in education, and collaborative learning. The Driving School concept reflects ideas from organizational change theory in education. This theory focuses on how educational organizations, such as schools, can adopt changes in their practices to improve the quality of education. In the context of Driving Schools, schools have a proactive role in identifying, testing, and implementing educational innovations that can bring positive changes in student learning outcomes. This involves strong leadership, adaptability, and a school culture that supports change. The Driving School concept also reflects the application of a social approach in education. This means schools not only focus on teaching in the classroom, but also involve the community and

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collaborate with various parties, such as parents, local stakeholders and community organizations. In this approach the school becomes a center that is open and integrated with its environment. They strive to understand and meet the social, economic and cultural needs of their communities, so that the education provided becomes more relevant and has a greater impact on student development (Mansyur, 2022).

Mobilizing Schools encourages collaborative learning, which is an approach in which teachers and students work together to create a more effective learning environment. It combines educational elements that motivate students to be active in the learning process and develop social skills as well as academic skills. In the context of the Driving School, teachers are not only teachers, but also learning facilitators who support students in taking an active role in determining learning goals, exploring material, and collaborating with fellow students. In this way, learning becomes more meaningful and relevant for students. Overall, the Driving School concept combines these elements to create an educational environment that is dynamic, change-oriented, open to the community, and encourages collaborative learning. This approach aims to improve the quality of education and student learning outcomes by involving various theories and practices in the field of education. We can understand the concepts and theories of the driving school above from the goals of the driving school itself.

The main goal of the Driving School is to improve the quality of education. One of the main objectives of the Driving School is to improve the quality of education in the school concerned. This includes improving the quality of teaching, student learning outcomes and effective school management. Mobilization School strives to create a learning environment that is more productive and supports student development. Then another goal is to become a model or example for other schools in implementing the best educational practices. By demonstrating success in improving the quality of education, this school inspires other schools to adopt the same or similar strategies in an effort to improve the quality of their education. Inspire innovation in education and generate positive change in the education system. Driving Schools encourage innovation in education by trying new approaches, the latest technology and effective teaching methods (Faiz & Faridah, 2022). When these schools achieve success in implementing innovation, this can inspire teachers, principals, and other stakeholders to look for new ways to improve education. As well as focusing on internal improvement, Mobilizing Schools also aims to bring about positive change in the education system as a whole. They can act as advocates for educational policy change, share research results and best practices with authorities, and contribute to curriculum updates or learning strategies at national or regional levels. With these goals, the Driving School strives to be an agent of change in the world of education. They not only focus on improving the quality of education in their own schools but also seek to influence larger changes in the education system as a whole. Through a collaborative approach, research and practical experience, Mobilization Schools have the potential to shape the future of education.

Implementing the Driving School concept is not always easy. There are challenges such as limited resources, resistance to change, and administrative issues that need to be

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overcome. One of the main challenges in implementing the Driving School concept is limited resources. Schools may have limitations in terms of budget, facilities, and personnel. To become an effective Driving School, there needs to be investment in teacher training, curriculum development, and improving school infrastructure. In situations of limited resources, careful planning and allocation of resources is required. Changes in education are often met with resistance from several parties. Teachers, students, parents, and school staff may not always be ready to adopt change, especially if it involves new methods or practices. Overcoming resistance to change requires effective communication, active involvement of all parties, and support in dealing with uncertainty that may arise as a result of change. However, with strong commitment from all relevant parties, many schools in Indonesia have achieved success in becoming Driving Schools. Thus, the Driving School can be said to be an important concept in efforts to improve the quality of education in Indonesia, which is based on modern educational principles and various theoretical approaches in education. Through this initiative, it is hoped that education in Indonesia can continue to develop and provide greater benefits to society.

### **Independent Curriculum at PAUD Level**

At the Early Childhood Education (PAUD) level, the Merdeka Curriculum is a curriculum approach that aims to provide freedom, flexibility and emphasis on holistic development of individual children's potential. The Merdeka Curriculum at the PAUD level emphasizes learning experiences that are fun, interactive and child-centered, with the main aim of creating an educational environment that supports children's optimal development. The Merdeka Curriculum at the PAUD level is based on a deep understanding of the stages of child development. It includes theories such as Jean Piaget's theory of cognitive development and Erik Erikson's theory of psychosocial development. Jean Piaget's Theory of Cognitive Development is an important basis for understanding children's intellectual development. Jean Piaget, a Swiss psychologist, is well known for his contributions to exploring the understanding of how children process information and develop their understanding of the world around them. This theory is divided into four main stages of development. First, the Sensorimotor stage (0-2 years), where children learn through the senses and physical actions, which helps them develop an understanding of object permanence and sensory-motor coordination. The next stage is the Preoperational stage (2-7 years), where children begin to use language and symbols. However, their thinking tends to be egocentric and often illogical. Then, the Concrete Operational stage (7-11 years) is the stage where logical thinking abilities develop, and children begin to understand abstract concepts such as conservation and causality. Finally, the Formal Operational stage (12 years and above) is the stage where children can think abstractly and develop a more complex moral and ethical understanding. In the context of Early Childhood Education (PAUD), understanding this theory is very important. The curriculum and teaching approach in PAUD needs to be adapted to the child's stage of cognitive development. Activities that are suitable for preoperational age children will be different from concrete operational age children. By understanding the stages of

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development, teachers can design appropriate learning experiences and support optimal cognitive development in PAUD children (Lestarinigrum, 2022).

Erik Erikson's Theory of Psychosocial Development is a framework that explores the emotional and social development of individuals across their life span. Erik Erikson, a famous psychologist, emphasized how important these aspects are in shaping a person's personality and identity. In this theory, there are eight stages of psychosocial development that cover the entire human life cycle, but certain stages are especially relevant for Early Childhood Education (PAUD). The first relevant stage is the Trust vs. Trust Stage. Distrust (0-2 years). At this stage, children learn to trust other people and their environment. This emphasizes the importance of an early relationship with a loving and reliable parent or caregiver, so that the child feels safe and confident. Then, the Autonomy vs. Autonomy Stage Shyness (2-4 years) is an important focus in the PAUD context. At this stage, children begin to develop autonomy and self-control in daily activities. They need to be given the opportunity to carry out independent tasks in a supportive environment, so that they feel capable and confident in tackling small tasks. Next, the Initiative vs. Guilt (4-6 years) is relevant as children begin to take initiative in their activities. However, it is important for them to feel that their efforts and initiatives are appreciated and accepted, without feeling guilty. The environment in PAUD must provide positive support and acceptance of children's exploration and initiative (Rochanah, 2021). By understanding the stages above, caregivers and teachers in PAUD can create an environment that supports healthy psychosocial development in children. This involves providing trust, providing opportunities for autonomy, and responding to children's initiatives in a positive and supportive way. The application of the above theories in PAUD helps teachers and caregivers understand child development better, design appropriate learning experiences, and create an environment that supports children's holistic development (Dabis, 2019).

An understanding of child development helps teachers to plan learning experiences that suit the child's level of development. The principle of independent curriculum in PAUD is child-centered education. Education must be child-centered, meaning that teachers must understand the interests, needs, and potential of each child, as well as provide relevant and interesting learning experiences for them. This approach aims to encourage children to be active in their own learning. Merdeka Curriculum prioritizes experience-based learning. Children are invited to learn through playing, exploring, interacting with the environment, and doing creative activities. This helps children develop their social, emotional, physical, and cognitive skills naturally. The Merdeka Curriculum gives flexibility to the teacher to adapt the learning plan to the needs and interests of the children in the class. This allows children to develop their special interests, and also gives teachers the freedom to create a diverse and dynamic learning environment. In the Merdeka Curriculum, evaluation does not only focus on measuring the child's academic knowledge, but also on the understanding of the child's development as a whole. Teachers use formative evaluations to monitor children's progress, provide feedback, and adapt learning experiences as needed. Merdeka Curriculum encourages collaboration

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between teachers, children, and parents. Parents are invited to participate in the educational process of their children and provide input about their children's needs outside of school. In addition to academic development, the Merdeka Curriculum also emphasizes the development of the values of independence, independence, and social responsibility. This aims to create young people who are aware of their rights and obligations in society. The Merdeka curriculum at the early childhood education level aims to create children who have a strong, creative, and independent development foundation. This approach combines child development theory with child-centered educational practices to maximize the child's potential in the early stages of development.

### **Readiness of Driving School Teachers in Implementing the Independent Curriculum at the PAUD Level**

Based on the data that has been obtained, several data and theoretical analyzes were carried out regarding readiness to become driving teachers to implement the independent curriculum at PAUD in Situbondo, thus obtaining the following results. The results of data analysis show that the readiness of teachers at PAUD schools in Situbondo in facing and implementing the Independent Curriculum is very diverse. Most teachers have understood the basic concepts of the Merdeka Curriculum, but there are variations in their level of understanding. As stated by several teachers from Kindergarten DPW 1 Besuki.

*'Emphasizes the importance of developing student character, especially in the context of the All Day Without Mom program'*

Then the Jatibanteng DPW 1 Kindergarten also gave positive results in implementing the independent curriculum in PAUD, they stated that:

*'The aim of the school is to create students who are healthy, intelligent, cheerful, creative and independent.'*

Some teachers may still need more training and support in internalizing the Merdeka Curriculum approach and how to adapt it to the PAUD environment. However, the majority of teachers have demonstrated a commitment to learning and improving their understanding of the independent curriculum. Regarding school management, the majority of teachers and school staff have collaborated well in managing various aspects of school operations.

The data analyzed reflects the school's positive efforts in implementing the Independent Curriculum. The school has taken strategic steps to ensure that this curriculum is well integrated into the learning experience of PAUD children. This includes preparing learning plans that are appropriate to the developmental characteristics of PAUD children, developing teaching materials that are relevant and interesting for children, as well as implementing an experience-based approach to learning. Although there are several challenges faced, such as expanding resources and additional training, the school has demonstrated a strong commitment to continuing to improve the implementation of the Merdeka Curriculum.

The schools in this study focused heavily on developing student character as an integral part of the Merdeka Curriculum. Data shows that the school has identified students' individual characteristics and is looking for appropriate solutions to support their

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character development. This includes programs specifically designed to promote values such as independence, a sense of responsibility, collaboration, and empathy among students. In addition, the school has been active in communicating with parents to strengthen cooperation in shaping children's character inside and outside school. School management in school management and development has become an important part in the successful implementation of the Independent Curriculum. The school has prepared documents such as KOSP, school vision and mission, and school development plans based on the principles of the Independent Curriculum. This reflects the school's commitment to ensuring that the entire school community is involved in achieving broader educational goals and improving the quality of PAUD education. The data and analysis that have been carried out show that the PAUD schools studied have made real efforts to face the challenges and opportunities in implementing the Independent Curriculum. Although there are still several areas that need improvement, such as teachers' deeper understanding of the curriculum and children's learning experiences, the school has demonstrated a strong commitment to creating a learning environment that adheres to the principles of the Merdeka Curriculum. This is a positive step in supporting the holistic development of PAUD children.

Based on data analysis that has been carried out on PAUD teachers in Situbondo in the context of readiness to become driving teachers in implementing the Independent Curriculum, there are a number of important findings. Most teachers understand the basic concepts of the Independent Curriculum, but their understanding varies. Some teachers have demonstrated awareness of the importance of student character development, especially in the context of the 'All Day Without Mom' program, which is an integral part of the approach. Apart from that, the research results also show the school's positive efforts in implementing the Independent Curriculum. The school has taken strategic steps in ensuring the integration of this curriculum into the children's learning experience at PAUD. There is a strong commitment from teachers and school staff to collaborate in managing aspects of school operations, although challenges such as additional resources and training still need to be overcome. The school also focuses heavily on developing student character, by identifying individual student characteristics and designing programs that support the development of values such as independence, responsibility, collaboration and empathy. Active communication with parents is also an integral part in shaping children's character inside and outside school. Lastly, school management in school management and development has followed the principles of the Independent Curriculum, such as the preparation of documents such as KOSP, school vision and mission, and school development plans. Thus, this data and analysis indicates that PAUD schools in Situbondo have tried hard to face the challenges and opportunities in adopting the Independent Curriculum. Although there are still several areas that need improvement, these steps are positive steps in supporting the holistic development of PAUD children in the Situbondo area.

## **CONCLUSION**

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In this research, we summarize the findings regarding the readiness of driving school teachers at PAUD in Situbondo in implementing the Merdeka Curriculum from several kindergartens within it. The main findings of this research include teacher understanding, school efforts, Independent Curriculum-based management, as well as the challenges and opportunities faced. The research results show that PAUD teachers in Situbondo's understanding of the Independent Curriculum varies. Most teachers understand the basic concepts, but their levels of understanding vary. Therefore, further training and support is needed so that all teachers can implement this curriculum effectively. PAUD schools in Situbondo have shown positive efforts in implementing the Independent Curriculum. They have taken strategic steps to integrate this curriculum into the learning experience of PAUD children. Collaboration between teachers and school staff also goes well in managing operational aspects of the school. School management in Situbondo has followed the Independent Curriculum principles in school management and development. Documents such as KOSP, school vision and mission, and school development plans have been prepared in accordance with these principles, demonstrating the school's commitment to achieving broader educational goals. Challenges faced include expanding resources and additional training for teachers. However, this challenge also opens up opportunities to improve the implementation of the Independent Curriculum in PAUD schools. It is hoped that the results of this research can make a positive contribution to the development of PAUD education in Situbondo and can become the basis for further improvements in the implementation of the Independent Curriculum at the PAUD level. Although there is still room for improvement, the steps that have been taken by PAUD schools in Situbondo are positive steps in supporting the holistic development of PAUD children in the area. This research also provides important insights into the role of PAUD teachers as drivers in creating an educational environment that is in accordance with the principles of the Independent Curriculum. It is hoped that all of these findings can serve as a guide for related parties in their continuous efforts to improve the quality of PAUD children's education.

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