The Effect of The Implementation of The Independent Curriculum on The Motivation and Learning Outcomes of Pancasila Education in High School Students In Bantaeng Regency

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Abstract. Improving the motivation and learning outcomes of Pancasila Education is a significant problem in research that is very important to improve. This study aims to determine how implementing the independent curriculum affects the motivation and learning outcomes of Pancasila Education in high school students in Bantaeng Regency. Mixed research methods will be used in this study. The mixed method is a research method that combines elements of quantitative and qualitative approaches in a single study. The Mixed Method research method is an approach that integrates quantitative and qualitative research simultaneously in one study to produce more comprehensive, valid, reliable, and objective data. The qualitative data collection techniques of the research include observation, interviews, and documentation. Meanwhile, the quantitative data collection technique uses a Google form questionnaire sent to teachers and students. This research is carried out through several stages, namely preparation, implementation, completion, and preparation of reports. The result of this study is that implementing the independent curriculum effectively affects the motivation and learning outcomes of Pancasila Education in high school students in Bantaeng Regency. The independent curriculum is designed to prioritize the development of students' character and skills. The involvement and activeness of students in learning, as well as the curriculum approach used, emphasizes contextual learning and free and independent learning, which will affect the increase in motivation and impact the learning outcomes of Pancasila Education.

Keywords: Independent curriculum; Learning motivation; Learning Outcomes; Pancasila Education

INTRODUCTION

Education is a basic human need, just like human needs, namely clothing, food, board, and health, that must be met. Education is a continuous process and will never stop at any time.

In general, education is the foundation for culture and civilization. Education gives the ability to think critically (Nursalam & Suardi, 2022a), analyze, and make decisions. In addition, education aims to shape individual character to create quality human resources (Alpian et al., 2019). Character formation is an integral part of education that must be formed at all levels of education, both at the elementary school level (Suardi, 2022); (Kanji et al., 2020); (Suardi et al., 2023); (Nursalam & Suardi, 2022a); (Muhajir et al., 2023); (Suardi, 2023d), at the junior high school level (Suardi et al., 2018); (Suardi et al., 2019); (Faturrachman et al., 2024), to Higher Education (Suardi, Nursalam, et al., 2020); (Suardi. et al., 2023); (Rahmat et al., 2021); (Suardi, Nursalam, et al., 2022); (Nur et al., 2021).

For educational institutions to progress and develop, it is essential to have the ability to innovate and collaborate (Nursalam &

Suardi, 2024); (Suardi, Agustang, et al., 2020). These capabilities are necessary for institutions to be far behind (Zulaiha et al., 2020); educational institutions must be able to align the education system with the progress of the times. To achieve this, it is necessary to update the curriculum by developing the times and technology in the era of the Industrial Revolution 4.0 (Suardi, 2023c).

Updating the educational curriculum is necessary to improve school learning quality (Suardi, 2022). The curriculum is a structured educational plan managed by schools and educational institutions that is not only centered on teaching and learning activities but aims to foster character and improve the quality of life of students in the community (Zulaiha et al., 2020) So that character strengthening requires internal and external support (Kanji et al., 2020), Requires habituation (Suardi & Muhajir, 2022); (Suardi, Yusnita, et al., 2022) and requires character building evaluation in order to know the results carried out (Kanji et al., 2019). The curriculum is not only limited to the fields of study and learning activities but also covers all aspects that affect the development and formation of students' character. This is done so that the goal is achieved in the desired learning and can improve the quality of education.

Freedom symbolizes freedom and non-attachment, so freedom of learning can give students the flexibility to learn according to their interests, talents, and abilities to develop in line with their desires. The concept of independent learning is similar to the humanistic approach, which sees students as subjects of learning who thrive thanks to their internal potential and willingness to achieve the desired learning outcomes (Panginan & Susianti, 2022).

Nadiem Makarim is a figure who spearheaded the change of the curriculum to the Independent Learning Curriculum at the Ministry of Education and Culture. The focus of the independent learning curriculum is on student independence, which means students are given the flexibility to gain knowledge from various sources of knowledge, both from formal and non-formal education. This curriculum allows students to learn without limitations on the teaching and learning process both outside and inside the school and emphasizes creativity for students and teachers (Oktaviani et al., 2023).

The independent learning curriculum is a learning design that allows students to learn in a relaxed, comfortable, happy way, without pressure, to display their natural talents (Rahayu et al., 2022).

Learning motivation is a mental aspect that is intellectual and affects enthusiasm and joy in learning. Students with high motivation tend to be more active in learning activities. The term "motivation" comes from the Latin word *"movere,"* which means to move, and also comes from the word "motive," which means the drive to achieve a specific goal.

Referring to the 2013 curriculum, the *student-centered learning* approach is used in the field of education, as well as the independent curriculum. Student-centered learning produces deep learning and improves student quality because it gives students the flexibility and opportunity to explore their knowledge independently. According to Karsen (Satriaman et al., 2018), Students are allowed to actively involve themselves through this SCL method in learning activities, develop critical reasoning skills, and analyze and solve problems independently. This *student-centered learning* is different from *teacher-centered learning,* which emphasizes the delivery of knowledge from teachers to students who tend to be passive. The student-centered learning method invites students to actively participate in the learning process, such as answering and formulating questions, discussing, and getting explanations in class. This approach encourages students to collaborate on problem-solving and project completion (Satriaman et al., 2018).

According to Brown (Satriaman et al., 2018),, one of the factors causing the decline in the quality of education in Indonesia is the tendency of teachers to apply a teacher-centered learning approach. The teacher's focus is good enough for some teaching and learning situations. However, this paradigm is no longer relevant when dealing with the condition of students with various kinds of characters.

Previous study tests that discussed the implementation of the independent curriculum on student motivation and learning outcomes have been carried out by previous researchers, including those based on the latest findings. The first study (Sari et al., 2022), entitled "The Relationship between Increasing Student Learning Motivation and the Implementation of the Independent Learning Curriculum Class X at SMA 1 IX Koto Sungai Lasi," found a solid relationship between the implementation of the independent learning curriculum and the increase in student learning motivation. This second study is also in line with the research conducted (Oktaviani et al., 2023) entitled "The Effect of the Implementation of the Independent Curriculum on Social Sciences Learning Outcomes Reviewed from the Comparison of the 2013 Curriculum" found that the implementation of the independent learning curriculum had a significant effect on social studies learning outcomes in Cipocok Jaya 1, Serang City. The third research (Hidayati et al., 2022), entitled "The Effect of the Implementation of the Independent Learning Curriculum on the Motivation of Class X Students at SMAN 1 Payung Sekaki," found that there was an influence of the Independent Learning Curriculum on the learning motivation of class X students at SMAN 1 Payung Sekaki. However, it was temporary because this curriculum had just been implemented. The fourth study conducted by (Indriani et al., 2023), entitled

"Implementation of the Independent Learning Curriculum in the Formation of Student Discipline Character in Elementary Schools," found that the policies used in the independent curriculum in schools aim to ensure that students have access to adequate facilities for innovative learning. In addition, some systems require the application of strict and skilled quality monitoring and evaluation principles. Through a learning process carried out gradually or continuously in the independent learning curriculum, the character of students' discipline can be improved and changed by fulfilling the knowledge development tasks given. Therefore, learning activities can be carried out actively and effectively. The fifth study conducted by (Chaniago et al., 2022), entitled "Analysis of the Implementation of the Independent Learning Curriculum on the Learning Outcomes of Class X Students in Geography Subjects at MAN I Koto Baru" found that the results are not precise because the independent curriculum at MAN 1 Koto Baru is still in its early stages and is still in the process. On the other hand, it focuses more on application and application in learning than just the material. Intracurricular Learning, Extracurricular and Pancasila Student Profile Strengthening Project (P5) (Suardi et al., 2023); (Suardi, 2024); (Muhajir et al., 2023); (Suardi, 2023d); (Nursalam & Suardi, 2022b); (Suardi, 2023b).

Based on the description above, many things attract the author's attention. Therefore,

the author desires to conduct research entitled "The Influence of the Implementation of the Independent Curriculum on the Motivation and Learning Outcomes of Pancasila Education in High School Students in Bantaeng Regency."

RESEARCH METHODS

This study uses *mixed methods.* In the book (Sina, 2024), Creswell stated that *Mixed Methods* combine elements of qualitative and quantitative research methods in one research study. Creswell (Hendrayadi et al., 2023) This method is often known as multimethods (using various methods) or *convergence* (combining two methods into one). *The mixed methods* research method is an approach that integrates qualitative and quantitative research simultaneously in one research to produce more complete, authentic, scientific, and .

The location of the research was carried out in Bantaeng Regency, which is in South Sulawesi Province. In Bantaeng Regency, four schools have implemented the Independent Curriculum: 1) SMAN 1 Bantaeng is located on Jl. TA. Gani No.23, Bonto Atu, District. Bissappu, Bantaeng Regency, South Sulawesi 92414; 2) SMAN 2 Bantaeng is located on Jl. St. Hasanuddin No.8, Bonto Atu, Bissappu District, Bantaeng Regency, South Sulawesi.3) SMAN 3 Bantaeng is located on Jl. Poros Bantaeng-Bulukumba, Tanetea. Pajukukang District, Bantaeng Regency, South Sulawesi Province; and 4) SMAN 4 Bantaeng is located on Jl. Elang No. 52,

Bantaeng District, Bantaeng Regency, South Sulawesi.

The subjects of this research include school principals, Pancasila Education teachers, and students. Qualitative data collection techniques include observation, interviews, and documentation, while quantitative data is collected through *Google Forms* questionnaires. The research is carried out through several stages: preparation, implementation, completion, and report-making.

Data analysis techniques in research mixed methods. Namely, quantitative data analysis uses quantitative descriptive and data analysis techniques. Meanwhile, qualitative data analysis was carried out directly at the research site using the analysis model from Miles and Huberman. This model includes several stages, namely data reduction, data display, and drawing conclusions or verification as described in (Sugiyono, 2011) (Suardi, 2023a).

RESULT

Based on the researcher's findings on the influence of the implementation of the independent curriculum on the learning motivation of Pancasila Education in high school students in Bantaeng Regency, the following results were obtained:

Table 1 Students Diligently Doing Assignments

No.	Category	Frequency	Percentage %
1.	Very often	76	19.2181 %
2.	Often	167.5	43.0361%
3.	Sometimes	117.5	32.5609%
4.	Infrequently	15.5	4.534%
5.	Never	2.5	0.54763%
	Total	379	100%

Source: Quantitative Results.

Based on the table above, it is stated that (19.21%) are often diligent in doing assignments, (43.03%) are often diligent in doing assignments, (32.56%) are sometimes diligent in doing assignments, (4.53%) are rarely diligent in doing assignments, (0.54%) is never diligent in doing assignments.

Table 2 Tenacity in Facing Difficulties

No.	Category	Frequency	Percentage %
1.	Very often	58.6667	15.4333%
2.	Often	125	33.3017%
3.	Sometimes	144	37.7689%
4.	Infrequently	41	10.7622%
5.	Never	10.3333	2.73375%
	Total	379	100%

Source: Quantitative Results.

Based on the table above, it is stated that (15.43%) is often face terms of being resilient in facing difficulties, (33.30%) is often in terms of being resilient in facing difficulties, (37.76%) sometimes in terms of being resilient in facing difficulties, (10.76%) is rarely in terms of being resilient in facing difficulties, (2.7%) never in terms of being resilient in facing difficulties.

Table 3 No need for outside encouragement to excel

No.	Category	Frequency	Percentage %
1.	Very often	45.5	12.5575%
2.	Often	129	33.701%
3.	Sometimes	168	43.7836%

4.	Infrequently	25.5	7.03188%
5.	Never	11	2.92625%
	Total	379	100%

Source: Quantitative Results.

Based on the table above, it is stated that (12.55%) often does not needing external encouragement to achieve, (33.70%) is often in terms of not need external encouragement to achieve, (43.78%) sometimes in terms of not need external encouragement to excel, (7.03) rarely in terms of not needing external encouragement to excel, (2.92%) never in terms of not needing external encouragement to excel.

Table 4 High Learning Spirit

No.	Category	Frequency	Percentage %
1.	Very often	27	7.2725%
2.	Often	94	25.0345%
3.	Sometimes	180.5	46.6278%
4.	Infrequently	56	15.3761%
5.	Never	21.5	5.68913%
	Total	379	100%

Source: Quantitative Results.

Based on the table above, it is stated that (7.27%) is often terms of high learning enthusiasm, (25.03%) is often in terms of high learning enthusiasm, (46.62%) sometimes in terms of high learning enthusiasm, (15.37%) is rarely in terms of high learning enthusiasm, (5.68%) is never in terms of high learning enthusiasm.

Table 5 Liking New Science

No.	Category	Frequency	Percentage %
1.	Very often	35	9.42113%
2.	Often	95.5	25.0989%
3.	Sometimes	163	42.4359%
4.	Infrequently	71.5	19.1341%
5.	Never	14	3.90975%
	Total	379	100%

Source: Quantitative Results.

Based on the table above, it is stated that (9.42%) is often in terms of liking new science, (25.09%) is often in terms of liking new science, (42.43%) sometimes in terms of liking new science, (19.13%) is rarely in terms of liking new science, (3.90%) is never in terms of liking new science.

Table 6 Strong Stance and Long-Term Goals

No.	Category	Frequency	Percentage %
1.	Very often	112.5	30.3264%
2.	Often	134	34.9564%
3.	Sometimes	108.5	28.2838%
4.	Infrequently	19.5	5.17938%
5.	Never	4.5	1.25438%
	Total	379	100%

Source: Quantitative Results.

Based on the table above, it is stated that (30.32%) often have a strong stance and have long-term goals, (34.95%) is often in terms of liking new science, (28.28%) sometimes in terms of liking new science, (5.17%) is rarely in terms of liking new science, (1.25%) is never in terms of liking new science.

Table 7 The Existence of Desire and Desire to Succeed

No.	Category	Frequency	Percentage %
1.	Very often	55	18.6216%
2.	Often	110	29.2983%
3.	Sometimes	163	40.5039%
4.	Infrequently	33.5	7.16575%
5.	Never	17.5	4.41063%
	Total	379	100%

Source: Quantitative Results.

Based on the table above, it is stated that (18.62%) is often in terms of desire and desire to succeed, (29.29%) often in terms of desire and desire to succeed, (40.50%) sometimes in

terms of desire and desire to succeed, (7.16%) rarely in terms of desire and desire to succeed, (4.41%) never in terms of desire and desire to succeed.

Table 8 Interesting Activities in Learning

No.	Category	Frequency	Percentage %
1.	Very often	34	11.191%
2.	Often	125	33.6253%
3.	Sometimes	152	38.961%
4.	Infrequently	53.5	12.4294%
5.	Never	14.5	3.793%
	Total	379	100%

Source: Quantitative Results.

Based on the table above, it is stated that (11.19%) is often in terms of exciting activities in learning, (33.62%) often in terms of engaging activities in learning, (38.96%) sometimes in terms of exciting activities in learning, (12.42%) rarely in terms of engaging activities in learning, (3.79%) never in terms of exciting activities in learning.

Furthermore, the learning outcomes of Pancasila Education in high school students in Bantaeng Regency can be seen in the following table:

Table of Learning Outcomes of Pancasila Education for High School Students in Bantaeng Regency

No	School Name	Class	Total Students	KKM	Minimum Values	Maximum Value	Average Score	Average per school
1.	88,06	Class X.5	35	76	76	88	83,69	88,06
		Class XI.8	32	78	81	93	88,83	
		Class XII MIPA 4	31	80	92	96	91,66	
2.	82,93	Class X. E	26	75	75	85	81,24	82,93
		Class XI. E	28	78	78	86	81,75	
		Class XII IPS 4	26	80	80	94	85,81	
3	89,06	Class X.1	27	75	83	85	84,52	89,06
		Class XI.1	24	78	82	93	89,58	
		Class XII MIPA 1	24	80	80	95	93,08	
4.	92,52	Class XI	36	78	80	93	87,86	92,52
		Class XII	31	80	96	99	97,19	
	Average							88,14

DISCUSSION

Motivation and student learning outcomes are two things that will always be related. Increasing students' motivation to respond to each proposed learning stimulus will affect the success rate of their learning outcomes. Departing from this, this topic became a consent in this study.

Motivation for Learning Pancasila Education

Based on the survey results that researchers have carried out from several high schools in Bantaeng Regency, it can be known

that several findings differ before and after implementing the independent curriculum. One of the findings is related to the learning approach. Before the independent curriculum was implemented, learning methods tended to be teacher-centered, and a rigid curriculum was used in schools that still needed to adopt it. However, after the implementation of the independent curriculum, schools in Bantaeng Regency have switched to an approach that refers more to the ability to adjust the learning speed of students and focus on students, allowing teachers to use methods that are interactive, collaborative, and according to the individual needs of students. The researcher used eight indicators of learning motivation in this study. These indicators will be explained below:

Diligent in doing assignments

The results of the study revealed that (19.21%) were often diligent in doing assignments, (43.03%) were often diligent in doing assignments, (32.56%) were sometimes diligent in doing assignments, (4.53%) were rarely diligent in doing assignments, (0.54%) were never diligent in doing assignments. These findings show that the frequency of "often" is the first place that students become more diligent in doing assignments. Students' perseverance in completing the tasks given by the teacher is one factor that affects students' success in learning. According to Slameto (February & Yusri, 2013), "In order for

students to achieve success in their studies, they need to do their assignments well.".

Students become more diligent in doing their assignments, marked by their showing high seriousness in the teaching and learning process after implementing the independent curriculum. Diligence in doing tasks is a precious quality in the context of education and self-development. Because it will strengthen independence and responsibility as a student, which is very important for improving academic grades. The results that the researcher found align with the opinions expressed by (Nitami et al., 2015), who stated that students who have perseverance in carrying out the tasks given by the teacher are students who try hard to complete them with full responsibility. According to (Reski, 2019), Students who complete tasks diligently achieve better learning outcomes.

Tenacious in the Face of Adversity

The results of the study stated that (15.43%) is often in terms of being resilient in facing difficulties, (33.30%) is often in terms of being resilient in facing difficulties, (37.76%) sometimes in terms of being resilient in facing difficulties, (10.76%) is rarely in terms of being resilient in facing difficulties, (2.7%) is never in terms of being resilient in facing difficulties.

The above explanation that shows the frequency of "Sometimes" is, in the first place, that students are resilient in facing difficulties. This is because students who are sometimes

tenacious in facing difficulties are less consistent. This is inseparable from the stimulus in the form of media and teaching materials educators provide. Even the forms of assignments given are more diverse. After the assignment by the subject teacher to the students, they never give up (not easily discouraged) and start doing their assignments according to their respective abilities, without having to force themselves to break through things that they cannot achieve. The results found by the researcher are in line with the statements made (Nitami et al., 2015), which state that a tenacious student is a student who does not give up easily by constantly trying to overcome difficulties so that his goals are achieved, without needing external encouragement to achieve the best achievement.

Does not need an outside push to excel

The results of the study stated that (12.55%) often does not needing external encouragement to achieve, (33.70%) is often in terms of not need external encouragement to achieve, (43.78%) sometimes in terms of not need external encouragement to excel, (7.03) rarely in terms of not need external encouragement to excel, (2.92%) never in terms of not needing external encouragement to excel.

The above explanation shows the frequency of "sometimes" in which students do not need external encouragement to excel. It does not require encouragement from the outside, which is in terms of external motivation to arouse enthusiasm in doing tasks. This aligns with the statement (Tiara et al., 2020) that students who no longer need external encouragement to achieve their best performance will always take the time to learn, thanks to their internal motivation. However, in terms of incomprehension of the material or assignments given, students still need the help of others when facing difficulties. Giving help to others is a commendable act and can form good character. It also shows that students, as social beings, will always need help from others. Then, when working on group assignments, each individual must continue to consider suggestions and input from others. This is in line with the statements made by Batson and Thompson (E. et al., 2018), suggesting that issues related to motivation need to be carefully considered. Three main motives are relevant in facing moral questions. First is *self-interest*, which is the drive from within the individual to engage in the action that provides the greatest pleasure. Second, *moral integrity* is the motivation to act according to the correct moral principles, where a person provides help because they really want to do it and feel that it is the right thing, with support from within and outside. Third, *moral hypocrisy* is the urge from within the individual to engage in moral action, but to avoid the negative impact of actual moral behavior, such as assisting to appear caring,

even though, in fact, it still prioritizes personal interests.

High enthusiasm for learning (happy, diligent in learning, and full of enthusiasm)

The results of the study stated that (7.27%) is often in terms of high learning enthusiasm, (25.03%) is often in terms of high learning enthusiasm, (46.62%) sometimes in terms of high learning enthusiasm, (15.37%) is rarely in terms of high learning enthusiasm, (5.68%) is never in terms of high learning enthusiasm.

The explanation above shows the frequency of "Sometimes" in students who sometimes have a high enthusiasm for learning, which means that a person's enthusiasm for learning is not always consistent. Factors such as interest in the subject matter, learning atmosphere, and environmental support can affect a person's enthusiasm for learning. According to the researcher's statement by Sardiman (Rahmawati, 2016), intrinsic motivation is a state in students that encourages them to learn. This includes students' happiness with the subject matter for the future. According to Dimyanti and Mudjiono (Rahmawati, 2016), The environment that can affect students' learning motivation includes the natural environment, family environment, peer association, and social life. When friends, inside and outside the classroom, show enthusiasm for learning, this can trigger a drive

or a sense of competition in students, increasing their motivation to learn.

Students who are sometimes motivated to learn show a fluctuating level of motivation, depending on the various conditions and situations that affect them. Therefore, educators and educational environments must understand and respond to these dynamics by providing the proper support and motivation to keep students' enthusiasm for learning consistently high. As stated by Sardiman (February & Yusri, 2013), The typical role of motivation lies in its ability to evoke "passion," a feeling of pleasure, and a passion for learning. Individuals who have strong motivation will have more energy to learn. This means that children with high learning motivation will be able to spend more time and be more diligent in learning than those with little or no motivation to learn.

Loving new science

The results of the study stated that (9.42%) often like new science, (25.09%) often like new science, (42.43%) sometimes in terms of liking new science, (19.13%) rarely in terms of liking new science, (3.90%) never in terms of liking new science.

The explanation above shows that the frequency of "Sometimes" is in the first place. This shows that students who sometimes like new science need to be more consistent. They are interested in topics that suit their interests and needs at any time. However, the students are open to new knowledge and use the

opportunity to learn from various sources. This is in line with Notoatmojo's opinion (Nurlaela, 2014), which revealed that an open attitude is the attitude of the person who receives the stimulus. There is no limit to the attention, perception, knowledge, awareness, and attitude of a person who receives the stimulus. The response to the stimulus is usually seen in the form of actions or practices that are easily observed by others.

Strong stance and long-term goals

The results of the study stated that (30.32%) often have a strong stance and have long-term goals, (34.95%) is often in terms of liking new science, (28.28%) sometimes in terms of liking new science, (5.17%) is rarely, (1.25%) is never in terms of liking new science.

The explanation above shows that the frequency of "Often" is in first place. This shows that students have an awareness of the future by having a long-term stance and goals for the future. They understand the importance of planning long-term goals to prepare themselves for future challenges. Thus, students with a strong stance and careful planning are examples of individuals with high readiness and commitment to achieve their goals. In line with the research that has been conducted by (Saputra et al., 2020), Students who have strong principles will exhibit attitudes and actions that reflect stable beliefs and determination, not easily influenced or changed by the decisions that have been set

and planned, despite facing various obstacles, threats, or temptations. They continue to carry out this principle with complete confidence. According to (Amsir & Arifyanto, 2020), if students have a career plan and long-term goals that align with their interests and talents, they will have confidence in themselves.

The existence of desire and desire to succeed

The results of the study stated that (18.62%) is often in terms of desire and desire to succeed, (29.29%) often in terms of desire and desire to succeed, (40.50%) sometimes in terms of desire and desire to succeed, (7.16%) rarely in terms of desire and desire to succeed, (4.41%) never in terms of desire and desire to succeed.

The explanation above shows that the frequency of "Sometimes" is in the first place. This shows that students have a passion and desire to succeed but need to be more consistent. They show supportive behavior to achieve success by spurring themselves to improve knowledge and skills without coercion. According to the research findings that has carried out by Rahiem (Uruk, 2021),, the drive and desire to succeed in students will encourage them to learn with enthusiasm and perseverance without the need for encouragement or pressure from others. By having goals and goals to succeed, students will set priorities and be good at managing time to stay enthusiastic and focused on learning in and outside the classroom. An ideal can be defined as a desire constantly in the

mind or as a goal that has been set and wants to be achieved by a person (Bujuri et al., 2023). Students' hopes and ideals serve as a crucial source of motivation because they will be encouraged to continue learning by being aware of the expectations and ideals they want to achieve (Rahman, 2021).

There are exciting activities for learning.

The results of the study stated that (11.19%) is often in terms of exciting activities in learning, (33.62%) often in terms of engaging activities in learning, (38.96%) sometimes in terms of exciting activities in learning, (12.42%) rarely in terms of engaging activities in learning, (3.79%) never in terms of exciting activities in learning.

The above explanation shows that the frequency "sometimes" is in the first place. This shows that students consider there are enjoyable learning activities after implementing the independent curriculum, even though they need to be more consistent. Exciting and fun activities with friends in the form of groups to complete assignments or projects will help students improve their collaboration skills and learn to respect the opinions expressed by others. This is by previous research findings (Susilo Khabibah, 2013). It is stated that learning through discussion and group work makes the learning process more exciting and varied, which in turn can increase student motivation. This is important and useful in community life and the workplace later. Exciting and fun activities in

the learning process will make students active and get more meaningful experiences by the goals of the independent curriculum. By the findings of previous research carried out by Indrawati and Wawan Setiawan (R. et al., 2022) that fun learning is learning that offers a relaxed, stress-free, safe, and exciting atmosphere can increase interest in learning, an engaging learning environment, enthusiasm, a feeling of joy, and high concentration.

Learning Outcomes of Pancasila Education

The learning outcomes of Pancasila Education in high school students in Bantaeng Regency based on grades in odd semesters were obtained with an average score of (88.06) in students of SMAN 1 Bantaeng, (82.93) in students of SMA Negeri 2 Bantaeng, (89.06) in students of SMA Negeri 3 Bantaeng, (92.52) in students of SMA Negeri 4 Bantaeng.

Based on the results of the average score of State High School students in Bantaeng Regency, researchers can see that the implementation of the independent curriculum effectively affects the learning carried out and improves student learning outcomes. Students are considered to have achieved learning completeness if they exceed the Minimum Completeness Criteria (KKM) threshold with a score of 75.

The KKM score is tiered at each level of learning so that a value matrix will be created, indicating that student knowledge is increasing

and expanding at each level through this student learning outcome measurement tool.

CONCLUSION

According to the findings and discussions presented previously, implementing the independent curriculum effectively affects the motivation and learning outcomes of Pancasila Education in high school students in Bantaeng Regency. The independent curriculum is designed to prioritize the development of students' character and skills. The involvement and activeness of students in learning, as well as the curriculum approach used, emphasizes contextual learning-free and independent learning, which will increase motivation and impact the learning outcomes of Pancasila Education.

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