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TEACHERS' PERCEPTIONS OF INDEPENDENT LEARNING CURRICULUM ATTRIBUTES IN THE DIFFUSION OF INNOVATIONS IN SCHOOLS

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Abstrak

Permasalahan dalam proses difusi inovasi kurikulum di tingkat sekolah meliputi terbatasnya keterlibatan *stakeholder*, kualitas sumberdaya manusia, dan pendampingan kurikulum. Dalam konteks ini, muncul ide baru yaitu kurikulum merdeka belajar, yang menjadi fokus bagi pimpinan sekolah dan guru di sekolah. Namun, untuk mewujudkan konsep ini secara efektif dan efisien, penting untuk menjalankan proses difusi inovasi kurikulum merdeka belajar secara sistematis. Oleh karena itu, perlu dilakukan penelitian pada konteks proses difusi inovasi yang terkait sejauh mana atribut inovasi kurikulum dipahami dan direspon secara positif oleh adoptor. Tujuan penelitian ini adalah untuk menganalisis secara deskriptif persepsi guru terhadap atribut inovasi kurikulum merdeka belajar di sekolah. Penelitian ini menggunakan metode penelitian difusi (*diffusion research*) yang dikembangkan oleh Rogers, untuk mendapatkan data tentang persepsi guru terhadap atribut inovasi kurikulum merdeka belajar. Teknik pengumpulan data menggunakkan observasi, analisis dokumen, wawancara dan kuesioner. Sumber data diperoleh dari observasi, analisis dokumen, wawancara dan kuesioner persepsi Kepala Sekolah/Wakil Kepala Sekolah, serta Guru. Teknik pengambilan sampel informan penelitian yang digunakan adalah purposive sampling. Analisis data yang digunakan adalah analisis deskriptif kualitatif Miles dan Huberman. Hasil data penelitian menunjukkan bahwa atribut inovasi kurikulum merdeka belajar telah disetujui dan menyebar di lingkungan sekolah.

Kata kunci : Difusi Inovasi, Merdeka Belajar dan Atribut Kurikulum

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Abstract

Problems in the diffusion process of curriculum innovations at the school level include limited stakeholder involvement, the quality of human resources, and curriculum assistance. In this context, a new idea emerged, the independent learning curriculum, which became the focus for school leaders and teachers in schools. However, to realise this concept effectively and efficiently, it is important to carry out the diffusion process of the independent learning curriculum innovation systematically. Therefore, it is necessary to conduct research on the context of the innovation diffusion process related to the extent to which the attributes of curriculum innovation are understood and responded positively by adopters. The purpose of this study is to descriptively analyse teachers' perceptions of the attributes of the independent learning curriculum innovation in schools. This research uses the diffusion research method developed by Rogers, to obtain data on teacher perceptions of the attributes of the independent learning curriculum innovation. Data collection techniques used observation, document analysis, interviews and questionnaires. Data sources were obtained from observation, document analysis, interviews and questionnaires on the perceptions of the Principal/Vice Principal, and Teachers. The research informant sampling technique used was purposive sampling. The data analysis used was descriptive qualitative analysis of Miles and Huberman. The results of the research data show that the attributes of the independent learning curriculum innovation have been approved and spread in the school environment.

Keywords: *Diffusion of Innovation, Merdeka Belajar and Curriculum Attributes*

I. Introduction

The Merdeka Belajar Curriculum, hereinafter abbreviated as KURMA, is one of the innovations in the education system in Indonesia to overcome the problem of low competence of students and prepare future generations who are competitive and superior and have character. The Merdeka Belajar Curriculum, as an educational innovation, is an external mandate or innovation that comes from outside the organization itself for schools. This can lead to resistance and can even be a barrier to acceptance. (Nisbet & Collins, 1978; Rogers, 2013). Resistance can be caused by the quality of the innovation itself which does not provide many benefits, it can also be due to the organization's decision not to accept an innovation, it can also be because it is difficult to understand the innovation to be implemented, it can also be due to not utilizing groups of people who think innovatively, not knowing groups of people who can act as change agents, not using groups of people who have opinion leaders, not utilizing several communication channels to make an innovation acceptable. Similarly, in the context of independent learning curriculum innovation, this happens and does not happen depending on the process of curriculum innovation being disseminated and accepted by a specific social system.

For a social system that has the power to diffuse an innovation, the adoption process becomes authoritative. With the existing authority, the adoption of innovations for social systems in a particular organization can be easily implemented (William, 1986). The diffusion of innovations by a social system in an organization is usually

done by implementing an innovation as an organizational policy (Komalasari, 2010). With this policy process, it is impossible for organizational members under their coordination not to adopt it, especially if the innovative policy is accompanied by technical implementation instructions.

In 2020-2022, the independent learning curriculum has been implemented on a limited basis in certain schools that are part of the pilot school. Schools that are not designated as target schools are not encouraged to implement it because they are considered unable to implement the independent learning curriculum. This policy seems to give the impression that all schools in Indonesia have simultaneously implemented KURMA. There was no prior evaluation and understanding of the various obstacles that accompanied it.

Teachers as implementers of curriculum innovations also need to understand the principles of innovation, and background training plays a role in the level of implementation of curriculum innovations. Carless (1998) suggests that if teachers are to fully implement innovations successfully, it is important for them to understand the theoretical principles and classroom applications of the proposed changes. In the context of curriculum innovation, Kennedy (1988) asserts that teachers are required to change the way they think about a particular issue, which is a deeper and more complex change". Changes in teachers' beliefs and understanding are an important part of any educational innovation. As also asserted by Wagner (1991), if the philosophies of an innovation and teachers are not in balance, teachers will tend to interpret innovative ideas according to their own ideas where the theory fits their own teaching style, which means that new ideas will not be implemented, as intended by curriculum planners. At the management level of curriculum innovation, modification of teachers' teaching behavior accompanied by a fundamental change in beliefs is required. Therefore, teachers need to be supported to help them adapt and accommodate new ideas into their instructional practice.

Teacher training and support also play an important role in how teachers implement curriculum innovations, influencing teachers' understanding and their classroom practices (Carless, 1998; Kırkgoz ¨z, 2007; Vandenberghe, 2002). Vandenberghe (2002), emphasizing the role of support needed for teachers' professional development during reforms, argues that innovations cannot be enacted unless teachers are allowed to learn new concepts, new ways of presenting content, and new ways of interacting with students, the curriculum also as a set of educational plans needs to be dynamically developed by the demands and changes that occur in society.

Fundamental changes in the independent learning curriculum policy, both regarding goals and the tools and means to achieve goals, have led to various views and intellectual speculation among educational actors. Changing the curriculum often means changing people, namely, teachers, education coaches, and those who care for education. That is why curriculum change is considered a social change in education. In line with the development of science and technology and the demands of national development, it is necessary to make improvements, changes, and even renewal or innovation of education in the field of curriculum. Curriculum preparation

and implementation are dynamic, complex, and difficult. This is because the preparation and implementation of the curriculum is influenced by factors, including human resources that develop and formulate policies on curriculum, legitimacy of policies on curriculum, socialization of policies, curriculum implementation, related curriculum users, communication (diffusion), facilities and infrastructure, finance, time, and evaluation.

The diffusion of curriculum innovation is a complex process and involves various interrelated components. Therefore, in the process of diffusing independent learning curriculum innovations, it not only requires technical skills on the part of curriculum implementers, but they must also understand the various components that influence it. For this reason, in the process of diffusing curriculum component innovations, it is necessary to pay attention to the various factors that influence each step of the change process that exists in the components that determine an innovative and visible new curriculum program.

As "Muslimin (2016) in a research result, revealed that the planning aspects of curriculum innovation to improve the quality of education are planned in a coordinated framework. In general, curriculum innovation planning is in the form of additional face-to-face hours for certain subjects, additional tutoring programs, local content, language tutoring programs, extracurricular programs, habituation programs, and computer programs. It is an additional competency in facing the current and future global development and competition". Then, Wibawa (2017) revealed that innovative curriculum design and development must be able to provide a fertile environment for the growth of leaders. The curriculum, as part of the education system, in its design and implementation, cannot be separated from other components. Curriculum designers and developers must remember that educational outcomes do not always match the design. There are so many hidden curricula that have a greater influence on students than those designed. Therefore, the current and future diffusion process of national education curriculum innovation must pay attention to the main factors of learning and other factors that are the most important part of the diffusion process of national education curriculum product innovation to achieve educational goals effectively.

Likewise, "Carles and Harfitt (2013) in a study on Innovation in Senior Secondary Education: A Case Study of Curriculum Change in Hong Kong, the research revealed that the use of language arts to promote active and enjoyable learning, has been carried through to meaningful learning, and there is some evidence of budding implementation of the broader learning process in the reform process envisioned in the documentation process."

Various problems in the process of diffusion of curriculum innovations at the school level, such as limited stakeholder involvement, the quality of human resources, and limited curriculum assistance. The importance of planning an effective and efficient high school curriculum innovation diffusion process. These problems illustrate that it is necessary to continuously conduct relevant and sustainable studies in the scientific field of diffusion of innovations in education so as to find various solutions to the problems of the existing education system.

II. Research Method

The research method used is diffusion research. Diffusion research is a unified research where the concept and generalization are integrated; the research is conducted with integration between the research focus and the diffusion process, as expressed by Rogers (2003). Data collection techniques used observation, document analysis, interviews, and questionnaires. Data sources were obtained from observation, document analysis, interviews, and questionnaires on the perceptions of Principals/Vice Principals and Teachers in Bogor City. The research informant sampling technique used was purposive sampling. The data analysis used was descriptive qualitative analysis of Miles and Huberman.

III. Results and Discussion

In this section, the discussion of research findings is described in detail about the diffusion attributes of the independent learning curriculum innovation as follows:

1. Attributes of relative advantage

Attribute Advantage (Relative Advantage), on the attributes of the independent learning curriculum innovation with aspects of relative advantage, data findings on the effectiveness of the application of the independent learning curriculum were conveyed by only 24.86%, who gave an effective perception of the application of the curriculum, on the achievement of learning objectives given the perception by questionnaire informants as much as 49.83% which is almost half the teacher's perception of the effectiveness of achieving learning objectives in each learning implementation using the independent learning curriculum, Then the support given by school leaders in preparing and implementing the independent learning curriculum innovation was perceived by teachers as 76.60% which illustrates that from the beginning until 2023 the principal focused on assisting teachers in implementing the innovative curriculum, the results of interviews conducted with principals and teachers who conveyed that the support of the leadership in implementing the independent learning curriculum was maximally felt in this regard. Furthermore, related to efficient learning, financing is perceived very well by teachers, namely 100%. This is also reinforced by the results of interviews conducted with school leaders and teachers, which show that financing in implementing the independent learning curriculum is adjusted to the urgent cost structure and maximizes existing financial resources.

The relative Advantage innovation attribute is the level of acceptance of an innovation based on economic benefits, social recognition, and or user satisfaction of an innovation. Shea & Pickett (2005) explain that relative Advantage refers to the extent to which adopters view innovations to represent increased efficiency or effectiveness compared to existing methods. Dibra (2015), who quotes Robinson's opinion, explains that relative Advantage can be financial or non-financial. The extent of the advantage can be measured in terms of economy, social prestige, comfort, and pleasure. However, there are no absolute rules about who is included in the relative advantage. It depends on individual perceptions and the needs of the user group. The same thing was also conveyed by Sasaki (2018), explaining that relative advantage is related to whether the innovation is considered better than its

predecessor in terms of economy, social prestige, comfort, and psychological satisfaction. Similarly, it is concluded by Rusdiana (2014) that the level of advantage or benefit of an innovation can be measured based on economic value or social status factors, pleasure, satisfaction, or because it has a very important component. The more profitable it is for the recipient, the faster the spread of innovation. Therefore, an innovation can have a very positive relative advantage to be accepted by a social system. In the conclusion of Rogers (2003) the relative advantage of an innovation, as perceived by members of a social system, is positively related to its rate of adoption (Generalization 6-1), meaning that if an innovation has many advantages and is useful, it can easily be accepted by members of a social system in this case is a social system. The usefulness of an innovation can be seen from three factors, namely economic, social, and preferred benefits (Kristiawan & et al., 2018). On economic factors, that an innovation can be quickly accepted by a social system if it can provide economic benefits, whether it is profitable or has a low economic level of purchasing power of a social system as the target of an innovation. On social factors, that an innovation can be quickly adopted if its use can improve one's social status, so that the motivation of the adopters of an innovation is based on the desire to improve their social status. The motivation to improve social status in innovation adoption is important for the adopter group of innovators, early adopters, and early majority, but has no effect on the late majority and laggard groups. In addition, the usefulness of an innovation that encourages someone to adopt an innovation is due to its overadoption and rationality. In this overadoption aspect, an innovation is adopted because it must be adopted, if not adopted, it can have an impact on the rejection of the social environment. In the rationality factor, an innovation can be adopted by someone because if the innovation can be easily understood or rational. Included in the relative advantage is the preventive innovation factor, which is a reason for someone to accept an innovation because it estimates the benefits that will be obtained after the application of an innovation even though these benefits are indirect, but besides that there is incremental innovation, which is an effort to adopt an innovation because the benefits can be felt directly by the adopter of an innovation or it does not take long to get the benefits after adopting an innovation. Thus, an innovation can be immediately adopted by a social system that has relative advantage attributes of both preventive and incremental innovation from the aspects of economic profitability, low initial cost, a decrease in discomfort, social prestige, a saving of time and effort, and immediacy of reward. In general, teachers can adopt an independent learning curriculum innovation if it has a significant impact on each component involved in the learning curriculum. Among them are that the independent learning curriculum has several advantages, including for students when implemented, namely that it can encourage students' learning independence, does not burden students, makes it easier for teachers to teach, learning becomes more meaningful and enjoyable for students, and assessment is carried out from the process to learning outcomes. Thus, the relative advantage attribute in the learning independence curriculum innovation is that the learning independence curriculum innovation is perceived to have economic benefits in its implementation, can represent teacher quality, cause pleasant learning (convenience), obtain psychological satisfaction, can streamline learning time, can streamline teacher efforts in every stage of the learning process, and can preventively and incrementally benefit from the implementation of the learning independence curriculum, preventively, for example, the learning independence

curriculum can improve students' higher-level thinking skills, which incrementally can obtain high learning outcomes for students..

2. Compatibility Attributes

In the innovation attribute, the compatibility of an innovation, consisting of improving teacher competence, is perceived to be only 19.83%, interviews conducted with principals and teachers in this context conveyed that the diffusion of independent learning curriculum innovations that were disseminated still had no visible impact on improving teacher competence, although in every moment of socialization and teacher training by all school leaders, they were still included, both training conducted by schools and outside parties such as agencies and the ministry of education directly through the training center they had so far. Then in the sub-indicator of fulfilling learning needs in the school environment, the perception rate is around 39.07%, observations carried out at the research object school show that each curriculum can provide fulfillment of learning needs, further confirmed through interviews conducted with principals and teachers providing information that all curriculum innovation policies greatly meet the learning needs of the school environment and become a good reference for the implementation of learning. Furthermore, the impact of curriculum innovation on good professional ethics for teachers is perceived by around 58.64%. The data is reinforced by the results of interviews with principals and teachers who state that the psychological and academic effects related to curriculum changes in its application to the implementation of learning have a positive impact on teachers.

Then, the value of each religion adhered to in the content and structure of the material and the existing curriculum is perceived very well, namely 78.90%. This is also evident in the learning tool documents used by teachers as learning guidelines and the results of observations carried out by researchers where the space for diversity provided during learning interactions with students continues to appear in each learning project activity and the results of interviews with principals and teachers also provide reinforcement of this data in the context of the diversity of values that exist in the context of the independent learning curriculum innovation, while in the context of the suitability of learning values and norms in the independent learning curriculum innovation is perceived 100% by teachers who are respondents in this study, meaning that the independent learning curriculum structure in which there are learning innovations still pays attention to existing values and norms.

The level of adoption of an innovation is based on compatibility with existing values in a social system, compatibility with the experience of a social system, and the needs of adopters of an innovation (M. E. Rogers, 2003). Similarly, Dibra (2015) concluded that compatibility means consistent compatibility with existing values and practices, past experiences, and the needs of potential adapters. An idea that is incompatible with their values and norms of practice is not adopted as quickly as a compatible innovation. A compatible innovation is one that is appropriate and suits a person's potential and/or fits an individual's situation. An innovation may be compatible or incompatible depending on (1) sociocultural values and beliefs, (2) previously introduced ideas, and/or (3) client needs for the innovation (M. E. Rogers, 2003). Similarly, Sasaki (2018) concluded that compatibility relates to an innovation that is perceived to be consistent with existing values, past experiences, and needs.

An innovation may be rejected if it does not have compatibility with the culture and beliefs of a particular social system.

An innovation can be quickly adopted by a social system if the change agent in an innovation diffusion diffuses it according to the needs of the client, for example, diffusing it empathetically, or an innovation is initiated for the needs of a client. If the relative advantages are not too dominant, individuals, including teachers, usually consider the suitability of an innovation for educational needs, including the learning curriculum. The independent learning curriculum, when applied by teachers in the learning process, could be because the independent learning curriculum is a learning curriculum that is compatible with the problems or needs of teachers in carrying out learning. It could also be that the independent learning curriculum innovation is one of the effective learning curricula to support the achievement of national education goals and community needs for education. The independent learning curriculum is felt to have a high level of compatibility with the education pattern in the education unit.

In a generalization from Rogers (2003) that the compatibility of an innovation, as perceived by members of a social system, is positively related to its rate of adoption (Generalization 6-2), meaning that an independent learning curriculum innovation that has compatibility with members of the social system adopting an innovation, then it is relatively positive to be adopted. Thus, what is meant by the compatibility attribute of the independent learning curriculum innovation is that the independent learning curriculum is perceived as consistent in having suitability and or compatibility with values, previous learning experiences, and teacher needs in implementing the independent learning curriculum in the learning process..

3. Complexity Attributes

Complexity attributes, clear curriculum instructions and intentions are perceived by only 33.77%, based on existing curriculum documents in each school the instructions issued by the ministry of education and culture are very clear and help implementers in schools in implementing the innovation curriculum and interview information conducted on school principals and teachers convey that the existing instructions from the ministry and its operationalization by the office are very clear and provide operational implementation guidelines.

Furthermore, the curriculum is introduced through scientific activities/workshops, obtained at 68.26% of the research respondents, illustrating that the dissemination of the independent learning curriculum innovation is carried out in various forms of scientific activities and the results of the interview illustrate that teachers who will prepare and implement the independent learning curriculum are given training every 3 months and every time at the beginning of the semester, meaning that within 6 months it is carried out in the form of continuous in-house training for teachers implementing learning. Meanwhile, the weekly activities of the independent learning curriculum are reminded by the principal to teachers 100%, meaning that the teacher's perception provides an illustration that the introduction of the new curriculum should be carried out every week and scheduled, this was also conveyed in the teacher's interview that the initial preparation for the implementation of the curriculum until the implementation of the weekly routine activities should continue to

be carried out because with the consideration that there are still many teachers who have difficulties in adjusting related to project preparation in the context of strengthening the Pancasila student profile which must be integrated in each learning activity.

An innovation may have a level of difficulty to be implemented, so complexity means the degree to which an innovation can be accepted by a social system is relatively difficult to understand or use (M. E. Rogers, 2003). Shea & Pickett (2005) state that complexity is about the extent to which innovations are difficult to understand or apply. Similarly, Dibra (2015) explains that complexity is the degree to which innovations are considered difficult to understand and use. The simpler the innovation to understand, the faster it is adopted. Innovations that are complex to understand and use require adopters to develop new skills. The same thing is also understood by Sasaki (2018) that complexity is related to the level of difficulty an innovation can be understood (to understand) or used (to use). Managing complexity is therefore one of the biggest challenges to innovation diffusion, so the complexity simplicity continuum depends on handling it. Among the ways that can be used to reduce difficulty is to provide scaffolding according to its difficulty (Shea & Pickett, 2005). In the context of the curriculum, learning independence can be seen from the strategy, teaching materials, assessment, and or learning outcomes.

Some innovations are difficult in a part of the innovation or for a group, and may be seen as easy for other groups to implement. Therefore, for one group it could be long in adoption, and another group could be easier; this is also conveyed by (M. E. Rogers (2003) asserts that the complexity of an innovation, as perceived by members of a social system, is negatively related to its rate of adoption (Generalization 6-3). Agree that an innovation is very difficult to be accepted by community members of a particular social system if the innovation is difficult to adopt, and an innovation takes relatively longer than the normal standard for an innovation to be adopted. Curriculum transformation is part of the process of sustainable development. One of the important elements of curriculum transformation is the implementation of an independent learning curriculum.

4. Testability attribute

The attribute of the ability to be tested (Trialability), the attribute of the ability of curriculum innovation to be tested, consists of; examples of curriculum innovation obtained through videos 20.13%, the data is in line with the results of teacher interviews conveyed that so far there are still very few examples of organizing learning with curriculum guidelines based on each level as well as learning projects that fit the context or existing material. Then, learning media through instructions from change agents is perceived by 40.18%. The description of the interview results reinforces that maximizing the role of change agents in diffusing learning innovations in the context of the new curriculum continues to be given effective space by leadership elements and other educational stakeholders. While the introduction of the curriculum through workshops is 60.15%, this perception is reinforced by the results of teacher interviews, which convey that through in-house training held by schools internally and externally by the agency and even the ministry, it is an effective forum in understanding the concept and application of the existing

curriculum. Furthermore, in the context of the curriculum being tested first 80.37%, observations made at schools where almost all levels of education have just implemented the curriculum there is a lowest grade as part of the trial procedure and administrative implementation tailored to school policies, and also reinforced by the results of interviews with school principals who said that the lowest grade is the first step for each school in carrying out experiments and preparing for optimal implementation of the curriculum innovation policy. Then the aspect of the ease with which the curriculum can be accepted when piloted is perceived by teachers 100%, observations of learning with the independent learning curriculum which is a new curriculum innovation found that teachers can adapt to the needs and challenges of learning in implementing the new curriculum and interviews with teachers convey information that in the context of the trial, teachers get a complete picture of the implementation of learning with the new curriculum model.

An innovation attribute that can describe the speed of innovation adoption is trialability, which is a level of innovation that is perceived to be experimented with within a certain time limit (M. E. Rogers, 2003). Likewise, Shea & Pickett (2005) explain that trialability refers to the capacity to experiment with new ways before adoption. The greater the opportunity to test an innovation, the greater the likelihood of its adoption. The same thing is also conveyed by Dibra (2015) that trialability is the ability to be tested, which is about the extent to which the innovation can be proven with limited evidence before it can actually convince most potential adopters. If the innovation is not tested, it cannot be expected to succeed. Verifiable innovations represent less uncertainty for individuals who will consider them for adoption, and they can learn while working. The same is also conveyed by Sasaki (2018) that trialability relates to the extent to which an innovation can be tried on a limited time basis. Thus, an innovation that can be tested and designed can be adopted more quickly, because there are innovations that can be used by certain groups, but are difficult to implement by other groups. Someone who can try an innovation means that it is easy to implement. In essence, if an innovation can be easily implemented, it can be Someone who can try an innovation means that it is easy to implement. In essence, if an innovation can be easily designed, it means that the innovation is easy to try to implement.

Trying out an innovation can mean updating the innovation. So the innovation may undergo changes when it is tried out. The level of trialability of an innovation by a certain group indicates that the trialability of an innovation is positive for adoption over a relatively long time. This is also confirmed by Rogers (2003) that the trialability of an innovation, as perceived by the members of a social system, is positively related to its rate of adoption (Generalization 6-4), meaning that if an innovation can be tested by members of the social system, it is relatively positive to be adopted by the social system, as well as the independent learning curriculum as an innovation can be tested easily by teachers as members of the social system. The independent learning curriculum is a learning curriculum that integrates various Pancasila characters into subjects and achieves learning outcomes for attitudes, knowledge, and skills in an integrated manner. In its implementation, teachers can be creative with their ability to implement the independent learning curriculum by using a learning approach on projects given to students. Thus, what is meant by the

trialability attribute of the learning independence curriculum innovation is that the learning independence curriculum is perceived to be trialable in a certain time span by the teacher and its implementation is not difficult in making updates to the process of each lesson.

5. Observability attribute

The data is reinforced by observations made that there are still many schools that have not implemented the independent learning curriculum policy because they are still at the stage of preparing and adjusting learning needs, so in the context of measuring the success of the independent learning curriculum, it has not been maximally implemented, as well as the statement from the results of interviews conducted with teachers who conveyed that the success rate of the independent learning curriculum cannot be given a conclusion in this regard. Observability attribute

Then the level of teacher understanding that is still uneven about the independent learning curriculum innovation, where the perception rate is only 39.39%, shows that teachers as implementers of learning in the classroom need to be given regular reinforcement in understanding conceptually and applicatively related to the independent learning curriculum. The statement is reinforced by interviews with principals and teachers who state that teachers need to adjust their competencies to the demands of the learning process in the new national curriculum policy. Likewise, there are still teachers who only follow the flow of innovation found around 59.17% of teachers in this regard, meaning that this figure illustrates that the work to improve teacher understanding, both conceptually and application related to the implementation of the new curriculum, needs to be maximized and continuously carried out.

Furthermore, related to the ease of teachers in seeing the final results of curriculum innovation, 79.22% and the possibility of teachers being able to adopt an independent learning curriculum, 100%. This data shows that any curriculum innovation policy issued by policymakers will still be implemented even though it is in stages, according to the conditions of each school. Therefore, the description of quantitative data as well as the results of observations, document reviews, and interviews above are in line with the expression of Rogers (1983: 11) that innovation is an idea, object, or object that is accepted as something new by an individual, through knowledge, persuasion, or decision to adopt. Furthermore, Rogers (2003) said that diffusion is the process of delivering innovations (new ideas, applications, products, and technologies) through certain channels between members of the social system. Rogers' theory above is reinforced by Murray (2009), where the theory explains many factors that influence the decision to implement innovations. In the context of this research, the factor that strengthens the diffusion process is the existence of an effective organization as the main instrument in the implementation of the diffusion of new curriculum innovations. Dearing (2018) diffusion is a social process that occurs among people in response to innovations such as new evidence-based approaches to expand or improve the quality of existing processes. This means that in the diffusion process, the involvement of all educational

components becomes a social process, which is a form of diffusion activity of something new. The observability attribute of an innovation is the success rate of an innovation because the innovation is visible to others, meaning that the idea of an innovation is easy to observe and communicate to others, while other innovations are difficult to observe and even describe to others (Rogers 2003). Similarly, Shea & Pickett (2005) explain that Observability refers to the implementation of an innovation that can be seen, imagined, or described to potential users. It is explained by Dibra (2015) that observability relates to the results of an innovation that is more visible than others. If the results of an innovation are more easily noticed by others, then they are more likely to adopt it. Similarly, it is concluded by Sasaki (2018) that observability relates to an innovation that can be seen by others in its implementation, which has peculiarities according to the characteristics of an innovation. Therefore, if an innovation is visible, can be seen, imagined and explained to others, it is certain that the innovation is positively accepted by members of a social system in a not too long period of time, this is what Rogers (2003) concluded that the observability of an innovation, as perceived by members of a social system, is positively related to its rate of adoption (Generalization 6-5). An innovation that can be observed means that its use, or implementation, can be observed either visually or by means of other people's authority, so that an innovation can be easily diffused to a certain social system. The implementation of the independent learning curriculum can be monitored, either by supervisors or other stakeholders. They and all of us can observe the course of implementing the independent learning curriculum and can observe what obstacles are faced in the field, so that if there are obstacles, immediate action will be taken to overcome these obstacles. Therefore, as an innovation that can be observed, the independent learning curriculum becomes a visible learning curriculum for others who want to implement the independent learning curriculum. Thus, what is meant by the observability attribute of the independent learning curriculum innovation is that the independent learning curriculum is an innovation that can be seen by other teachers and can be visualized to others experimentally.

IV. Conclusion and Advice

A. Conclusion

The attributes of the independent school learning curriculum innovation in Bogor City, West Java, were determined to consist of: Relative Advantage, Compatibility, Complexity, Trialability, and Observability. Based on the research data, the innovation attributes are approved to be applied in the process of implementing the independent learning curriculum.

B. Advice

Strengthening the understanding of the concepts and procedures for implementing the attributes of the independent learning curriculum innovation in schools in Bogor City, West Java, needs to be carried out continuously and consistently, so that the target of implementing the independent learning curriculum is fully and thoroughly implemented at all levels of education.

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