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IMPLEMENTATION OF SOCIOLOGY LEARNING WITH PBL MODEL IN THE INDEPENDENT CURRICULUM AT SMA NEGERI 1 CISARUA WEST BANDUNG REGENCY

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Abstract

Sociology subjects are expected to instill the ability to analyze phenomena and solve social problems in students later, but in reality it is considered an unimportant subject and less desirable by students. This is due to the use of learning methods and models that are not varied by teachers in teaching so that student learning interest becomes minimal and ultimately has an impact on students' lack of understanding of sociological material. *Problem Based Learning* (PBL) is one of the recommended learning models in the independent curriculum, because PBL provides opportunities for students to apply their concepts to real situations. So it requires students to think critically in solving every problem. This study aims to see how the implementation of sociology learning with the PBL model in the independent curriculum at SMA Negeri 1 Cisarua. This research uses a qualitative approach with a case study method. Informants are selected by purposive sampling techniques and the key informants are teachers of sociology subjects in class XI, while supporting informants are vice principals for curriculum and grade XI students who take sociology elective subjects. Data analysis is carried out by data reduction, data presentation, and conclusions. Then to test the validity of the data, researchers use triangulation of data collection techniques and triangulation of data sources. From the results of the study, it was found that the implementation of sociology learning with the PBL model in the independent curriculum at SMA Negeri 1 Cisarua was the same as when the previous curriculum still followed the syntax of the PBL model that had been conceptually determined, the difference was only in the existence of learning patterns in the independent curriculum such as differentiated learning, essential materials and the existence of the P5 program.

Keywords: *Independent curriculum, Problem Based Learning, Sociology learning.*

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INTRODUCTION

The curriculum according to Law Number 20 of 2003 concerning the National Education System Article 1 point 19 is a set of plans and arrangements regarding objectives, content, and learning materials as well as ways used as guidelines for implementing learning activities to achieve certain educational goals (Leny, 2022). The curriculum must be a guideline for educational achievement and can help students prepare for their future to become individuals who have high skills, high reasoning power and critical and creative ways of thinking so that later they can be applied in the community environment (Leny, 2022).

The importance of this curriculum can be said to be the "spirit" of education, thus curriculum change becomes a necessity, is flexible so that the curriculum always changes and continues to be evaluated innovatively, dynamically, periodically according to the conditions of students, the times, the progress of science and technology as well as the competencies needed by the community and graduate users (Suryaman, 2020). Related to this, the existence of the curriculum in Indonesia is also very dynamic, this can be seen from the changes in the educational curriculum that have occurred several times starting from the curriculum in 1947 to the independent curriculum that is currently being implemented.

The presence of the current independent curriculum is motivated by OECD (Organisation for Economic Co-operation and Development) data in 2019 which shows the results of the 2018 PISA (Programme for International Student Assessment) test for mathematics, Indonesia is ranked 72 out of 78 countries participating in PISA. The results were roughly the same for science and reading tests. This shows that the country's PISA ranking is still far from expectations as it ranks relatively low. Indonesia's PISA test scores also show a stagnant trend, there is no spike in value increase over an 18-year period (Fajar et al, 2022).

The idea of independent learning is a strategic and innovative step as well as a big challenge in the world of education in Indonesia. Freedom of learning essentially provides freedom for educational units (schools, teachers and students) in innovating and learning independently and creatively (Wijaya et al, 2020). Freedom of learning

provides independence and flexibility to educational institutions to explore and develop students' potential optimally according to their interests, talents and inclinations so that their abilities and skills can later be used to face the challenges of economic, social, technical and environmental globalization in the industrial era 4.0 (Usamah, 2022).

Thus, to be able to adapt to the needs of the industrial era 4.0 and *the era of society* 5.0, 21st century learning skills known as 4C are needed, namely *Critical Thinking* and *Problem Solving*, *Creativity*, *Communication Skills*, and *Collaboratively* (able to work in groups) and students are expected to have 6 Basic Literacy (numeracy literacy, science literacy, information literacy, financial literacy, cultural literacy and citizenship (Sufi et al, 2022). In addition to these competencies, education must also cultivate character in students, where character education is currently very relevant to overcome the moral crisis that afflicts the younger generation in this country. With the presence of some of these competencies and coupled with the strengthening of character education, it is hoped that it will produce quality graduates (Baro'ah, 2020).

Schools as formal educational institutions are required to be able to carry out a good and optimal learning process. Elements such as objectives, subject matter, infrastructure, learning situations or conditions, learning media, learning environment, learning methods, and evaluation greatly affect the teaching and learning process to improve student achievement (Rahmat, 2018). Good teachers must be able to design learning strategies and methods that are in accordance with the circumstances and guidance of the curriculum, because the curriculum in addition to being a learning objective also provides an understanding of the learning that should be obtained by students. In addition, a teacher is expected to be able to become a creative person, able to teach, educate, inspire and be a good example for students as well as motivate and support students to have competencies that must be possessed by the nation's generation in facing the 21st century (Laili, 2023). For this reason, in order for students to achieve success, teachers need to create classes that were previously passive to be active by choosing and using the right learning model in the lessons delivered (Hartatik,

2022).

The use of fun learning models can attract students' attention to succeed in the learning process according to the level of cognitive development of students, learning materials, and facilities in the school (Rajab et al, 2022). The application of the learning model must also assess the suitability of the material taught so that learning objectives can be achieved and learning must also be able to explore the skills of students in addition to their cognitive abilities (Maulia, 2022). *Problem Based Learning* (PBL) is a method that is a demand in the independent curriculum as a refinement of the 2013 curriculum. This is because the PBL (*problem-based learning*) learning model is a learning model that facilitates contextual learning, namely learning that provides opportunities for students to apply their concepts to real situations, meaning that PBL uses problems as the main focus of learning, thus requiring students to be able to think critically in solving each problem. Thus students' cognitive abilities increase from the lower dimensions (knowledge, understanding, application) to the upper dimensions of analysis, evaluation, and creative (higher-order thinking skills), all of this is expected to be useful in their later lives (Magdalena, 2016).

However, in the reality on the ground, our education is still dominated by the view that knowledge is a set of facts that must be memorized, teachers as the main source of knowledge and lectures as learning strategies. Especially for social sciences such as economics, geography and sociology, this makes students lack motivation to learn about the learning and considers the lesson as an unimportant lesson that has an impact on the learning outcomes of the students themselves (Maani, 2016).

Likewise, sociology subjects that are expected to instill the ability to analyze phenomena and solve social problems in students will be considered as unimportant subjects and less desirable by students (Sutrisna, 2020). This is due to the use of learning methods and models that are not varied by sociology teachers in teaching so that students' learning interest is minimal towards learning sociology and ultimately causes students' understanding of sociology material is also very minimal.

Research related to the use of PBL

models in various subjects including sociology has been widely conducted, such as: 1) Research on the implementation of sociology learning problem based learning class XI social studies models at MA Mujahidin Pontianak by Rajab et al, (2022), 2) Research on the application of problem based learning (PBL) learning models to improve student achievement by Rahmat (2018), 3) Research on the Application of Problem Based Learning to Student Learning Achievement Class XII of SMA Muhammadiyah Bolo School Year 2015/2016 by Maani (2016).

From various studies on PBL that have been conducted, generally related to discussing the effect of using PBL models on learning motivation, creativity or on student learning outcomes. While research on the implementation of PBL in the independent curriculum, especially in sociology subjects, has not been found, this makes researchers interested in conducting further studies on this. Moreover, it is said that the current independent curriculum provides independence and flexibility to educational institutions to explore and develop students' potential to the maximum according to their interests, talents and inclinations. In addition, the independent curriculum has different characteristics in the structure and learning pattern as well as the P5 program implemented in each educational unit.

METHODOLOGY

This research uses a qualitative approach with a case study method. The qualitative approach seeks to understand social problems, dynamics, and the overall picture, which is described in the form of systematic sentences and explained in detail (Creswell, 2010). While case study research according to Stake (1995) is a research strategy that delves deeply into a particular program, event, activity, process, or case and collects complete information using data collection procedures at a certain time (in Creswell, 2010).

This research was conducted at SMA Negeri 1 Cisarua, West Bandung Regency and the key informants in this study were teachers, especially teachers of sociology subjects who carried out sociology learning with the PBL model in the independent curriculum who knew clearly how the learning process went and knew the obstacles that

occurred in learning, these informants were selected using *purposive sampling* techniques. While supporting informants and enriching information to obtain the necessary data are the vice principal for curriculum as the daily executor of the teaching and learning process in schools who understand the curriculum and learning and grade XI students who take sociology elective subjects.

For data collection, researchers make non-participant observations, namely researchers only see and observe the object of research in order to obtain objective information and not be affected by the presence of researchers by directly observing and analyzing informant behavior when conducting sociology learning with the PBL model in the independent curriculum. Furthermore, researchers conduct interviews with One-on-one interview techniques, which is an interview process where researchers propose to an informant one by one and then record the answers of each informant (Creswell, 2015). Before the interview is conducted, the researcher prepares interview guidelines in advance so that informants can answer questions according to the problem that has been formulated. The interviewees were teachers of sociology subjects, vice principals for curriculum and students who were the object of learning sociology with PBL in this independent curriculum. The documents needed in this study such as teacher work devices, student data, photos during observation, interviews, photos of school activities in the learning process and so on.

The data analysis technique used in this study is the Miles and Huberman analysis model where there are three activities in the data analysis of this study, namely; data reduction, data display, and conclusion drawing/verification. Reducing data is done by selecting the main data related to the research objectives obtained from previous interviews and observations. Then after the observation data and interviews with informants are on the transcript, then the data is selected according to the research objectives. Furthermore, the data that has been reduced, presented or referred to as display data in the form of narrative descriptions so that field data will be easier to understand and easier to draw conclusions later (Salim and Syahrudin, 2012). The final step in qualitative data analysis is Verification

(drawing conclusions). Drawing conclusions is carried out by providing an assessment of the data obtained so as to produce conclusions about good or bad, appropriate or inappropriate, and significant or insignificant (Suyitno, 2018). Furthermore, credible conclusions will be used by researchers for results and discussion.

To test the validity of the data, researchers use Triangulation which is interpreted as checking data from various sources in various ways and at various times. In this study, researchers triangulated data collection techniques and triangulated data sources. Each source will produce different information or data related to the implementation of sociology learning with the PBL model in the independent curriculum. From this difference in information will later be reduced to give birth to a valid finding.

RESULT AND DISCUSSION

1. Implementation Of Sociology Learning With The Problem Based Learning (PBL) Model In The Independent Curriculum At SMA Negeri 1 Cisarua.

From the results of research conducted at SMA Negeri 1 Cisarua on the implementation of sociology learning with the PBL model in the independent curriculum, several essential things were found as follows;

a. Learning plan.

One component that must be present in learning is a plan. In a learning process, good planning is needed so that the learning carried out can run well and the objectives of learning can be achieved. Related to this lesson planning, from the results of observations made on October 16, 2023 where on that day the teacher carried out sociology learning about social research using the PBL model.

PBL is an innovative learning model that involves students to solve a problem through the stages of the scientific method, so that students can learn knowledge related to the problem and at the same time have the ability to solve problems. The *problem-based learning* model starts with a problem that encourages student curiosity so that student motivation to learn grows.

From the understanding of the *problem-based learning* model above, it is no different from that conveyed by the teacher of

sociology subjects at SMAN Cisarua, namely Mr. M. Nurimanulyaqin, M.Pd. which was delivered during an interview conducted on October 27, 2023 where he said;

The PBL learning model is a problem-based learning model, but in the context of an independent curriculum its implementation can vary because the independent curriculum has its own learning design so that this PBL must be applied along with how the curriculum settings we use, because in the independent curriculum there is such a thing as differentiated learning. While the steps in learning PBL still refer to the syntax of the PBL learning model itself which has been determined theoretically.

Regarding the use of the PBL learning model itself, the teacher said that;

I do not use this PBL learning model for all topics or for all learning materials, but will be adjusted to the level of thinking competence required from a material which usually starts from the level of C1 (knowledge), C2 (understanding), C3 (application), C4 (analysis), C5 (assessment), C6 (creation). I will use this PBL learning model on material that requires problem solving in it such as material about social conflicts, social problems, social symptoms, including this social research material.

From this statement it can be concluded that before carrying out a classroom learning as stated by the teacher in the previous interview, the teacher first does mapping and then makes a plan related to the material to be delivered in class, then matches the methods to be used and the tools to be used in learning and how the learning will be carried out. This is useful so that learning will be more focused.

b. Learning Implementation

At the stage of implementing learning in class, from the results of observations made in the implementation of sociology learning with the PBL model on this social research material, teachers have carried out the learning process in accordance with the syntax or stages of the Problem-based learning

model. For more details in the implementation of learning with the PBL model carried out by the teacher can be seen in the following table;

Table 1.
Syntax of PBL model in sociology learning

Stages	Teacher and Student Activities
Stage 1 Student orientation to the problem	At this stage the teacher gives a lure to the students by conveying a case in the community, After providing an understanding of the case then the teacher asks the students to be able to name other cases that they know occurred in the community. After the students are motivated, the teacher then conveys to the students about the material to be learned, the objectives and activities that will be carried out in the learning.
Stage 2 Organizing students to learn	At this stage the teacher divides students into small groups and assigns tasks to each group to find one social problem that occurs in the community and then find solutions in groups.
Stage 3 Guiding individual or group investigations	At this stage the teacher provides important explanations related to social research that will be needed in the process of solving problems. Furthermore, students are told to dig up the information they need from other sources related to problem solving according to the tasks of their respective groups.
Stage 4 Develop and present work	Students work in groups to compile reports on the results of their research according to the direction of the teacher and information they get from other sources. After each group is finished, the work of each group is presented in front of the class witnessed by teachers and students from other groups.
Stage 5 Analyze and evaluate the problem-solving process	The teacher provides evaluation and reflection on the presentation of the results of each student's group.

(Source: Research observations, 2023)

When asked about students' attitudes in learning sociology using this PBL learning model, the teacher explained that;
In principle, each existing learning model has its own goals and demands.

Well, in this PBL learning model, it can be seen that students can change their learning attitudes which usually only accept what is conveyed by the teacher. When learning sociology with the PBL model they become more critical in responding to social problems around them and they can be more active because they are trained to find their own problems around them which will later be solved together in groups to get solutions to these problems.

c. Assessment

After doing step by step in learning with the PBL model, the last step in learning is for the teacher to analyze and evaluate the problem-solving process carried out by each group to provide an assessment. At this stage, the entire process and the results of the work of students in the group are evaluated and assessed by the teacher. Teachers carry out evaluation and assessment activities by making attitude assessment rubrics when learning activities are in progress and from the work of each student in the group. This is in accordance with the results of the researcher's interview with sociology teachers as described below;

How do you assess student activeness in learning, "For assessment, I first conduct an assessment by observing student attitudes in learning, then provide an assessment with an assessment rubric that I make in accordance with the objectives and competencies requested in a learning or what is called summative assessment and formative assessment.

2. Integration And Implementation Of The PBL Model With An Independent Curriculum Insociology Learning.

The PBL learning model can actually be used in any curriculum, in fact this PBL learning model has been used in curricula before the current independent curriculum. The PBL learning model and other learning models basically do not have a special relationship with any curriculum, but this PBL model is one of the recommended learning models in 21st century learning that is student-centered (student center) which will provide several skills to students such as critical thinking skills, problem solving,

metacognition, communicative, collaborative, innovative and creative and information literacy.

However, what makes sociology learning different in the independent curriculum from sociology learning with the previous curriculum is as stated by the teacher of sociology subjects that;

In the independent curriculum, teachers are now given more freedom to develop learning materials and adjust to the situation and conditions in the school where the teacher teaches. The government in the independent curriculum only sets Learning Outcomes (CP) at each level and each subject at the level of certain educational units, including sociology. Furthermore, it will be left to each teacher to choose and develop what material is important to learn to students in accordance with the demands of learning outcomes that have been set and adjusted to the conditions of their respective schools. Thus, sometimes there will be development and deepening of the material provided by the teacher related to the situation of school conditions. In contrast to the previous curriculum where the government specifies in more detail starting from core competencies, basic competencies, indicators to the material to be taught to students. Thus, in this independent curriculum, teachers are more free to be creative and also the time used will be more in providing understanding of learning material to students until these students really meet the learning outcomes desired by the curriculum.

Meanwhile, from the students themselves regarding the selection of essential material as conveyed by the sociology teacher that;

Students only receive material delivered by the teacher, rarely students dig up the material and find out about the materials they will learn in the future in learning sociology. However, students have a high curiosity and curiosity in learning. It can be seen that when presented essential material, questions arise from students related to the essential material so that these questions must be answered with

additional material. Thus these students will be more critical and analytical in learning.

Furthermore, it is said that in the independent curriculum there are characteristics of differentiated learning, meaning that a learning must be able to accommodate all talents and learning styles of students where students have differences in learning styles such as visual, auditory and kinesthetic learning styles. Teachers must be able to identify in advance the learning styles possessed by each student, then teachers must be able to make students learn according to their respective learning styles. In applying this differentiated learning teachers can conduct learning with content differentiation, process differentiation and product differentiation'. That is, in an independent curriculum that has differentiated learning characteristics, before providing certain learning material teachers must first see how students respond to the readiness, interests and profiles of these students after that only determine the material to be given while still guided by Predetermined learning outcomes.

While process differentiation (learning resources) means that teachers give freedom to students in getting the necessary information related to learning according to the learning styles they have such as visual, auditory and kinesthetic learning styles. Likewise, with product differentiation, teachers must be able to understand and assess the results of student learning who have different learning styles by not providing hierarchical assessments because they understand that students have differences that each have advantages.

3. Teacher Competence Towards The Independent Curriculum

Based on the observations made, the understanding of teachers of sociology subjects at SMA Negeri 1 Cisarua towards the independent curriculum is quite good, as can be seen from the implementation of learning carried out in the classroom which already reflects the characteristics of learning in the independent curriculum, namely the application of differentiated learning as previously described, the provision of essential material and the use of the PBL learning model as One of the learning models

suggested in the Merdeka Curriculum refers to 21st century learning.

Related to this, when asked about knowledge about the independent curriculum, the teacher explained that,

The knowledge about the independent curriculum that I have was obtained from the trainings provided by the school when the preparation for the implementation of the independent curriculum in the school last year with independent status changed. Then to strengthen the understanding and application of teachers to the independent curriculum in their learning, SMA Negeri 1 Cisarua has a program in one year four times to carry out training or workshops related to the independent curriculum starting from the learning preparation stage, the implementation of classroom learning and the assessment stage so that teachers continue to get new knowledge related to the independent curriculum and can implement the independent curriculum well to students. In addition, teachers are required to access and use the link of the Free Teaching Platform (PMM) from the Ministry of Education and Culture which is provided for teachers to obtain information related to the implementation of the independent curriculum so that teachers can implement the independent curriculum in accordance with existing provisions.

4. The Role Of Sociology On P5 Activities In The Independent Curriculum

P5 stands for the Strengthening the Profile of Pancasila Students which is interdisciplinary learning in observing and thinking of solutions to problems in the surrounding environment. The Pancasila student profile strengthening project is a project-based cocurricular activity designed to strengthen efforts to achieve competence and character in accordance with the Pancasila student profile prepared based on the Graduate Competency Standards. The implementation of the Pancasila student profile strengthening project is carried out flexibly, in terms of content, activities, and implementation time (Kemendikbudristek, 2022).

In line with the understanding of P5 above, the sociology teacher at SMA Negeri 1 Cisarua also conveyed the same thing about his understanding of P5 in the independent curriculum as said in the following interview excerpts;

The implementation of P5 activities in our school is a form of character strengthening activities that are integrated with intracurricular activities in the classroom, in this case sociology learning. Sociology plays a role in strengthening student character in accordance with the character competencies demanded in sociology learning, namely social competence. The implementation of P5 at SMA Negeri 1 Cisarua has its own hours every week which are carried out separately from intracurricular learning hours from each subject. In the implementation of P5, the government provides certain themes in each educational unit which will later be handed over to students and schools to choose the topics they want and will be developed according to the conditions and goals of the school, so in this P5 activity will be displayed products or real work results from students related to themes that have been determined by the previous government accordingly. With the ability of each student who is part of certain groups where each group will display different works from each other.

Furthermore, when asked about the role of sociology in P5 activities at the school, the teacher replied;

Sociology is clearly very related to P5 activities because as mentioned earlier that P5 is a character strengthening program that is in accordance with the values contained in Pancasila but adjusted to each subject. For sociology, for example, in accordance with the study of science about relations in society, sociology with the concepts and theories of social interaction in it will provide knowledge and understanding of how best to live and get along in the midst of Indonesian society in accordance with the guidance of Pancasila values so that the life of the community can run well so that the

goals of the community will be achieved. Then the knowledge of sociology that has been given by teachers in the classroom about how social relations in society can be used by students when they work in groups to produce products or works that will be displayed at the harvest of work at school, thus my hope is that the knowledge of sociology that has been obtained by students in the classroom can be used in real life of these students in the future because it has been embedded through deep habituation P5 activities carried out.

From this statement, it can be seen that the relationship or direct involvement of sociology learning with the P5 program in schools does not exist, because the themes given in the curriculum about P5 stand alone regardless of the content of materials contained in classroom learning by existing subjects. However, the relationship between sociology and other subjects is to provide knowledge through concepts and theories in accordance with the field of science which later the knowledge can be used as a guide or guide in completing tasks in P5 according to the themes and topics they work on.

5. Obstacles In The Implementation Of Sociology Learning With The Problem Based Learning (PBL) Model In The Independent Curriculum At SMA Negeri 1 Cisarua.

Basically, obstacles, obstacles or problems in the implementation of learning in the classroom in the curriculum or with any learning model must exist, but here it takes the competence of a teacher in making a good strategy to carry out learning in accordance with the goals to be achieved.

Related to the obstacles in implementing sociology learning with the PBL model in this independent curriculum, from the results of an interview with a sociology teacher at SMA Negeri 1 Cisarua, the teacher explained that;

Indeed, I feel that there are several obstacles or obstacles that I feel in the implementation of learning in this independent curriculum. First, I said earlier that in the independent curriculum there is differentiated

learning. With this differentiated learning, teachers must have special skills because they must be able to accommodate the various learning styles of each student. Second, students' cognitive abilities vary, but we as teachers must be able to facilitate everything so that each student can receive learning well. Third, we must be able to provide reinforcement to students when learning with the PBL model because PBL is critical learning sometimes students when learning about social phenomena in society in themselves arise hatred towards certain parties in a social problem that they know in the learning process. For example, when discussing conflict issues in society, sometimes there is hatred towards the attitude of the government, etc., so it is feared that this attitude will lead to apathy. Related to this, teachers must be able to provide good reinforcement to students so as not to develop negative attitudes but instead must be able to play a role and contribute to overcoming and solving problems around them.

Then, from the obstacles that you experienced in learning sociology with the PBL model in this independent curriculum, how did you make efforts to overcome these obstacles, the teacher explained;

I have to prepare special hours and focus on work to make preparations starting from observing student learning styles, diagnosing students' cognitive levels or in other words I have to map in advance about student conditions so that I can accommodate all student differences to design how to implement the learning that I will do, then I will strengthen the characters required in learning sociology in accordance with the material studied.

Regarding the activity of students in learning, how the assessment of the father from what you meet in daily learning in class, he answered;

In general, students are very enthusiastic in learning sociology because sociology discusses things that are related and they encounter in real

life everyday, however, as normal for a class, there must also be one or two students who need to be approached further because these students have different backgrounds that affect the way they learn. But this is a challenge for teachers to be able to overcome these problems". Furthermore, how do you assess student activeness in learning, "For assessment, I first conduct an assessment by observing students' attitudes in learning, then provide an assessment with an assessment rubric that I make in accordance with the objectives and competencies requested in a learning or what is called summative assessment and formative assessment.

CONCLUSION

Based on the findings obtained by the researcher and the discussion that has been described about the implementation of sociology learning with the PBL model in the independent curriculum at SMA Negeri 1 Cisarua, conclusions can be drawn that:

First, the implementation of sociology learning using the PBL model basically follows the syntax of the PBL model that has been determined theoretically, namely student orientation to problems, organizing students to learn, guiding individual or group investigations, developing and presenting work, analyzing and evaluating the problem-solving process. Second, sociology learning in the independent curriculum provides more opportunities for teachers and students to be able to develop their creativity with the freedom to choose or determine the material that is considered essential to be learned so that there is enough time to do a deeper understanding of certain material. Third, the integration and contribution of sociology in P5 activities in the independent curriculum is not direct but benefits from concepts or theories learned in sociology and the cultivation of social characters in learning that will be very useful for students in carrying out P5 activities. Fourth With a differentiated learning pattern in the independent curriculum, it will be able to explore and develop the different potentials of each student.

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