

**THE RELATIONSHIP OF INDEPENDENT CURRICULUM LEARNING WITH TEACHERS' MENTAL HEALTH**

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**ABSTRACT**

Enhancement prevalence mental disorders of the population age above 15 by 3.7% of 2013-2018 so \_ around 12 million Indonesian people experience depression , mental health related elementary teachers usability \_ technology and perceptions of the effectiveness of online learning in the COVID-19 era also contributed in enhancement prevalence the . Objective study For analyze learning curriculum independent with teacher mental health . Study done in a manner quantitative and is analytic observational with des ai n *cross sectional* . Population is teacher at YPI Darussalam 2 Cerme Gresik Vocational School with *total sampling* technique as many as 32 people . Instrument research , questionnaire *The Mental Health Inventory-38* (MHI-38) . Analysis use test *Kendall's tau-b* on level trust 95%. Results analysis learning curriculum independent almost entirely fulfilled by 84.4% and teacher mental health almost all good by 78.1% with P value = 0.003 <  $\alpha$  = 0.05. It means There is connection between learning curriculum independent with teacher mental health

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## PRELIMINARY

### background

Mental health can be caused by demands or pressures in life that have an impact on health problems (Putri, 2015). Riskesdas in 2018, showed that the prevalence of people with severe mental disorders ( *schizophrenia* / psychosis) increased from 0.15% to 0.18%, while the prevalence of mental emotional disorders in people aged 15 years and over increased 3.7% from 2013-2018 year . This means that around 12 million Indonesians aged 15 years and over suffer from depression (Ayuningtyas, 2018). The degree of dependence of mental health attributes partially on the ability to use technology is 21.875%, while the effectiveness of online learning is 37.5% , for the mental health of elementary school teachers . this \_ related to the teacher's ability to use technology and perceptions of the effectiveness of online learning in the COVID-19 era (Karina, 2020).

The implementation of independent learning, namely freedom to innovate that is appropriate from an economic, infrastructure, socio-cultural and local wisdom perspective of each educational unit ( Anggraini , 2020). The concept of independent learning is designed to train students mentally and physically with teachers, the environment and other supporting resources ( Suntoro , 2020 ) while the independent curriculum teaching modules are considered as tools that are quite crucial for the smooth implementation of learning with new modes or paradigms, especially when associated with the transformation of the industrial and digital revolutions (Maipita et al, 2021). Modules are also used as a Minimum Competency Assessment (AKM) to fulfill the independent learning curriculum (Anwar, 2018).

Project-based learning model or *Project Based Learning* (PjBL) is an innovative approach model that involves project work and guides students to design, solve problems, and provide opportunities to work independently (Putra and Ismet, 2018) . Only 10% of the knowledge competencies needed in the Industrial Revolution era, the largest of which are complex real problem solving competencies (36%), *social skill competencies* such as the ability to communicate, collaborate, work together, and others (16%), the ability to think logically or *critical thinking* or critical thinking (17%), and monitoring yourself and making your own decisions efficiently and effectively (17%) ( Putri et al , 2022).

Results study explain teacher's contribution to performance study 34 % in 16 countries develop and 36% in the 13 industrialized countries in comparison with management , time Study And means physique so that role teachers are more dominant in supporting the quality of education (quality of learning outcomes) of students (Sambas, 2019). Enhancement quality education must aligned with especially teacher health mental health remember contribution to performance student .

Darussalam 2 Cerme Vocational School is a private school in the District of Cerme with a total of 32 teachers and 366 students . Application curriculum independent at school make teachers do update Good pattern teaching , making lesson plans and demands use technology latest so that can cause disturbance teacher mental health such as stress, anxiety , and depression Because pressure job. Good mental health can get with socialization curriculum And training owned technology \_ by the teacher. Objective study analyze connection learning curriculum independent with teacher mental health .

## RESEARCH METHODOLOGY

This research was conducted quantitatively with an observational analytic nature village in *cross sectional*. In this study an analysis of the relationship of learning relationships was carried out curriculum independent with mental health of teachers at SMK YPI Darussalam 2 Cerme Gresik. Learning curriculum independent as variable independent And teacher mental health as variable dependent.

The population in the study were teachers at SMK YPI Darussalam 2 Cerme Gresik as many as 34 people and sample as much as 32 with technique purposive sampling. instrument study with explaining questionnaire \_ RPP (learning device plan) and Ability to use learning technology ( skilled in operating computers, and learning applications ) as well The Mental Health Inventory-38 (MHI-38) about positive effects in general ( general positive affect ), emotional ties ( emotions ), life satisfaction, anxiety ( anxiety ), depression ( depression ) and loss of behavioral or emotional control ( loss of behavioral / emotion control ) .

Data collection is primary data and done after results ethics study out, data processing includes editing, coding, scoring and tabulating . Data analysis using Kendall's Tau with significance  $\alpha < 0.05$ .

**RESULTS AND DISCUSSION**

1) Characteristics YPI Darussalam 2 Cerme Gresik Vocational School teacher

Table 1.1 Distribution Frequency Characteristics YPI Darussalam 2 Cerme Gresik Vocational School teacher

Variable	Frequency (n)	Percentage (%)
<b>Age</b>		
22 to 30 years	15	46,9
31 to 39 years	10	31,3
40 to 49 years	7	21,9
22 to 30 years	15	46,9
<b>Gender</b>		
Man	7	21,9
Woman	25	78.1
<b>Total</b>		

The results of the data show that there are 32 teachers or teaching staff YPI Darussalam Vocational School 2 Cerme Gresik almost half of the age range is 22 to 30 years, namely 46.9% while the data for sex is almost entirely female, namely 78.1% .

Result study that power teacher the almost entirely Woman with almost half range ages 22 to with 30 years . More stress levels \_ tall often found on Woman compared man , because woman often think about something in a manner too much to make easy experience stress , so does the age of 22 to 30 years prone to experience stress , due to the span age the productivity high , many targets want achieved , so they need more explore his life .

2) Analysis Univariate Variable

Table 1 .2 Distribution Frequency Variable Study

Variable	Frequency (n)	Percentage (%)
<b>Learning Freedom Curriculum</b>		
Not fulfilled	0	0.0
Partially Fulfilled	5	15,6
Completely Fulfilled	27	84.4
<b>Teacher Mental Health</b>		
Bad	0	0.0
Enough	7	21,9
Good	25	78.1
<b>Total</b>	44	100

Based on the table above, it can be seen that the independent curriculum learning variables at SMK YPI Darussalam 2 Cerme Gresik are almost completely fulfilled, namely 84.4% and the mental health of the teachers is almost entirely good, namely 78.1% .

Achievement of independent curriculum learning is fulfilled if it includes a Learning Device Plan and the ability to use learning technology consists of being skilled in operating computers and learning applications . The structure of the independent curriculum consists of extracurricular activities, projects to strengthen the profile of Pancasila students, and extracurricular activities. The allocation of study hours in the curriculum structure is written in total in one year and is supplemented with suggestions for the allocation of study hours if delivered on a regular/weekly basis. Intracurricular learning is 75% and co-curricular is 25% (Priantini et al, 2022). A teacher must be able to develop all the competencies that exist in him without being bound by time, place or other things (Khoirot, 2021).

The independent curriculum which is expected to make recovery in learning, which offers three characteristics, namely project-based learning for the development of *soft skills* and character according to the profile of Pancasila students, learning on essential materials and a more flexible curriculum structure are actually obstacles faced by educators, demands to complete curriculum achievements become a source of stress that has a negative impact on mental health for educators or teachers. Stress control in the implementation of the independent curriculum can be done by increasing the ability of teachers in terms of systematic technology and information mastery skills from the ministry of education and culture.

Assessment of the mental health of teachers at SMK YPI Darussalam 2 Cerme Gresik is known through *the The Mental Health Inventory-38* (MHI-38) questionnaire , used to determine related mental health conditions positive effect in general ( *general positive affect* ), emotional ties ( *emotions* ), life satisfaction, anxiety ( *anxiety* ), depression ( *depression* ) and loss of behavioral or emotional control ( *lass of behavioral / emotion control* ) .

Suntoro and Hendro (2020) say that the concept of independent learning is designed to train students mentally and physically with teachers, the environment and other supporting sources. Fakhriyani (2019) states that mental health at work, The work environment is not only a place to make a living, an arena for business competition, and an increase in welfare, but can be a source of stress that has a negative impact on mental health for everyone who interacts in that place . Good mental health can be applied if the teacher has a positive effect, manages emotions so that they are not depressed and control anxiety. Dina (2017) said that the mental health of an educator is needed by students to build good student personalities and keep away from disgraceful traits.

### 3) Analysis Bivariate

Bivariate is an analysis carried out on two variables ( *independent* with *dependent* ) suspected relate. Analysis bivariate in study This using *Kendall's Tau test* at the 95% confidence level (  $p < 0.05$  ) .

#### 1.3 Learning Cross Tabulation Independent Curriculum With Teacher Mental Health (SMK YPI Darussalam 2 Cerme Gresik)

Learning Freedom Curriculum	Teacher Mental Health						Total		$\rho$
	Bad		Currently		Good		f	%	
	f	%	f	%	f	%			
Not fulfilled	0	0.0	0	0.0	0	0.0	0	0.0	0.003
Partially Fulfilled	0	0.0	5	71.4	0	0.0	5	15,6	
Completely Fulfilled	0	0.0	2	28,6	25	100	27	84.4	
Total	<b>0</b>	<b>0</b>	<b>7</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>32</b>	<b>100</b>	

The results of bivariate analysis with the *Kendall Tau test* obtained a significant number or probability value (0.003) smaller than the significant standard of 0.05 or ( $p < 0.05$ ), then there is a learning relationship curriculum independent with teacher mental health (SMK YPI Darussalam 2 Cerme Gresik) . This is in line with the results of research by Safitri (2020) that learning the independent curriculum on mental health is significant with  $p < 0.05$ . The results of research by Karina et al (2020) state that the mental health of teachers is closely related to the teacher's ability to use technology and perceptions of the effectiveness of independent curriculum learning.

According to Safitri (2020), work stress on teachers can also occur because of the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning strengthening character education which aims to strengthen the character of students or abbreviated as PKK (Strengthening Character Education) with the enactment of five school days with a duration 8 hours a day, or what is known today with the *full day school system* . This school system reaps the pros and cons, there are still many parents and students who do not agree with the implementation of the system.

Mental health is a condition of a person who has adjustments, avoids symptoms of mental disorders, has the ability to maintain intelligence, and also has a good mental-emotional condition (Nurrady, 2020). Individuals who are mentally healthy are individuals who are free from mental disorders and illnesses, as well as adaptable, able to deal with problems and shocks that occur, have harmonious mental functions, and feel that they are valuable, useful, and happy and can use their potentials. potential as much as possible (Wardhani, 2017).

School preparations that have not been optimal in welcoming the independent curriculum system can have an impact on the readiness of teachers who teach, so that it becomes a problem of indications of feeling burdened and ultimately becomes a source of work stress for teachers. When teachers experience difficulties in adapting, lack teaching facilities and have pressures in work stress, it can affect the mental health conditions of teachers. So it is necessary to do time management properly and wisely. If there is a lot of workload to be completed, you should make a daily schedule so that all activities are systematically arranged.

## TO CONCLUDE

1. System learning curriculum merdeka at YPI Darussalam 2 Cerme Gresik Vocational School, almost all of them, namely 84.4%, were completely fulfilled.
2. mental health of teachers at SMK YPI Darussalam 2 Cerme Gresik is almost entirely in the good category, namely 78.1%.
3. There is a learning relationship curriculum independent with teacher mental health (YPI Darussalam 2 Cerme Gresik Vocational School) with a correlation value of 0.813 and  $p = 0.003$  ( $p < 0.05$ ).

## SUGGESTIONS

1. Principals are more optimal in increasing the ability of the field of technology by providing training to teachers.
2. Researcher Furthermore  
For further research, expected can do study kind However by adding other variables that can affect the mental health of teachers such as work climate or benefits

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