

IMPLEMENTATION OF INDEPENDENT CURRICULUM IN THE SUBJECTS OF ISLAMIC RELIGIOUS EDUCATION AND MORALS EDUCATION

Masruri¹, Waliah²

^{1,2}STAI Ma'arif Sintang, Indonesia

*Corresponding E-mail; masrurielsintangi@gmail.com

Abstract

This study aims to obtain a clear and detailed description of the planning for the Implementation of the Independent Curriculum in Islamic Religious Education Subjects and Characteristics, the Steps for Learning Islamic Religious Education and Specificities Based on the Independent Curriculum, and the Constraints faced by teachers of Islamic Religious Education and Distinctiveness in implementing an independent curriculum and its solutions. This study uses qualitative research with a descriptive approach. Data collection procedures include observation techniques, interviews, and documentation. Researchers interviewed the Principal of SMA Negeri 1 Kelam Permai, the Deputy Head of the School for Curriculum, Teachers of Islamic Religious Education and Characteristics, and representatives of Muslim students in Class X and Class XI directly. The data analysis technique uses the Miles and Huberman model with four stages: data collection, reduction, display, and verification. Data validity uses three criteria: triangulation, member checks, and increased persistence. The results of the study stated that the independent curriculum implementation plan carried out by SMA Negeri 1 Kelam Permai was good by collaborating involving various competent parties by maximizing the school's potential and resources, the learning steps carried out by teachers of religion and Islamic morals were perfect and systematically, starting from analyzing learning outcomes, and the obstacles faced by Islamic religious and moral education teachers who are less active in participating in the learning process in class, textbooks that do not meet quotas, the difficulty of controlling students in using mobile phones to support the learning process, the teacher's lack of understanding of the curriculum independent, challenges in designing differentiated learning and difficulties in making teaching modules that suit the abilities and interests of students.

Keywords: *Implementation of the Independent Curriculum, Islamic Religious Education and Morals*

A. Introduction

The Government of Indonesia is trying to implement several policies to overcome the potential for learning lagging and learning inequality during the Covid 19 pandemic. Learning lag has indications, including when students have difficulty understanding the competencies studied before, when they are unable to complete learning at the class level, or when students have a complex problem because they cannot master learning at every level (Direktorat Sekolah Dasar, 2021). According to The SMERU Research Institute (Ditjen Dikti Kemdikbud, 2011), learning inequality in the pandemic era arises because students do not have access to (1) digital devices; (2) sufficient adaptive and IT-skilled teachers; (3) financial conditions; (4) parents who actively provide support.

To overcome the learning lag, a learning recovery policy is needed within a certain period of time-related to the implementation of the curriculum by the education unit. Curriculum implementation by education units can use a curriculum that is on the learning needs of students and must pay attention to the competency achievement of students in education units in the context of learning recovery (Kemdikbud, 2021). Then the education unit is given options for implementing the curriculum according to the learning needs of students. The three curriculum options are the 2013 curriculum, the emergency curriculum, and the independent curriculum. At this time, the Ministry of Education and Culture (Angga & Iskandar, 2022) has issued a policy called Merdeka Study. This is as stated in the Merdeka Learning program policy Episode 15 yesterday with the introduction of a new curriculum, namely the Merdeka Curriculum. The concept of Independent Learning in the Independent Curriculum is an educational transformation to create a superior generation.

The independent learning curriculum is in line with what Ki Hadjar Dewantara aspires to, namely in education considering a balance of creativity, taste and intention not only as a process of transferring knowledge but at the same time as a process of transforming values (Ramadina, 2021).

Sintang District In Phase 1, two schools have been implementing the Independent Curriculum since the 2021/2022 school year, namely SMAN 4 Sintang and SMAN 1 Kelam Permai. Meanwhile, in the second stage, there were also two schools: SMAN 1 Kayan Hulu and SMAS Panca Setya Sintang. The basis for implementing the Independent Curriculum at SMA Negeri 1 Kelam Permai is giving schools the freedom in the 2021/2022 academic year to implement a 2013, emergency, or independent curriculum in school learning. Because SMA Negeri 1 Kelam Permai feels ready to implement the independent curriculum and has been accredited A with all the resources it has to support the implementation of the Merdeka Curriculum that SMA Negeri 1 Kelam Permai has registered as a driving school to implement the independent curriculum online. After being declared a graduate and eligible to implement the independent curriculum by the Ministry of Education and Culture, since the 2021/2022 school year, Kelam Permai State High School has officially become a driving school and implemented the Independent Curriculum. Because the Independent Curriculum is new, researchers want to research the

Implementation of the Independent Curriculum, especially in Islamic Religious Education subjects at SMAN 1 Kelam Permai for the 2022/2023 academic year.

B. Method

The research method used in this study is qualitative. According to (Sugiyono, 2017), the qualitative research method is defined as research based on the philosophy of postpositivism, used to examine the conditions of natural objects where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization. The research location is at SMA Negeri 1 Kelam Permai which is located on Jl. Raya Jetak-Kelam Permai Kebong Village, Kelam Permai District, Sintang Regency is one of two high school level schools that have implemented the Independent Curriculum since the 2021/2022 academic year. The primary data sources in this study were Mr. Kornelius, Principal of SMA Negeri 1 Kelam Permai; Mr. Dedi Iskandar, Deputy Head of School for Curriculum Affairs; Ms. Rofiqoh, a teacher of Islamic Religious Education and Characteristics Subjects; as well as students of class X and Class XI who are Muslim. In collecting data in the field, researchers used interview techniques, observation, and documentation. The data analysis technique uses descriptive analysis, namely the actual and factual data analysis from the research results, while the data analysis uses qualitative analysis techniques. Data Validity Check Techniques include Triangulation, Member Check and Increasing Perseverance.

C. Finding and Discussion

Finding

Planning for the implementation of the independent curriculum in Islamic education subjects at SMA Negeri 1 Kelam Permai

Implementing the independent curriculum, which was vigorously promoted by the Ministry of Education, Culture, Research, and Technology as a new curriculum to overcome the backwardness of learning during the Covid-19 pandemic, takes work. Requires careful planning so that everything goes as expected. Therefore, after being selected as a driving school that must implement the Independent Curriculum in school learning, Mr. Kornelius, S. Pd as the Principal of SMA Negeri 1 Kelam Permai, carried out various plans, including the following: (a) actively establish communication with the Ministry of Education and Culture, the Education and Culture Office of West Kalimantan Province, and school supervisors to obtain various information about the implementation of the Independent Curriculum both online and offline, (b) conduct socialization on implementing the Independent Curriculum to all teacher boards, students, and school committees, (c) assign several teachers to participate in independent curriculum implementation training held by the Ministry of Education and Culture and other competent parties, (d) holding In House Training (IHT) to provide provisions to teachers before implementing the independent curriculum (e) conducting teaching task distribution meetings for each subject, (f) providing various facilities and infrastructure needs arising from implementing the independent curriculum using funding sources from BOSP, PBP,

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and BOS Performance, (g) Conduct periodic evaluations of the Implementation of the Independent Curriculum at least once a month, led directly by the school principal or deputy principal and designated field coordinators.

After the task division meeting was carried out, all subject teachers including Islamic Religious Education and Moral Education subject teachers also made plans related to the implementation of the independent curriculum in learning. Learning planning carried out by Ms. Rofiqoh, S. Pd as a Subject Teacher for Islamic Religious Education and Characteristics at SMA Negeri 1 Kelam Permai, namely:

- a. Determine the Learning Outcomes to be achieved in each phase for Islamic Religion and Moral Subjects according to what has been determined by the Ministry of Education and Culture.
- b. Look for or collect the required source books and will be used as textbooks in classroom learning
- c. Determine the learning material to be delivered in each semester in each learning phase.
- d. Prepare the necessary learning tools including making learning modules.
- e. Carry out learning in accordance with the teaching modules that have been prepared.

So, the planning for implementing the Independent Curriculum by SMA Negeri 1 Kelam Permai, in general, and by Islamic Religious Education Subject Teachers, in particular, has been quite good.

Learning Steps for Islamic Religious Education Subjects Based on the Independent Curriculum

In implementing the independent curriculum in classroom learning, of course there are stages that must be passed and carried out by a teacher. Based on the results of interviews conducted by researchers with Ms. Rofiqoh, S. Pd as the subject teacher of Islamic Religious Education and Characteristics of SMA Negeri 1 Kelam Permai, information was obtained that the steps for learning Islamic subjects based on the independent curriculum were as follows:

Analyze Learning Outcomes (CP) to develop Learning Objectives (TP) and Learning Objective Flow (ATP)

The first step that must be taken by Islamic Religion and Moral Subject Teachers in learning is to analyze the Learning Outcomes (CP) that have been established by the Ministry of Education and Culture of the Republic of Indonesia Number 008/H/KR/2022 concerning Learning Outcomes in the Independent Curriculum. This is done so that the teacher knows the learning outcomes to be achieved so that they can formulate learning objectives to be achieved in each lesson in each phase. After the teacher can formulate the Learning Objectives to be achieved then the teacher arranges the Learning Objectives Flow to achieve the learning objectives that have been previously set.

Planning and Implementation of Diagnostic Assessment

The next step taken by Islamic Religious Education and Characteristics Teachers in learning is to plan and carry out a diagnostic assessment to determine students' initial

abilities, family background, interests, and student learning motivation so that teachers can design differentiated learning based on student needs. This diagnostic test can be done with interviews, questionnaires, open questions, or other forms.

Create or Develop Teaching Modules

Teaching modules are structured as teacher guides in carrying out learning. So the teaching modules must be arranged as best as possible to pay attention to the learning needs of students. Teaching modules must be structured as attractively as possible, contextual, and sustainably using the resources owned by the school.

Adaptation of learning to the stages of achievement and characteristics of students

Furthermore, the teacher carries out learning according to the modules that have been prepared, adjusts the learning process, adjusts the learning outcomes, and conditions the learning environment.

Planning, Implementation, And Processing Of Formative and Summative Assessments

To see and measure the extent to which Learning Objectives have been achieved in learning, the teacher needs to design, implement, and process the results of both formative and summative assessments.

Learning Progress Reporting

At the end of each semester, a form of reporting is carried out by distributing report cards to students and being known by students' parents.

Learning Evaluation and Assessment

Furthermore, the teacher evaluates the learning and assessments that have been carried out independently and in collaboration with colleagues to find deficiencies or weaknesses and things that have not been achieved in subsequent learning so that improvements can be made to the next teaching module so that it is even better.

Obstacles Faced by Islamic Religious Education Subject Teachers in Implementing the Merdeka curriculum and their solutions

In implementing the independent curriculum in classroom learning, it is certainly inseparable from various problems or obstacles. Based on the results of interviews that were conducted with Ms. Rofiqoh, S. Pd, it was revealed that the obstacles encountered in implementing the independent curriculum were:

- a. Students are less active in participating in the teaching and learning process in class so that learning activities arranged in teaching modules cannot go according to plan. The solution is that the teacher continues to encourage students to be more active in learning by applying an interesting learning model.
- a. Textbooks for Islamic Religious Education and Moral Education are still lacking so that students cannot read the material that will be presented first. The solution is the teacher forms groups and gives textbooks to each group.
- b. The use of mobile phones in learning is often misused by students. Sometimes students open a different web address than the one ordered by the teacher. The solution is that the teacher must be extra in supervision and make a joint agreement about the use of mobile phones.

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- c. Teachers of Islamic Religious Education and Characteristics subjects lack understanding of the independent curriculum. The solution is that teachers must actively learn independently through social media, take part in various trainings on the independent curriculum both online and offline and collaborate with colleagues.
- d. It is difficult for teachers of Islamic Religious Education and Moral Education to design differentiated learning that is tailored to students' initial abilities and interests. The solution is that the teacher must identify the abilities and interests of each student and then design differentiated learning by seeking various reference sources.
- e. Teachers have difficulty in making teaching modules for each material that will be delivered in each phase. The solution is that teachers must actively participate in MGMP activities in Islamic Religious Education and Moral Education and discuss them together in the MGMP forum.

In the Merdeka Curriculum, putting forward the concept of "Freedom to Learn" for students is designed to assist the recovery of the learning crisis that occurred as a result of the COVID-19 pandemic (Niken et al., 2021; Rizki & Fahkrunisa, 2022). The use of technology and the need for competence in the current era is one of the bases for developing the Independent Curriculum (Marisa, 2021). The increasingly massive use of technology and other programs planned by the government such as Mobilizing Schools, Motivating Teachers, Center of Excellence Vocational Schools (SMK-PK), and so on are one of the efforts made by the government in implementing the Independent Curriculum to recover from the learning crisis (Nugraha, 2022). The independent curriculum has three types of learning activities, namely: learning intracurricular activities carried out in different ways, 2. Curricular learning in the form of strengthening the Pancasila Student Profile which has the principle of interdisciplinary learning that is oriented towards character and general competence and 3. Extracurricular learning is carried out according to the interests of students and the resources available in the education unit (Inayati, 2022).

Solutions made to overcome various problems or obstacles in the learning are:

- a. Teachers of Islamic religious education and morals must continue to improve their competencies in compiling and implementing differentiated learning by participating in BIMTEK both online and offline, independent study via the internet, YouTube, the Freedom Learning Platform (PMM).
- b. Teachers of Islamic Religion and Moral Education Subjects must continue to motivate and encourage students to be more active in the teaching and learning process by conveying aspects that will be assessed in learning.
- c. Form study groups to overcome the shortage of textbooks and limited internet quota owned by students
- d. Make class agreements about the implementation of teaching and learning and agreements on the use of mobile phones.

Learning problems are something that complicates, hinder, and can even cause failure in expecting goals in learning. Problems in learning occur because of several factors trigger factors, such as practical obstacles, student character, teacher character, and the

learning process (Agung Setiawan, 2022; Ayuningtyas et al., 2022; Irawan & Hermawan, 2019).

E. Conclusion

Planning carried out by the school included actively establishing communication with the Ministry of Education and Culture, the Education and Culture Office of West Kalimantan Province, and school supervisors. Conducting socialization on the implementation of the Independent Curriculum to all teacher boards, students, and school committees. Conduct socialization on the implementation of the Independent Curriculum to all teacher boards, students, and school committees. Assigned a number of teachers to take part in training on the implementation of the independent curriculum. Holding In House Training (IHT) to provide provisions to teachers before implementing the independent curriculum.

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