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Implementation of the Independent Curriculum in PAI Learning in Developing Student Independence and Creativity at SMAI Al Azhar 18

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Abstrak

Kata Kunci:

Kurikulum Merdeka;
PAI; Kemandirian;
Kreativitas

Pelaksanaan kurikulum merdeka merupakan hal yang disukai dalam dunia pendidikan karena guru dituntut dan diberikan kesempatan untuk menunjukkan kreativitas dalam proses pembelajaran sekaligus memungkinkan murid untuk menggali, mengembangkan potensi diri dan menumbuhkan kreativitas, inovasi, serta kemandirian. Apakah kurikulum tersebut mampu menggali potensi, dan menumbuh kembangkan kemandirian dan kretivitas murid. Seperti halnya wacana baru tersebut, tentu saja ada pro dan kontra untuk dipertimbangkan. Pendidikan berfungsi sebagai sarana untuk membentuk dan mencapai tujuan pribadi. Penelitian ini merupakan penelitian kualitatif dekriptif. Teknik pengumpulan data menggunakan Observasi, wawancara, dan dokumentasi. Data yang diperoleh dianalisis dengan menggunakan tiga tahap yaitu: 1) Reduksi data 2) penyajian data 3) penarikan kesimpulan dan verifikasi. Teknik keabsahan data yang digunakan yaitu: Triangulasi sumber dan Triangulasi teknik. Hasil penelitian ini menunjukkan bahwa pelaksanaan proses pembelajaran penerapan kurikulum merdeka dalam Pendidikan Agama Islam. Penilaian ini menggabungkan pendekatan yang berbeda, dimulai dengan pengajaran tatap muka, beberapa model pembelajaran diperkenalkan, model pembelajaran berbasis proyek, model pembelajaran berbasis masalah, model pembelajaran penemuan, dan pembelajaran inkuiri. Hal ini dibuktikan dengan meningkatnya kemampuan murid setelah diterapkannya belajar mandiri.

Abstract

Keywords:

Independent Curriculum; Islamic Education; Independence; Creativity.

The implementation of an independent curriculum is favoured in the world of education because teachers are required and given the opportunity to show creativity in the learning process while allowing students to explore, develop their potential and foster creativity, innovation, and independence. Is the curriculum able to explore the potential, and foster student independence and creativity. As with any new discourse, there are certainly pros and cons to consider. Education serves as a means to shape and achieve personal goals. This research is a descriptive qualitative research. Data collection techniques used observation, interviews, and documentation. The data obtained were analysed using three stages, namely: 1) data reduction 2) data presentation 3) conclusion drawing and verification. Data validity techniques used are: Triangulation of sources and Triangulation of techniques. The results of this study show that the implementation of the learning process of implementing the independent curriculum in Islamic Religious Education. This assessment combines different approaches, starting with face-to-face teaching, several learning models are introduced, project-based learning models, problem-based learning models, discovery learning models, and inquiry learning. This is evidenced by the increasing ability of students after the implementation of independent learning.

INTRODUCTION

Education is the main pillar for the progress of a nation. Education is a basic element in improving human resources. Human resources grow and develop according to the reasoning ability and thinking patterns of individuals from one's own experience. In line with the National Education System law article 1 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble

character, and skills needed by themselves, society, nation and state.(Marsela Yulianti et al., 2022).

Changes in education in Indonesia are closely related to improvements that must be evaluated periodically. A minority of individuals believe that the modification of the Education curriculum depends on the shift of policymakers. Indonesia as a nation that continues to promote curriculum development, has not changed less than ten times since the beginning of its independence.(Priatmoko, 2020).

Education is closely related to utilizing the curriculum model.

Curriculum development is an instrument to improve the quality of education where the quality of Human Resources (HR) has a major influence on the quality of education itself). The importance of the curriculum, according to Munandar (2017) which is the heart of education that can determine the continuity of education. As stated in Law No. 20 of 2003 that, the curriculum is a guideline in the implementation of learning in schools which contains a set of learning plans including objectives, content, teaching materials and learning methods to achieve a national education goal.(Sa'diyah et al., 2023).

Now humans have entered the era of technology but the problem is that there are still many educators or teachers who are technology illiterate, while technological literacy is needed it can even be said that one of the keys to educational success if teachers and students master technology because technology can facilitate and accelerate the transfer of knowledge between teachers to students and also become a learning communication tool. The third is human literacy in the form of strengthening humanities, communication, and design. How these activities can be carried out by students and teachers.(M.Yamin and Syahrir, 2020).

Minister Nadiem Makarim in the policy of freedom of learning gave the meaning implied in his message that students are given freedom in determining their future according to their competencies, not based on

pressure that causes students stress and loss of confidence as is the case due to the implementation of national examinations.(Alaika M, Bagus Kurnia, 2020).

Education is one of the vehicles to formulate and achieve life goals, life instructions must refer to the Qur'an, because from the first verse to the last verse is never separated from educational cues. By adhering to the values contained in the Qur'an, we will be able to direct humans to be creative, dynamic, and able to achieve the essential values of *ubudiyah* towards their *khalik*. This fact implicitly directs people to the noble values that exist in harmony between human values and divine values as a form of *azali* truth.(M. Quraish Shihab, 2002).

The Qur'an is a theoretical normative guideline in the implementation of Islamic education whose contents cover all dimensions of humanity and are able to touch all human potential. As for exploring this potential, humans use the five senses and reason. All these processes constitute the general system of education offered by Allah in the Qur'an so that man can draw conclusions and carry out all these instructions in his life as well as possible.

The educational process revealed by the Qur'an is stimulating to human emotions and impressions, both inductively and deductively. With this emotional touch, psychologically able to crystallize more in humans which

will be implicated in their daily actions and attitudes. This means that the internalization of Islamic values in the soul of students will be able to become part of the students who have been translated into the order of values and daily behavior.(Minarti, 2013).

RESEARCH METHODS

This research was conducted using a phenomenological approach. This type of research is qualitative research that looks and hears more closely and in detail an individual's explanation and understanding of his or her experiential experience. The phenomenological approach is based on the interest of researchers to study more deeply about the phenomena experienced by key informants. This research is intended to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups. The source of data in this study is informants, who are selected by purposive sampling, the object of research chosen is people who know and master the problem under study (key informant). The objects of this study are school principals, deputy heads of curriculum sections, Islamic Religious Education teachers, and students. Data collection is carried out by several techniques, namely; (a) observation; (b) interviews; and (c) documentation studies. To ensure the validity of the data is carried out with several efforts as follows: (a) extending the data collection period, (b) making

continuous and serious observations, (c) triangulating, and (d) involving colleagues to discuss.

RESULTS AND DISCUSSION

Research Results

Based on the results of observations we made at SMA Islam Al Azhar 18 Bekasi on grade 10 students, teachers, and principals about the implementation of the independent learning curriculum. There are several characteristics of the implementation of the independent curriculum at SMA Islam Al Azhar 18 Bekasi, namely the absence of majors, fullday implementation, creating and running a project. For the first time, the implementation of the independent curriculum at SMA Islam Al Azhar 18 Bekasi itself began with filling out a questionnaire on the Ministry of Education and Culture website about the independent learning curriculum, the questionnaire was filled out by teachers and principals where the questionnaire contained the school's readiness to implement the independent curriculum to implement the independent curriculum in the 2022/2023 semester 2 school year. For the next stage, schools are given the opportunity to choose the IKM level (implementation of the independent curriculum). This IKM level consists of three levels, the first level is independent learning, from this independent level the school applies the basic principles of the independent curriculum and does not change the curriculum, meaning that the curriculum

remains the 2013 curriculum but the principles and spirit of the independent curriculum are applied to the 2013 curriculum. The second level of IKM is independent change, where schools fully implement the independent curriculum starting from the principles and content of the independent curriculum independently. This means that schools are ready to independently implement the independent curriculum is the initial stage to be able to use PMM (independent learning platform), this platform contains study guides for students and teachers are advised to take independent training on PMM. For the last level, independent sharing, it means that established schools implement an independent learning curriculum and can share other schools.(Khairara & Alfurqan, 2023) For SMA Islam Al Azhar 18 Bekasi itself, taking IKM level two, which is independent, changes meaning that starting from financing entirely carried out with the school budget and teacher training is also carried out with the school budget funded with BOS funds and then applied to schools with an independent learning platform. This implementation has been going on for approximately 1.5 years and the implementation of the independent curriculum runs quite smoothly and teachers have implemented the independent curriculum learning system, meaning independently and there have been changes in the way of learning in schools and have even implemented the P5 project (Pancasila student profile

strengthening project) which is the hallmark of the independent curriculum where this project is part of learning.(Santoso et al., 2024) In the current 1 year this project will be carried out harvesting projects in the form of presentations and staging student work. In addition, the implementation of the independent curriculum at SMA Islam Al Azhar 18 Bekasi has applied principles such as diagnostic assessments before learning begins, then there is differentiation learning, meaning that in general the application of this IKM has run well. For the P5 project itself is a collaboration between subjects so there are 9 themes for three years, these 9 themes are divided into three themes per level and carried out for one year so the school takes three themes, namely local wisdom, entrepreneurship, engineering and technology in the field of plants. Local wisdom means exploring regional cultures and being used as a student project which is taken typical of the region, then demonstrated and displayed. Then there is entrepreneurship to cultivate entrepreneurial spirits for student participants, at SMA Islam Al Azhar 18 Bekasi, the production of cassava-based food ingredients is taken, the last is technology in the field of plants where students will produce from plants that have benefits as medicines. The impact of the implementation of an independent learning curriculum for teachers, which is first in terms of learning with the existence of an independent curriculum teachers are

required to know the characteristics of students so that by facing students it is more varied and provides space for more variety in teaching. While the impact of the implementation of an independent learning curriculum for students, it gives more space for students not to be monotonous in the classroom because this project is mostly carried out outside the classroom so that there are different nuances that eliminate learning saturation in the classroom then other impacts for their students no longer have majors from class X to XII they only choose subjects in phase F later what subjects they will make majors in college later.

Discussion

Implementation is the action or implementation of a plan that has been carefully prepared, careful and detailed.(Ministry of Education and Culture of the Republic of Indonesia, 2023) While Ali Miftahu Rasyad that implementation boils down to activities, actions, actions or the existence of a system mechanism. Implementation is not just an activity, but a planned effort to achieve goals.(Ali Miftakhu Rosyad, 2019).

In the Law on the National Education System of the Republic of Indonesia Number 20 of 2003, article 1 paragraph 19 states that the definition of curriculum is a set of plans and arrangements regarding objectives, content and learning materials and ways used as guidelines for the implementation of learning activities to

achieve certain educational goals, while the independent curriculum is an atmosphere where schools, teachers and students have freedom (Noor, 2018).

The concept of independent learning began with the idea of the Minister of Education and Culture of the Republic of Indonesia, namely Nadiem Makarim which was conveyed in a speech commemorating National Teachers' Day on November 25, 2019. Nadiem stated that freedom of learning is an atmosphere where schools, teachers, and students have freedom, meaning free to innovate, free to learn independently and creatively.(Aprilia & Rosa, 2021).

The independent curriculum has substantially taken place on a limited basis in mobilizing schools. Quantitatively, it is estimated that there are 2500 driving schools spread across districts and cities throughout Indonesia by implementing learning strategies that enable students, varied and digital learning media and resources, simpler curriculum content and assessments that emphasize higher-order thinking skills.

Characteristics of the Independent Curriculum

There are several characteristics of the independent curriculum. These characteristics also illustrate its advantages. First, the material is simpler and more profound. Second, students can learn more deeply with a calmer, less hurried, and more fun atmosphere because students have enough time to learn to finish what they think. Third, more independence, meaning that in this

curriculum students are given more freedom to choose the subjects they are interested in according to their talents and aspirations. Meanwhile, teachers can teach according to the stages of achievement and development of students. In addition, schools are authorized to develop and manage curriculum and learning according to the characteristics of students and educational units. Fourth, more relevant and interactive. (Afagani, 2023).

In the era of education that continues to develop, the implementation of the Independent Curriculum and Open Learning Tools has become a major concern. The Merdeka Curriculum prioritizes the active role of students in organizing and directing their own learning, while the Open Learning Tool provides flexibility in choosing learning resources. Both of these concepts aim to increase the creativity and independence of learners.

Independent Curriculum in Developing Independence

Curriculum Merdeka provides freedom for students to determine their learning goals, choose appropriate learning methods, and organize their own time. Thus, learners have the opportunity to develop the ability to self-organize, take responsibility for their own learning process, and develop independence in achieving their learning goals. A number of previous studies have shown that the implementation of the Independent Curriculum can increase the independence of students. For example,

research by Manurung (2022), found that students who follow the Merdeka Curriculum have a higher level of independence compared to students in the traditional curriculum. They also showed higher levels of satisfaction with their learning process.(Permana, 2023).

Independent Curriculum in Developing Creativity

The implementation of the Merdeka Curriculum provides space for students to explore their interests and talents more freely. Students can develop their creativity through critical thinking, innovation, and problem solving activities in creative ways. They have the opportunity to come up with new ideas, create creative works, and apply knowledge in real contexts. Increasing student creativity is one of the significant benefits of implementing the Merdeka Curriculum. This concept provides space for learners to explore their interests and talents more freely, which can enhance their creativity in learning. Constructivism theory supports this idea, which emphasizes the active role of learners in building their own knowledge based on experience and reflection, (Mawati et al, 2023) Previous research, such as that conducted by Erlinawati et al (2019), shows that an interdisciplinary approach in science learning can improve learners' understanding of concepts and critical thinking skills. In the context of the Merdeka Curriculum, students have the opportunity to develop their

creativity through critical thinking, innovation, and problem solving activities in creative ways. They are given the freedom to come up with new ideas, create creative works, and apply knowledge in real contexts. Through the Merdeka Curriculum, students can develop cross-disciplinary skills needed in today's society and world of work. Overall, the implementation of the Merdeka Curriculum provides opportunities for students to increase their creativity through critical thinking activities, innovation, and the application of knowledge in real contexts. In the context of education oriented to the needs of the 21st century, increasing the creativity of students through the Merdeka Curriculum is an important step in preparing them to face future challenges.(Afagani, 2023).

Implementation of the Independent Curriculum in PAI Subjects

The government's policy to implement the Independent Curriculum is essentially

To provide openness for education actors in managing, designing, and implementing and implementing learning assessments. Students should be given the opportunity to say in their own words, not the words of the teacher (Hadi Sukamto, 2022). This independent curriculum is related to each subject, one of which is Islamic religious education subjects and PAI learning outcomes in the independent curriculum are determined based on the Decree of the Head of BSKAP No. 8 of

2022. In this curriculum, Islamic religious education is directed to prepare students to be spiritually stable, have noble morals, and have an understanding of the basics of Islam and how to apply it in everyday life within the Republic of Indonesia (Hadi Sukamto, 2022). In general, Islamic religious education subjects should direct students to four things, namely the tendency to goodness (al-hanifiyyah), the attitude of allowing (al-samhah), noble morals (makarim al-akhlaq) and compassion for the universe (rahmatan lli al alamin). While in the learning process of Islamic religious education subjects can use various approaches other than lectures, namely, interactive-discussion, curiosity and discovery (inquiry and discovery learning), siding with children, based on problem solving, and real project-based learning in life (project based learning).(Nuriah et al., 2023)

CONCLUSION

The implementation of the concept of the Independent Curriculum and Open Learning Tools has great potential in increasing creativity, independence, collaboration, critical thinking skills, motivation, and student engagement. Through an open learning approach, learners are empowered to explore their interests and talents, take an active role in organizing learning, collaborate with peers, develop critical thinking skills, and feel motivated and engaged in the learning process.

Previous research has also provided evidence that the implementation of the Independent Curriculum and Open Learning Tools has a positive impact on achieving these goals. Therefore, to achieve optimal results, it is important for schools and educators to apply this concept with consistency and provide a supportive learning environment. In addition, continuity of research and evaluation related to the implementation of the Independent Curriculum and Open Learning Tools is also needed to understand the long-term impact and improve aspects that need to be improved. Thus, the Merdeka Curriculum and Open Learning Tools have the potential to produce students who are creative, independent, collaborative, think critically, motivated, and are involved in the learning process. diverse where learning will be more

optimal so that students have time to explore concepts and strengthen competencies. In this curriculum, religious education

Islam is directed to prepare students to be spiritually stable, have noble morals, and have an understanding of the basics of Islam and how to apply it in everyday life within the Republic of Indonesia. In this Independent Curriculum, teachers have the flexibility to choose various teaching devices so that learning can be adjusted to the learning needs and interests of students. In order to find out the success of a learning process in students, an evaluation must be carried out. Evaluation is carried out to determine the achievements obtained after the learning process.

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