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IMPLEMENTATION OF INDEPENDENT LEARNING CURRICULUM IN THE LEARNING OF ISLAMIC RELIGIOUS EDUCATION AT SMAN 3 BATUSANGKAR

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Abstract

Freedom to learn is one of the alternative curriculum choices chosen by the education unit. The independent learning curriculum provides leeway and convenience for educators to implement quality and in-depth learning, according to what students need. The most important thing in this curriculum is to provide a place and freedom for students to develop the abilities that students have in order to get the desired educational achievements. This article was made intending to find out the way PAI teachers do in implementing the independent learning curriculum. This research was conducted at SMAN 3 Batusangkar, with the research target of PAI subject teachers. The researcher uses a descriptive qualitative method with a field study approach. The techniques used to collect data in this study are observation, interviews, and reviewing relevant articles in the direction of the study being studied. This research resulted in PAI teachers planning independent learning curriculum learning, carrying out the learning process by applying the MERDEKA path, and PAI teachers conducting learning evaluations. Therefore, it can be concluded that the implementation and application of the independent learning curriculum in PAI learning is going well and hopes to achieve national education goals.

Keywords: PAI; Independent Learning Curriculum; Qualitative Method; Education

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INTRODUCTION

The Covid-19 pandemic has had a significant impact on the education sector in Indonesia. The impact caused by the pandemic has affected the learning system in Indonesia. Before the pandemic hit the learning system in Indonesia took place face-to-face (offline) and changed online (online) with the help of several applications that can be used even though there are still problems, these obstacles are caused by the technicians directly or from their own resources as a result of online-based learning or distance learning far can be said to be limited to aborting the obligations of teachers and students in the learning process. The many problems and inequalities that occur due to the changing learning system, the government adopts a new policy to develop a new curriculum, which is called the independent learning curriculum. The independent learning curriculum is expected to be able to overcome the problems that have occurred in education in Indonesia due to the pandemic that has hit (Rifa'i dkk., 2022).

The implementation of the independent learning curriculum in Indonesia is a complement to the previous curriculum (emergency curriculum) because Indonesia has experienced a decline in the education sector. Curriculum changes from 2017 (thirteenth curriculum), 2018 (thirteenth curriculum revision), when the pandemic hit the curriculum changed to an emergency curriculum. With this curriculum change, it is hoped that it will be able to solve various educational problems that occur. Indonesia is experiencing a backwardness and a downturn so that it has an impact on Indonesia's position in the eyes of the world which has decreased (Ulinniam dkk., 2021).

The independent learning curriculum is a new policy issued by the Ministry of Education and Culture which is a new breakthrough in the world of Indonesian education. As a result of this downturn, Indonesia experienced a decline in position. To answer and overcome this, Nadiem Anwar issued this policy. The reason for issuing this policy was to answer the challenges of the industrial revolution and developing technology, in an increasingly sophisticated era. The learning independence curriculum forms the embodiment of independence in making thinking decisions that educators determine. The teacher becomes the center in the learning process. The next reason is because the educational goals set by the government are only creating quality education but not making students creative. The independent learning curriculum is the first step taken by the government to improve education in Indonesia (Wijaya dkk., 2020).

The independent curriculum learns to instill values in the behavior and character of students with the figure of a Pancasila student. In this case there are 6 components, each of which is explained in detail, including having a noble character, global diversity, mutual cooperation, independence, critical thinking, creative (Rahmadayanti & Hartoyo, 2022). In the Decree of the Government of the Republic of Indonesia Number 55 of 2007 regarding Religious Education and religious education in Chapter 1, Article 2, Paragraphs 1 and 2 it reads; (1) religious education is education that imparts knowledge and forms the character, personality and skills of students in applying their religious teachings which is carried out at least through subjects/courses of all paths, levels and types of education; (2) religious education is education that prepares students to be able to carry out roles that require mastery of knowledge about religious teachings or become experts in religious knowledge and are asked to be able to apply their religious teachings (Susilowati, 2022).

Islamic religious education is a subject in which studying Aqidah Morals, Al-Qur'an Hadith, Fiqh and Islamic History in which all levels of education ranging from Elementary-Higher Education study them with different levels of difficulty. Islamic religious education has the goal of changing a person's morals and elevating them to a high degree. PAI subjects play a role in fostering and guiding the character, attitude and behavior of a person to become a devout Muslim, have strong faith, do good deeds, have good morals and be useful for the family, society, religion, nation and state. For this reason, PAI subjects need to be prepared to breathe and participate in the success of the independent learning curriculum. PAI material must be mastered by someone so that the faith they have can face the era of society 5.0 (Muharrom dkk., 2023).

Based on the results of previous research, there are several relevant studies related to the title being studied by the researcher. The first research conducted (Rosadi dkk., 2022) entitled the implementation of independent learning in PAI learning at SMK Bhakti Surakarta. The results obtained in this study were that the PAI subject teachers focused on the interests and talents of their students. The differentiation method is used by PAI teachers at Bhakti Surakarta Vocational School in order to achieve the goal of independent learning and this method can increase the abilities students have in all fields and can make students free in learning activities to choose the interests they want to achieve. The teacher is only in charge of providing facilities such as knowledge that can equip students for the future. Subsequent research was conducted (Fauziah dkk., 2023) with the title of the role of the PAI teacher in implementing the independent learning curriculum to increase student

understanding. This research resulted in PAI teachers focusing on developing their own potential, and increasing students' understanding that is sustainable with students' abilities. PAI teachers are highly expected in the implementation of the independent learning curriculum because students are the hope of the nation who can advance civilization and face all the challenges of the future.

METHODS

This research was conducted using descriptive qualitative research methods, in which data collection techniques were used by observation and interviews with PAI teachers, then processing, analyzing, and presenting them. Observation technique is a technique for collecting information in the form of data that has special characteristics when compared to other techniques. Observation techniques can be grouped into three types, namely participatory observation, disguised observation, and unstructured observation (Sugiyono, 2019). Interview is a technique used to collect data to get as much information as possible by having conversations between researchers and informants. The conversations carried out contain questions and answers related to the study to be studied. The research was conducted on Tuesday, April 11 2023 at SMAN 3 Batusangkar with the main subject being Islamic education subject teachers. The purpose of this research is to find out how the implementation of PAI teachers in the independent learning curriculum is related to PAI learning itself.

RESULTS

The researcher conducted an interview with one of the PAI teachers who taught at SMAN 3 Batusangkar. Before conducting the interview the researcher had prepared several questions regarding the implementation of the independent learning curriculum in PAI learning. The questions that the researchers raised were well answered by the informants and in accordance with what happened in the field.

Table 1: Results of interviews with PAI teachers at SMAN 3 Batusangkar

Question	Respondent's answer
Did you make a plan in implementing the independent learning curriculum in this subject?	Planning cannot be separated from the curriculum, like it or not all teachers including you as a PAI teacher must prepare a plan for implementing this independent learning curriculum
What is the form of planning that you apply in this independent learning curriculum?	By applying ATP (learning goal flow), modules, and assessments
How is the implementation of the independent learning curriculum implemented in PAI learning?	The implementation that has been carried out is in accordance with the modules that were made which were planned at the beginning of learning, in PAI subjects it is not only theory but also project problems in collaboration with teachers of other subjects.
What form of implementation of this new curriculum policy do you apply?	In high school, we only study 3 x 45 minutes, in carrying out this policy 2 hours for PAI learning and 1 hour for collaborative projects.
Did you carry out an evaluation of the implementation of the independent learning curriculum and when was it implemented	The main task of the teacher is to design, teach, implement, and evaluate. Learning without evaluation we cannot see the development of learning. For the implementation of this evaluation it is divided into 2, for the formative assessment it is left to the subject teacher, while the summative assessment is held by the school.

The results of the interview above can be concluded that Islamic education subject teachers carry out learning in accordance with the independent curriculum policy, starting from the planning carried out, implementing, to carrying out evaluations which aim to review the extent of progress from policy changes.

DISCUSSION

The Learning Objectives Flow (ATP) is part of the independent learning curriculum administration that must be fulfilled by every educator and then compiled using operational words. This ATP is the most important thing in the learning process, because ATP is a guideline for compiling and developing learning modules in the classroom. With the teacher compiling the ATP, the teacher can monitor and find out how the implementation of the learning process is good, efficient and effective, what is determined as a measure of graduation competence is achieved optimally.

Teaching modules are a set of tools or media, methods, instructions, and instructions designed in a systematic and attractive way. The teaching module is the implementation of the flow of learning objectives starting from learning outcomes as the goal of the Pancasila student profile (Kemendikbud Research and Technology, 2021). This teaching module is organized according to the stages or phases of student development, with attention to student learning objectives, and a long-term orientation. In the previous curriculum, the teaching module was referred to as RPP, which is a form of learning planning that will be carried out by the teacher in the teaching and learning process. The teaching module describes learning activities and management that are expected to achieve one or more of the basic skills specified in the ATP. The concepts contained in the independent learning curriculum teaching module; (a) learning objectives are things to be addressed through a series of activities carried out in the learning process. Usually these learning objectives are related to knowledge competence, attitudes, and skills; (b) teaching materials are important things that will be conveyed to participants to be studied; (c) learning style/method is the style used by educators to explain teaching materials with the aim that the explanations given reach students; (d) learning resources are tools or materials used by educators as guidelines in teaching, usually in the form of books, articles; (e) the assessment is an interpretation of the measurements that have been carried out in order to determine the level of success of students in the learning process (Kemendikbud Research and Technology, 2021).

Learning in the implementation of the medeka learning curriculum is all learning that shapes the development of student competence and personality. For learning outcomes, the flow of learning objectives, material standards, indicators of learning outcomes, and the time needed should be arranged according to the interests of learning so that students are

expected to get as many opportunities and experiences as possible. Student interaction with the environment, produces significant changes in behavior. The interaction is influenced by many factors, both internal and external environment. In addition, the learning that is applied in the independent learning curriculum is the MERDEKA principle, which stands for Starting from yourself, Concept exploration, Collaborative space, Guided reflection, Demonstration, Understanding elaboration, Connection between material, Real action. Even though learning is in accordance with the 8 stages above, it still prioritizes teacher skills in implementation and adapting to student psychology.

The last component of the learning system in terms of any curriculum is evaluating. Evaluation is not only useful for seeing the success of student achievements, but also useful for educator feedback on the hard work they have done during the learning process. With the evaluation can find out what are the weaknesses that occur in the use of components in learning. As explained by Dja'far Siddik, the evaluation function is; (1) to increase student learning intensively; (2) feedback to students; (3) feedback to teachers; (4) information for parents/guardians; (5) information to agencies (Pane & Darwis Dasopang, 2017). The existence of an evaluation helps educators find out the extent of students' understanding of the material being taught, but conversely if there is no evaluation then students, educators, parents of students, and schools cannot know the learning outcomes while studying.

In the independent learning curriculum policy, teachers are given the freedom to determine when to conduct evaluations which can be carried out at the beginning of learning, in the middle or in the learning process, and can be carried out at the end of learning. The form or type of evaluation is also returned to the educator, either in the form of a test or non-test. The goal is to find out how much students understand in exploring the material that the teacher conveys during the teaching and learning process.

CONCLUSION

Based on the results of the research and discussion above, the planning that is made cannot be separated from the independent learning curriculum, educators adapt learning by applying (ATP) learning objectives, learning modules, and assessment. The implementation of the independent learning curriculum in PAI learning is according to the modules made, not only learning PAI, but this curriculum policy teaches students with project problems in which subject teachers work together with class teachers. This implementation is carried

out 3x45 minutes, 2 hours for PAI subject matter 1 hour for project problems. Each curriculum always evaluates after learning, as well as the independent learning curriculum. The evaluation at SMAN 3 Batusangkar was carried out in 2 stages, namely carried out by the subject teacher (formative assessment) and carried out by the school (summative assessment).

ATP is a guideline for compiling learning modules with the aim of knowing how to implement a good, efficient and effective learning process. In the previous curriculum, the teaching module was referred to as RPP, which is a form of learning planning that will be carried out by the teacher in the teaching and learning process. Learning in the implementation of the independent learning curriculum is all learning that forms the development of student competence and personality. The last component of the learning system in terms of any curriculum is evaluating. Evaluation is not only useful for seeing the success of student achievements, but also useful for educator feedback on the hard work they have done during the learning process.

Based on the results of the research and the conclusions above, the researcher hopes that this research can be useful for readers and can be further developed by further researchers. We hope that the changes to the curriculum can improve education in Indonesia, especially at SMAN 3 Batusangkar.

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