

Implementation of 21st Century Learning Oriented to the Independent Curriculum in Islamic Religious Education Learning at SMA Negeri 1 Tarik Sidoarjo

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Abstract

Learning in the 21st century era faces various complex challenges. In the midst of this situation, the world of education has a crucial role and responsibility in facing and responding to these challenges. The government has taken innovative steps by introducing an independent curriculum as an effort to overcome these challenges. This research is qualitative research with a descriptive character. The data collection techniques used were in-depth interviews, observation and documentation. Data analysis is carried out through data reduction, data presentation and then drawing conclusions. The results showed that: 1. Learning at SMA Negeri 1 Tarik Sidoarjo applies the 4C principles (Critical thinking, creativity, collaboration, and communication), 2. The supporting factors for the 21st century learning process are adequate facilities and infrastructure, 80% of learning uses digital media, supported by teachers' IT mastery. Meanwhile, the inhibiting factor regarding the material which according to students and parents is a bit burdensome is because there are a few projects, a little work. As well as parents or guardians complaining about their children's return home being sometimes late or often having a lot of extra work.

Keywords: *21st Century Learning, Independent Curriculum, Islamic Religious Education*

Abstrak

Pembelajaran pada era abad 21 menghadapi berbagai tantangan yang kompleks. Di tengah situasi ini, dunia pendidikan memiliki peran dan tanggung jawab yang krusial dalam menghadapi serta menjawab tantangan tersebut. Pemerintah telah mengambil langkah inovatif dengan memperkenalkan kurikulum merdeka sebagai upaya untuk mengatasi tantangan tersebut. Penelitian ini merupakan penelitian kualitatif berkarakter deskriptif. Teknik pengumpulan data yang digunakan yakni wawancara mendalam, observasi dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data lalu penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: 1. Pembelajaran di SMA Negeri 1 Tarik Sidoarjo menerapkan prinsip 4C (Critical thinking, creativity, collaboration, and communication), 2. Faktor pendukung dari proses pembelajaran abad 21 adalah sarana dan prasarana yang memadai, pembelajaran 80% sudah menggunakan media digital, di dukung penguasaan IT guru. sedangkan untuk faktor penghambat tentang materi yang menurut peserta didik dan wali murid tergolong sedikit memberatkan, dikarenakan dikit – dikit proyek, dikit – dikit karya. Serta orang tua atau wali mengeluhkan kepulangan anaknya yang terkadang terlambat atau sering banyak tugas tambahan.

Kata Kunci : *Pembelajaran Abad 21, Kurikulum merdeka, Pendidikan Agama Islam*

INTRODUCTION

Regulation No. 20 of 2003 concerning the National Education system, wishes that education functions as a tool to increase the intelligence of the nation, develop the potential and abilities of individuals in forming character and advancing the civilization of the nation and state with dignity. Judging from this aspect, it can be concluded that education in Indonesia has experienced many changes over time. There have been changes in the curriculum, development of learning methods, utilization of educational facilities, and improvement in the quality of teachers as educators. This is part of efforts to improve the education system in the country. Siti Nur Afifah, "Problematics of Implementing the Independent Curriculum in Islamic Religious

Education Subjects at SMP Al-Falah Deltasari Sidoarjo Thesis.," 2021, page-5.

Positive developments in education are of course influenced by the role of the education system. A new idea called "Independent Curriculum" has been introduced with the aim of providing flexibility to students and educators in determining their own learning system. So far, the learning system in the K13 curriculum or KTSP is considered to be less dynamic, because the majority of students only listen to explanations from the teacher during the learning process. Therefore, this type of education model will cause students to experience a lack of practical implementation in understanding the material. In fact, in the world of education, the

scope is very broad and includes not only theory, but also attitudes and application in real life.

The goal of general education, as we know, is to form a generation that is smart and has good character. In addition, education also aims to encourage positive changes from one generation to the next. Apart from honing creative and innovative skills, education is expected to give birth to better and superior generations in the future. In the 1945 Constitution, it is explained that educating the nation's life is the responsibility of the state. The government has allocated a lot of funds for various levels of education, ranging from adequate educational facilities to providing scholarships for educational levels from elementary school to doctoral level. The many opportunities to achieve higher education have encouraged educators and students to pursue it with high enthusiasm. Ika. Farhana, "Freeing the Mind with an Independent Curriculum: Understanding Concepts and Writing Good Practices for Classroom Learning." (Bogor: Lindan Bestari Publisher, 2023) p-7.

The Minister of Education and Culture (Mendikbud) has decided to implement the concept of "free learning" which resulted in two important initiatives, namely an independent curriculum and an independent teaching platform. On February 11 2022, the Merdeka Curriculum was officially implemented. At this stage, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) provides 3 options for education units to implement the National Education Standard curriculum to be adapted to the learning needs and situations that exist in each educational institution. Three options to choose from are the 2013 curriculum, the emergency curriculum, and the independent curriculum.

Curriculum 13 has been the national curriculum since 2013/2014. Meanwhile, the emergency curriculum is an approach to overcome learning loss in certain situations. By continuing to maintain core competencies and basic competencies as the main foundation. However, in learning situations during the Covid-19 pandemic, a simpler approach has been adopted. Apart from that, there is also an independent curriculum which was formerly

known as a curriculum prototype, which has now been developed into a more flexible curriculum design. (Sapitri 2022)

To fulfill the moral responsibilities mandated by the preamble to the 1945 Constitution and encourage educational progress in Indonesia, the government needs to make improvements in education policy. Education has always been the main focus of the Indonesian government, which is reflected in various educational policies such as compulsory education programs for students, providing scholarships to underprivileged communities, as well as efforts to improve the quality of education. ME, Hasanuddin, S. E, Sy, "Learning Planning (Free Learning Curriculum). Sada Kurnia Pustaka,," 2022, page-19.

The educational standards and programs outlined by the Minister of Education and Culture have attracted much attention from education observers. One of them is Darmayani, who stated that:

Freedom to learn can be interpreted as providing autonomy to the education sector. The educational autonomy policy was reintroduced in the current era. By providing flexibility to several educational units, teachers and students, it is hoped that it can encourage the emergence of various new innovations. Students have the opportunity to learn in an independent and creative way. This allows all students who come from various ethnicities and cultures to find a way of learning that suits their individual preferences. Currently, many students still have difficulty in analyzing. In the context of Merdeka Belajar, you are expected to be able to analyze and think critically.

Education in Indonesia has experienced eleven curriculum changes. Starting from a very simple curriculum and continuing to the final curriculum in 2013. Although there are frequent curriculum changes, the main goal is to develop the previous curriculum. Every change that occurs in the field of education in Indonesia is the result of policies from the Ministry of Education and Culture and responsible parties, which only on October 23 2019 introduced various innovative policies and programs related to the education system in this country. One of the

flagship programs implemented is the Mobilization School. Movers. This draft is implemented in the 2021/2022 academic year and is implemented in 2.

Launching of the School Program One of the added advantages of implementing a relevant and interactive independent curriculum is very appropriate to implement. With this approach, learning through project activities provides opportunities for students to actively explore actual issues more broadly. Educators are currently facing complex challenges in the 21st century era. They must cope with dynamic changes and adapt to the increasingly diverse needs of human resources to face educational challenges around the world. zakiyatul nisa', "Implementation of Independent Curriculum-Oriented 21st Century Learning Skills in Learning Projects to Strengthen Pancasila Student Profiles at Al Falah Middle School Deltasari Sidoarjo," (2022) p-12.

Learning in the 21st century has experienced rapid growth thanks to the adoption of technology in the teaching and learning process. This development has led to various advances, especially in the field of evaluation. In the past, evaluation was done manually, but now technology has made it possible for evaluation to be more efficient and targeted. With the use of this technology, 21st century learning skills become clearly visible when applying a mature learning approach to students, not just teachers.

Learning in the 21st century is a challenge for teachers because it is increasingly numerous and complex. The role of a teacher has become more difficult and different from the past, especially with the industrial revolution 4.0 which has increasingly increased the level of complexity. However, this challenge can be carried out with In the world of education in Indonesia, there are three important elements that are the basis for achieving success internally and externally, and adequate human resources. In this context, the concept of "independent learning curriculum" is considered a strategic step to revitalize the education system.

Islamic Religious Education or PAI in principle aims to provide normative guidance for individuals or groups of students in developing an understanding of Islamic teachings and

values, as well as how to apply an Islamic view of life in everyday life. It aims to assist them in navigating life and optimizing the potential of life in accordance with the teachings of Islam that are believed. It is hoped that this Islamic lifestyle will radiate in their daily behavior. (Suparyanto and Rosad (2015 2020).

In accordance with the verses of the Koran letter Al - Mujadillah verse 11 which reads:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجْلِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ يَرْتَبُونَ

It means. O intelligent people, if you say "Give space in the assemblies," make space, surely Allah will give you space. When it is said, "Stand up," (you) stand up. Allah will surely elevate those who believe among you and those who are given knowledge by degrees. Allah is All-Aware of what you do.

PAI, which is a lesson given to students from elementary school to university, should be designed taking into account the expectations and needs of the students. Learning Islamic Religious Education needs to be taught carefully in order to achieve objectives in accordance with the learning concept that has been planned and implemented.

Learning Islamic Religious Education is considered successful if students reach critical, creative, collaborative, communicative and confident levels. The main aim of Islamic Religious Education is to create positive change, so that this learning is able to build the integrity of students, allowing them to continue to develop and adapt to the times. (Efendi and Murhayati 2022)

Currently, in Indonesia, we can see the strong influence of the domination and influence of other countries in various fields, including social, cultural, economic, intellectual, and science and technology. Influence from foreign countries has caused changes in the values of Indonesian national identity and religious education has become more prominent. Many people or communities have the view that life happiness or life goals can be achieved and enjoyed through accumulating large amounts of material or achieving a high position. This view is a form of wrong thinking and behavior,

because it only measures happiness based on pleasure in this world's life, without considering the next life.

The afterlife is true life, where immortality and immortality prevail. All actions taken in the world will be faced with accountability in the hereafter. As educators, it is important to understand and study Religion seriously through learning Islamic Religious Education.

Islamic religious education does not only focus on knowledge alone, but goes deeper with the aim of forming attitudes and personalities, as well as the ability of students to practice the teachings of their respective religions. Therefore, it is very important to recognize the priority of Islamic Religious Education subjects in the independent curriculum. In an effort to maximize learning, something that needs to be considered is that research at SMA Negeri 1 Tarik Sidoarjo regarding location selection cannot be separated from the fact that the school has implemented a 21st century learning approach that focuses on an independent curriculum. Apart from that, this school has provided adequate facilities and infrastructure and has teaching staff who have mastered effective learning methods. The goal of a good curriculum approach is for students to better understand and understand the lessons conveyed by students. It is hoped that the more appropriate the use of the curriculum by teachers in the teaching process, the more effective the delivery of optimal learning outcomes will increase. (MA, Muwahidah Nur Hasanah, M. Pd I 2022)

Therefore, researchers are interested in conducting research with the title "Implementation of independent curriculum-oriented 21st century learning in Islamic Religious Education learning at SMA Negeri 1 Tarik-Sidoarjo.

METHOD

This research is field research whose focus is to make direct and in-depth observations of the current situation and social interactions, individuals, groups, institutions and society. Field research is also considered a broad approach in qualitative research. The data source in this research uses questionnaires or interviews

in data collection, so the data source is called the respondent and for data collection techniques use observation, interview and documentation techniques. (Lexy J. Moleong, 2015)

RESULTS AND DISCUSSION

A. Independent Curriculum Learning in Islamic Religion Learning at SMA Negeri 1 Tarik Sidoarjo.

At SMAN 1 Tarik, a meeting was held with several parties, including the Principal, Deputy Principal, Curriculum Sector, Islamic Religion Teacher, and four students. The purpose of this meeting is to gain a deeper understanding of the Implementation of 21st Century Learning which focuses on the Independent Curriculum, especially in the context of Islamic Religious Education (PAI) learning. In this discussion, a lot of valuable information was obtained regarding concepts and answers related to 21st century learning.

In 21st century learning, the emphasis is on learning methods that prioritize digitalization. Both educators and students use digital technology in the teaching and learning process. This is important to stay on track with developments so that we are not left behind. 21st century learning has experienced many significant changes in the way teaching and learning tools are managed. Especially with the 4C terms, namely Creativity, Critical Thinking, Collaboration, and Communication, which have given students more freedom in the learning process. All of this is in accordance with the latest curriculum known as the independent curriculum, which has been explained in Permendikbudristek No. 262/M/2022. (Yunof Chandra 2019)

In the independent curriculum, the teacher's role is limited to accompanying and directing students who are the main actors. This makes the independent curriculum have many advantages for teaching staff in its content. However, on the other hand, this curriculum is also complex in terms of administration. due to the large number of tasks that need to be filled in and uploaded, the device needs to be modified and updated, so that overall it is more attractive and innovative compared to the previous design.

At SMAN 1 Tarik, teaching staff regularly hold meetings every week to discuss activities and learning processes. This is done to implement an independent curriculum in schools, bearing in mind that the 2022/2023 school year still requires schools to follow the policies set by the Minister of Education.

The purpose of the learning process is to enable students to achieve certain skills and knowledge. These skills and knowledge will later become useful capital for students in facing life's challenges. As we know, the 21st century is marked by advances in information technology which brings new challenges that are different from previous times. Therefore, in order to be able to compete and succeed in the era of 21st century students, they need to develop competencies that are in line with current developments.(Aziz 2019)

In line with the efforts made by the SMAN 1 Tarik school in the process of developing 21st century learning concepts by teachers for smooth learning, in this case Mr. Fachrul Muttaqin conveyed the following:

21st century learning is an extraordinary era of education, both for students and teaching staff. In this era, students and teaching staff face the challenge of understanding digitalization, because almost everything has been transformed into digital. Now, almost all testing processes, learning processes, and learning are carried out using digital technology. Therefore, the ability to adapt and understand digital technology is very important in order to be able to keep up with the times and increase the effectiveness of learning.

21st century learning in Indonesia has experienced a drastic transformation. In the past, exams were carried out via paper, but now they have switched to using cellphones, which makes corrections very easy because they can be done automatically and allow the scores to be printed quickly. Apart from that, the independent curriculum has been introduced by the government as a replacement for the previous curriculum. Then, introducing the latest government curriculum known as the independent curriculum, with the aim of creating a freer and more dynamic education system in Indonesia. The main difference between the independent curriculum and the previous

curriculum lies in the differentiation approach applied. In this case, differentiation aims to bring education gradually to a better level,

That the independent curriculum is a curriculum that is very comfortable in my opinion, even though it is confusing at first, but if you understand it you will definitely laugh yourself. Just like with early students they were also confused, with the process of approach and explanation from the teacher, in the end they understood by themselves and feel good.

This special training program for teachers or educators who do not understand the Merdeka curriculum is a positive step to increase their understanding of the new curriculum. With the training, they can hone their knowledge and skills and improve competence in implementing the Merdeka curriculum.(Suparyanto and Rosad (2015 2020)

21st century learning reflects rapid developments in the era of digitalization. Teachers currently face the challenge of mastering digital technology in the learning process and other activities. If they don't master it, they risk being left behind by the times. In the 21st century learning environment, students feel happy because the use of books in learning is reduced, adequate infrastructure, and more involvement through mobile devices. However, it is also important to integrate the use of devices so that students are not tempted to turn to pages that are not relevant to the lesson.

The important thing in implementing 21st century learning is the 4C learning principle, where you not only teach in class 10 but also in class 11. In applying this 4C learning principle, you adapt the learning method to the subjects you like. For example, you use critical thinking on Qur'an Hadith material, where students are invited to think deeply about the basics of Islam and other topics. Collaboration is implemented in aqidah material, Creativity in Fiqh material, and Communication in moral material. Sometimes, you also combine several principles in certain learning materials.

In my opinion, the implementation of the independent curriculum in Islamic religious education is very positive. Even though at first I had experienced confusion in making learning tools and methods, this actually fueled my

enthusiasm to learn more and foster a deeper curiosity. Likewise with students, they also may not fully understand at first, but with support and guidance, they are increasingly interested and motivated to learn. Many things or methods are learned and implemented, often each meeting has a different approach to find the best. This concept is called an independent curriculum, which provides complete freedom in all matters, especially in the learning process. Students are given the freedom to choose a learning method that suits them because the independent curriculum places them as the main actor, while the teacher's role is to supervise and provide direction. The assessment approach in the independent curriculum also differs slightly from the previous curriculum.

B. Efforts of Teachers and Students in the Independent Curriculum in Islamic Education Learning in Class X 12 SMA Negeri 1 Tarik Sidoarjo.

The teaching of Islamic religious education in class X12 of SMAN 1 Tarik Sidoarjo has succeeded in adapting learning methods in accordance with the demands of the 21st century era. In this learning system, the use of digital technology becomes an integral part of the teaching-learning process, enabling students and teachers to be more practical and follow era of development. In terms of facilities, this school has provided facilities that are suitable for learning needs in the 21st century era. Each class is equipped with a projector and LCD, to support the teaching and learning process. (Aziz 2019)

The concept that is superior or differentiating in 21st century learning compared to previous century learning is the application of an independent curriculum. Particularly in class X12 at SMAN 1 Tarik, and in general at that school, this new curriculum has been implemented. In the independent curriculum, there is a paradigm shift where the learning process is more controlled by students, while the teacher's role changes to become more of a controller and giver of direction.

In the implementation of Islamic religious learning, students and teachers follow natural habits. Based on my observations, students and teachers greet each other in the morning and when they meet, and greet classmates and

teachers when they pass each other. They also carry out the routine of praying dhuha in congregation and istighosah together once a week. In addition, when there are no subjects in class, they carry out congregational midday prayers and Friday congregational prayers. In addition to these activities, students and teachers always take time before learning begins to read the Qur'an, even if only for a few moments. They believe that reading prayers and the Qur'an will make it easier to seek knowledge.

C. Inhibiting and Supporting Factors

Support for current learning by using an independent curriculum in Islamic Religious Education learning at SMAN 1 Tarik, Sidoarjo, has been seen in several aspects, especially in infrastructure and qualifications of teaching staff. One example of this support is the availability of infrastructure facilities that support 21st century learning methods. Apart from that, this school has teaching staff who actively participate in activities related to 21st century learning, which is an added value for the school in facing the challenges of the new era. this learning.

However, behind the positive supporting factors, there are also obstacles to implementing 21st century learning which focuses on an independent curriculum in Islamic Religious Education learning. One of the main obstacles is limitations in terms of teaching staff and students. Many of them still don't understand technology or are not used to using digital technology (technologically ignorant). Apart from that, the costs of implementing technology and an independent curriculum are also not small. So, this is often a topic of conversation for parents or guardians of students who feel burdened by these costs. This is a big challenge for schools who have to find solutions to overcome limited resources and costs. As stated by the principal Mr. Ropingi, S.Pd, MM,

All supporting factors are complete, including infrastructure and teachers. However, there are several inhibiting factors, especially related to teaching staff who may be older and students who do not have access to digital tools. To solve this problem, the school has taken certain steps. To overcome technological constraints on educators who are not yet very proficient, schools provide special training and guidance.

They also invited expert sources in the field of technology to provide insight and guidance. In addition, there are driving teachers in schools who are competent in technology and often take part in the latest training and tests.(Full 2010)

The next inhibiting factor that needs to be considered is financial problems. In the context of 21st century learning and the independent curriculum, there is a lot of focus on student development or work results. As proposed by Mr. Fahrul Muttaqin, S.Pd, who was proposed as deputy head of school curriculum, this is an important concern.

Apart from the human resource factor which includes educators and students, there are several things that become obstacles in 21st century learning and an independent curriculum, especially related to learning materials. Some students often complain about the costs that must be incurred in learning, especially when studying story chapters or stories. They are faced with the need to buy materials or look for references related to the story. This becomes even more complicated when the subject matter includes making works, such as learning art and culture (SBK), where the costs that must be incurred by students become even more. But in that situation, I have reminded them to look for affordable materials and suggested to teachers to give assignments that use nearby or recycled materials. Apart from that, finances have been budgeted or calculated clearly by the school, although not much. This can help carry out the task.(Yanti Oktaviani, no. 1 (2014): 30–31).

Ms. Marisca Tichlova, S.Pd, as an Islamic Religious education teacher, conveyed her views regarding supporting and hindering factors in the 21st century learning process by implementing an independent curriculum in Islamic Religious Education learning as follows:

In this context, the supporting factors are all, both internal and external to the school, including students and teaching staff. However, sometimes there are some obstacles that come from students and their parents. They often complain about problems such as late return hours, busy schedules, and heavy material burdens. This causes controversy which becomes an obstacle in the implementation of the independent curriculum. From the students' point of view, the

obstacles may be related to limited access and skills in using digitalization tools, so that they are left behind or affected in 21st century learning. Therefore, I invite parents and students to understand this new learning concept. Let's coordinate together with the school to overcome all obstacles that may arise in implementing this new learning method. Our goal is for all of us to walk together and learn together in this new learning environment.

With these supporting and inhibiting factors, schools can make more effective improvements to improve the learning process. Apart from that, efforts were immediately made to find solutions or minimize inhibiting factors so that schools could be more active in implementing learning

CONCLUSION

Based on the data obtained, it can be concluded as follows:

1. Tarik 1 Public High School, Sidoarjo already uses an independent curriculum, focused on the 4C principles, namely critical thinking, creativity, collaboration, and communication. This is reflected in the activities of grouping students to discuss and exchange ideas, conduct question and answer both in groups and by interacting with the teacher. In addition, educators have also implemented a differentiation approach in learning. In an effort to develop Islamic religious education, Tarik 1 Public High School has implemented an apprenticeship program for students to go to each prayer room or mosque to become preachers or bilal and give lectures in every activity.
2. Support from the 21st century learning process includes adequate facilities, a digital curriculum of 80%, mastery of IT by teachers, and adequate student resources. Principals also play an important role in supporting this program. However, the implementation of independent curriculum-oriented 21st century learning in Islamic Religious education faces several obstacles. In addition, parents/guardians also complained about the late return of their children and the additional workload that was often given and also some lessons that were considered heavy.

SUGGESTION

Based on the research results, researchers can provide suggestions for

1. Teacher

As teacher educators in PAI lessons and other subjects that have implemented an independent curriculum, it is important to keep an eye on students in the teaching and learning process, especially when they use digital technology in 21st century learning.

2. Student

As a protagonist in an educational approach that prioritizes an independent curriculum, it is very important to continue learning and increasing understanding, especially in the field of technology, in order to face future challenges. The main goal is to become someone who is beneficial to oneself and others. Apart from that, it is also important to remain firm in carrying out mandatory religious activities, because it is the main guide in living human life, which is held tightly without exception. Researchers As a reference for oneself to continue learning and learning about this independent curriculum, it is wise to use technology to facilitate learning for students and fellow teachers, because in the future, you will be the educator for the next generation.

3. School

Able to provide motivation and inspiration for educators and students, so that the learning process in the 21st century era becomes more innovative. Apart from that, the commitment to continue training teaching staff regarding this new curriculum is also highly appreciated. Furthermore, continuous development efforts are carried out to create higher quality learning in the future. All of these steps aim to create a conducive school environment, so that the comfort of the teaching and learning process can be realized.

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