

## Implementation of the Independent Learning Curriculum in Islamic Religious Education Subjects at MTs Negeri 2 Surakarta

Umi Hanani<sup>1</sup>, Yusuf Rohmadi<sup>2</sup>

<sup>1,2</sup> Program Studi Pendidikan Agama Islam, Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia  
Email: [umimahanani1980@gmail.com](mailto:umimahanani1980@gmail.com)

### Abstract

The Independent curriculum is a curriculum with extracurricular learning various kinds so that students can be more optimal and have concepts and strengthen them competence he has. This research aims to determine the implementation of the independent learning curriculum in Islamic religious education subjects. This research uses field research by collecting data through observation, interviews and documentation, and the validity of the data is tested using triangulation of sources and methods. The results of this research are that the implementation of the independent learning curriculum in Islamic religious education subjects is good, starting with carrying out diagnostic assessments related to readiness, students' interest in mapping, determining essential material, preparing systematic learning implementation plans, and the use of differentiated learning i.e. differentiation of content, process, product and environment. And the last one is carrying out evaluations such as providing motivation and assignments. Therefore, students can follow the learning process well because the learning model implemented has strong support from the school, this can be proven by the supporting facilities and infrastructure provided by the school.

**Keywords:** Implementation, Independent Learning Curriculum, Islamic Religious Education

### Abstrak

Kurikulum merdeka merupakan kurikulum dengan pembelajaran intrakurikuler yang bermacam-macam agar peserta didik lebih optimal dan memiliki konsep dan menguatkan kompetensi yang dimilikinya. Penelitian ini bertujuan untuk mengetahui implementasi kurikulum merdeka belajar pada mata pelajaran pendidikan agama Islam. Dalam penelitian ini menggunakan penelitian lapangan dengan pengumpulan data melalui observasi, wawancara dan dokumentasi, dan keabsahan data diuji dengan menggunakan triangulasi sumber dan metode. Hasil dari penelitian ini adalah bahwa implementasi kurikulum merdeka belajar pada mata pelajaran pendidikan agama Islam sudah baik dengan awalan melakukan penilaian diagnostic terkait kesiapan, minat siswa untuk melakukan pemetaan, menentukan materi secara esensial, penyusunan rencana pelaksanaan pembelajaran yang sistematis, serta penggunaan pembelajaran berdiferensiasi, baik itu diferensiasi konten, proses, produk dan lingkungan. Dan yang terakhir adalah pelaksanaan evaluasi seperti memberikan motivasi dan juga tugas. Oleh sebab itu peserta didik dapat mengikuti proses pembelajaran dengan baik dikarenakan model pembelajaran yang dilaksanakan mendapatkan dukungan yang kuat dari sekolah, hal ini dapat dibuktikan dengan sarana dan prasarana yang mendukung yang telah disediakan oleh pihak sekolah.

**Kata Kunci:** Implementasi, Kurikulum Merdeka Belajar, Pendidikan Agama Islam

## INTRODUCTION

Education is a form of conscious and planned effort to create a learning atmosphere and process learning so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as skills needed by himself, society, nation and state (Article 1 of Republic of Indonesia Law No. 20 2003). Likewise, education in Indonesia continues to develop every day with the aim of creating various quality learning designs, whether in the form of methods, strategies or anything related to educational administration. As the modern era develops and advances, it becomes a daunting task for an educator to be able to achieve learning goals. Apart from

educators, students are also required to be able to understand and study the material that has been presented, in order to become an intelligent young generation, because education will run if an educator is able to act as an educator, teacher, mentor who is willing to guide, train, assess, direct and evaluating students (Rina, 2019: 7).

As an educator who teaches Islamic Religious Education, it is considered that the task is not easy, it can even be said to be difficult, if previously students only focused on memorizing, reading and writing activities, then currently students are expected to be able to understand basic competencies well (Dewi, 2021: 20)

One componentThe most important thing in education that is often overlooked is curriculum. The curriculum is complex and multidimensional, which is the starting point to the end point of the learning experience, and is the heart of education which must be evaluated innovatively, dynamically and periodically in accordance with current developments. Current developments in the use of technology require people to continue to develop skills and knowledge regarding developments in science and technology. Education World must be prepared to face changes and developments that occur, so that they can prepare the skills of the next generation for competition in a more advanced world. Efforts that can be made by educational units are to continue to improve the existing educational curriculum. The curriculum is a series of learning plans that must be taken by students through a set of subjects to achieve certain goals, in this case the curriculum as a learning plan is an educational program designed to teach students. The designed program contains various activities that can support the learning process of students, so that changes and developments arise in both students' behavior and skills according to educational and learning goals (Fatirul, 2022: 22)

The independent curriculum is a curriculum with a variety of extracurricular learning so that students can be more optimal and have concepts and strengthen their competencies. And also teachers have the freedom to choose suitable and appropriate teaching materials for their students which are tailored to the learning needs and interests of each individual student. This independent curriculum also strengthens the achievement of the Pancasila student profile which is developed in accordance with the themes determined by the government (Kemendikbudristek, 2022: 9)

As in previous research conducted by Yeyen Afista regarding the implementation of the independent curriculum, entitled analysis of PAI teacher readiness in responding to the independent learning policy at MTs N 9 Madiun. The results of this research show that PAI teachers' readiness in facing the independent learning policy has maximum readiness, as evidenced by how teachers

prepare RPPs, and has low readiness in implementing AKM and character surveys as a substitute for the National Examination. Apart from that, the facilities and infrastructure that can support the independent learning policy have exceeded minimum standards (Yeyen, 2020: 53). This is different from the research above which focuses on how prepared teachers are in facing new policies on independent learning such as the elimination of USBN, replacement of the National Examination and simplification of lesson plans.

## RESEARCH METHOD

The research method used by researchers is field research, revealing information as material for reports and analyzing existing reality by collecting data through observation, interviews and documentation. The place for carrying out this research was at Madrasah Tsanawiyah Negeri 2 Surakarta. Interviews were taken from informants who were closely related to this research problem, namely the principal, head of curriculum, teachers of Islamic religious subjects and students.

## DISCUSSION

### 1. Overview of the Independent Curriculum Studying at MTs Negeri 2 Surakarta

The concept of independent learning at MTs Negeri 2 Surakarta is in accordance with the Minister of Education and Culture's regulations No. 262 of 2022, which includes intra, extra and co-curricular, namely (p5) which is the Project for Strengthening the Pancasila Student Profile. This concept has been correctly understood by the majority of the school community itself, both educators, staff and all students. So it is not difficult to be able to implement the concept of an independent curriculum. Based on interviews with the school principal and the head of curriculum, the implementation of the independent curriculum at MTs Negeri 2 Surakarta has begun to be implemented in the even semester of the 2020/2021 academic year, using differentiated learning so as to get a good response from educators and students, because students feel they have the freedom to be creative based on their

own thoughts, by giving this freedom they are motivated to study seriously, this will produce useful learning. Apart from that, teachers also have the authority to organize learning strategies and choose models according to the character, talents and conditions of students without any pressure from outside parties.

The beginning of the implementation of the independent curriculum at MTs Negeri 2 Surakarta began with small discussions related to interests within the school. After that, hold outreach to teaching staff, education staff and students, then socialize about the implementation of the independent learning curriculum to the local government and parents of students. The next effort made is to maximize budget allocation related to the learning process because without providing a budget everything that has been planned will not be implemented well.

## **2. Educational Learning Planning Islam in the Independent Curriculum Study**

### **a. Data Presentation**

Based on the results of interviews conducted with informants, learning planning in the independent learning curriculum is done by mapping at the beginning of the semester, carrying out diagnostic assessments, grouping essential material, organizing differentiated learning strategies because in Islamic religious education learning at MTs Negeri 2 Surakarta in the curriculum Merdeka uses differentiated learning strategies as a form of independent learning, and with differentiated learning in content, processes, products and also the environment. Next, the final planning is to create a syllabus and also a lesson plan.

### **b. Data analysis**

Based on the results of interviews conducted by researchers, with differentiated learning as a learning strategy at MTs Negeri 2 Surakarta, Islamic religious education teachers prepared several stages in planning. The initial stage is to carry out a diagnostic session to see a variety of students. Therefore, it is necessary to have a

diagnostic assessment design to be able to determine students' learning readiness and interest in learning. In its implementation, the diagnostic assessment is carried out by: 1) conducting a survey using a questionnaire; 2) provide several religious test questions such as prayer reading, Al Qur'an reading test and then analyze the results of students' achievements. This mapping was carried out with the aim of finding out the extent of students' abilities.

Next, the grouping of essential materials is prepared by educators with the aim of facilitating students' learning according to their needs. Then proceed with the preparation of differentiation learning strategies, differentiation learning itself is divided into three parts, including: first, differentiation of content (content) related to the curriculum and material studied by students by mapping learning needs and grouping them based on readiness, interest and also student learning profile. Second, process differentiation, which is related to how students process ideas and information. Third, product differentiation, which is a manifestation of the results of what students have learned, This learning product can be a determinant for educators to assess students' level of understanding, and become a consideration when providing the next material. And the last one is the differentiation of the learning environment, which is related to how students enjoy and feel comfortable in learning.

Lastly, learning planning by preparing lesson plans and syllabus. This preparation is carried out by making observations first regarding the strengths and weaknesses of the students, so that this can become the basis for meeting the students' needs. In this stage, it can be proven by having the researcher conduct interviews with educators, based on the results of the interviews that have been obtained it is very clear that the teacher has mastered the RPP that he has created, this is proven by the fulfillment of several indicators such as

simple RPP, learning that is pro-student, and learning delivery is implemented. briefly and educators also use methods and strategies in learning.

#### c. Discussion

Based on the results of the analysis, the learning planning that has been carried out by educators who teach Islamic religious education subjects has been said to be good, this can be proven by the suitability of Tomlinson's theory with the differentiated learning strategies that have been used by teachers in the independent learning curriculum. The independent learning curriculum is an evaluation of the previous curriculum which has the same goal, namely as a guide for implementing learning activities to achieve better and quality education.

By implementing the independent learning curriculum and differentiated learning strategies, there is a good influence as evidenced by the results of interviews conducted by researchers as evidence that the independent learning curriculum has an influence on the learning process at MTs Negeri 2 Surakarta.

A plan is important before implementing a strategy in learning, because it is closely related to the learning objectives, namely having a unity. Without planning, the implementation of a learning innovation will seem directionless and it will be difficult to achieve the learning objectives.

### 3. Implementation of Islamic Religious Education Learning in the Independent Learning Curriculum

#### a. Data Presentation

Based on the observation data that has been obtained from the implementation of the independent learning curriculum in Islamic religious education subjects, in the implementation of the learning, the teacher brings the lesson plan into the class, then the teacher divides the students into several groups according to the results of the diagnostic assessment, using essential material, and using learning strategies.

differentiated learning. In learning activities there are several steps taken, namely introduction, core activities and closing.

#### 1) Opening Activities

Based on the results of observations that have been carried out during the implementation of learning in the classroom on Islamic religious education subjects related to crew activities, namely, the teacher says greetings, then a short speech, asks the class leader to say a prayer, the teacher takes attendance, followed by the teacher providing motivation and provide guidance regarding the material discussed.

#### 2) Core activities

In the core activity, the educator groups students into three groups according to the results of the diagnostic assessment that was carried out previously, then the educator distributes learning content according to the needs of the group, then the educator asks the students to understand the material given to each group, then the educator visits each group. to provide insight and understanding related to the material and then use process differentiation to ask students to listen to the reading, read, identify the material. After the process of studying the material is complete, it is continued with a question and answer session, for students who do not understand the material in the chapter, they are given the opportunity to ask questions to the teacher and support each other between students.

#### 3) Closing Activities

The final activity in learning is the closing, based on the results of observations that have been carried out, in this case the educator provides a story containing wisdom with the aim of motivating students to be more enthusiastic in exploring the learning that is taking place and provides conclusions then continues by asking questions to evaluate the extent of understanding. students related to the

learning material they have studied. And then the educator tells the students that at the next meeting there will be an assessment related to questions on the material that has been studied.

#### **4. Evaluation of educational learning Islam**

The results of observations show that for evaluations using the independent curriculum in Islamic religious education subjects, the evaluation carried out aims to determine the extent of the effectiveness and success of learning using this differentiation strategy. Evaluations are carried out either by educators who teach Islamic religious education individually or jointly with other educators. When discussing the differentiation strategy that has been implemented, it can be seen that this strategy really values the presence of students as individuals who are ready to learn according to their needs.

#### **5. Supporting and Inhibiting Factors in Implementing the Independent Learning Curriculum**

In this case, it is based on the results of data obtained from interviews and also observations regarding supporting and inhibiting factors in the process of implementing the independent learning curriculum. Based on the results of research that has been carried out, in the learning process, teacher creativity can be seen in creating an atmosphere in the classroom, apart from that, it is also supported by facilities and infrastructure that support the learning process in delivering material and also presentations such as the use of computer media, projector screens, speakers, etc. However, despite the creativity and facilities that support learning activities, there are still students who don't like PAI material, because they think PAI lessons are difficult lessons, there is a lot of Arabic reading and participants feel bored.

#### **6. Results of the Implementation of the Independent Learning Curriculum in Islamic Religious Education Subjects**

Based on the results of the research presented, it can be concluded that the implementation of the independent learning curriculum in Islamic religious education subjects at MTs Negeri 2 Surakarta with learning planning, implementation and evaluation using differentiated learning strategies can be said to be good by referring to differentiated theory and the actual independent learning curriculum guidelines. Educators who teach Islamic religious education subjects at MTs Negeri 2 Surakarta have carried out the learning process in accordance with established theories and guidelines.

### **CONCLUSION**

Based on the discussion and analysis that has been carried out, the following conclusions can be drawn: the planning achieved can be concluded to be good, such as selecting essential materials in accordance with the Ministry of Education and Culture's guidelines, carrying out diagnostic assessments for mapping and simplifying the learning process, determining differentiated learning designs that are in accordance with Tomlinson's theory. and preparation of RPP.

In implementation The independent learning curriculum in PAI learning is good, proven by the suitability of the stages planned by educators in planning lesson plans and implementing the learning process in the form of opening, core and closing activities.

Evaluation is good with gradual implementation including evaluation of attitudes, knowledge with daily tests and tests, assessment of skills with practice and projects.

Factors that support the learning process by implementing the independent learning curriculum can be concluded that the school fully supports it so that the facilities and infrastructure for learning are very adequate, and is also supported by the creativity of educators such as the use of methods and strategies in implementing learning. The inhibiting fact is that some students do not have an interest in learning PAI. In this curriculum, students are given freedom so that children who are not interested in learning can have a bad influence on other students.



Based on the results of the explanation above, it can be concluded that learning Islamic religious education in the independent learning curriculum at MTs Negeri 2 Suarakarta is quite in accordance with the Ministry of Education and Culture's guidelines.

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