(Implementation of the Independent Learning Curriculum at SMA Negeri 2 Mataram, West Nusa Tenggara)

Ma`ruf [1], Emawati [2], Deddy Ramdhani[2]
Jurusan Pendidikan Agama Islam, Fakultas Pascasarjana, Universitas Islam Negeri Mataram
Email: marufrabi@gmail.com

Abstract
The purpose of this research is to determine the implementation of the Independent Curriculum in Islamic Learning. The object of study is the Islamic Religious Education Teacher at SMA Negeri 2 Mataram. Type of qualitative research, data collection techniques using observation and interviews. The research results showed that in implementing the Independent Learning Curriculum there were three stages carried out by teachers, namely the planning stage, implementation stage and evaluation stage. All these stages have been carried out by the teacher.

Keywords: *Implementation, Merdeka curriculum, schools*

INTRODUCTION

Education is one of the most important factors in determining the quality of human resources and the progress of a nation. The educational process is able to give birth to creative, innovative ideas in the dynamics of current developments. Curriculum development is an instrument for improving the quality of education. The correct education policy will be seen through the implementation of the curriculum because "curriculum is the heart of education" which determines the progress of education (Munandar, 2017). According to Law no. 20 years (2003) "curriculum is a set of learning plans related to objectives, content, teaching materials and methods used and used as a guideline in organizing learning activities to achieve a national education goal".

"In Indonesia, curriculum implementation has undergone various changes and improvements, namely in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (1994 curriculum revision), 2004 (Competency Based Curriculum), and 2006 curriculum (Educational Unit Level Curriculum), and in 2013 the government through the ministry of national education changed it back to the 2013 curriculum (Kurtilas) and in 2018 there was a revision to become the Revised Kurtilas" (Ulinniam et al., 2021). At this time a new curriculum emerged, namely the independent curriculum. Where the independent curriculum is interpreted as a learning design that provides students with the opportunity to study calmly, relaxed, fun, stress-free and pressure-free, to show their natural talents. Merdeka Belajar focuses on freedom and creative thinking.

The implementation of the Independent Curriculum at SMA 2 Mataram is a crucial topic that deserves to be studied in depth. The Merdeka Curriculum, also known as the "Merdeka Belajar" curriculum, is the latest education reform in Indonesia that aims to provide students with a more flexible and personalized learning experience. (Masturoh & Mahmudi, 2023). This curriculum emphasizes developing student abilities. critical thinking, problem-solving skills, and independent learning abilities, a shift from the traditional approaches used in the past.

It is hoped that changes to the curriculum will be able to overcome various educational problems faced by the Indonesian nation. The decline and backwardness resulting from the Covid 19 pandemic can have an impact on the collapse of the nation because in a country with an abundant demographic bonus like Indonesia, human resources have taken over and played a very important role, and the right thing to improve the quality of human resources is by improving the quality of education (Suwartini, 2017). As a subject that has the final result in terms of guiding students to become true Muslims, have firm faith, do good deeds and have noble character and is useful for the nation and state (Zuhairini et al., 1977), PAI subjects must begin to improve and prepare themselves to

welcoming and making the independent learning curriculum a success.

This research focused on examining the implementation carried out by teachers at SMA N 2 Mataram. The implementation of the independent curriculum is broken down into three stages, namely planning, implementation and evaluation. The positive impacts of implementing the independent curriculum on Islamic Religious Education learning include

others are increasing the creativity of teachers and students, increasing enthusiasm and activeness of students in learning, as well as increasing teacher enthusiasm in developing their own capacity.

SMA Negeri 2 Mataram is a school in the center of the city with state school status. As for the number of teachers as many as 77 people with 663 male students and 654 female students. The current school principal is Abdul Kadir Alaydrus and PAI teacher, Mrs. Aminah, S.PdI. Currently the school uses the Independent Learning Curriculum.

METHOD

Research This research uses the observation method as a data collection tool. According to (Riduwan, 2008 p. 104) the meaning of observation is a technique where data collection is carried out directly by researchers in the field. (Margono, 2009 p. 158) states that observation is recording and observing data directly on the research object. Apart from the observation method, interviews were also used.

RESULTS AND DISCUSSION

Based on the problem formulation above, below we will explain the implementation of the Independent Curriculum in Islamic Religious Learning at SMA Negeri 2 Mataram.
Teacher plans learning

Learning planning for PAI subjects in the curriculum is carried out by making learning preparations first, then carrying out the learning and then conducting an evaluation at the end of the learning. This learning planning is carried out with thorough preparation, especially PAI teachers as facilitators, teachers

and educators really must be able to master the material or lesson materials taught to students, master learning methods or techniques well and precisely and be able to master the basic teaching skills of teachers in classes such as skills to open a lesson, skills to close a lesson, skills to explain, skills to provide reinforcement, skills to manage the class, skills in varying teaching styles and skills in guiding discussions as well as skills in guiding small group discussions where students are trained to discuss in developing their ideas or thoughts.

Thus, learning planning cannot be separated from the process of educational interaction between teachers and students, where the positions, duties and responsibilities between teachers and students are different to achieve goals. Teachers as facilitators and educators have the duty and responsibility to produce and create students with Pancasila character. Meanwhile, students as learners try to achieve learning goals with help and guidance from teachers, both PAI teachers and other teachers.

The success of PAI learning planning at SMA Negeri 2 Mataram is also largely determined by the competence (ability) possessed by the teacher as a facilitator and educator, because with the teacher's ability to provide knowledge and understanding to students, both in the cognitive (knowledge) and affective fields. (attitudes and behavior) and psychomotor (self-actualization and skills) that must be possessed. To realize this, teachers as educators master various existing competencies such as professional, personal (personality), social, pedagogical, leadership and religious competencies so that they are able to carry out learning effectively and efficiently in an effort to build Pancasila character in students.

In relation to this, it is explained that teachers as educators must have teacher competency, namely the teacher's ability to educate both knowledge and morals or noble character, and be an example for students (Ramayulis; 2018 p.23). Teachers are professional staff who are tasked with planning and implementing the learning process, assessing learning outcomes, providing

guidance and training, as well as conducting research and community service (Ramayulis; 2018 p. 24). According to Ramayulis, a teacher is a person who bears the responsibility to guide, where the teacher is not only responsible for delivering lesson material to students but is also responsible for forming the personality (morals/morals) of high-value students (Ramayulis; 2015 p.36).

Teachers as educators who guide and direct students should have broad scientific disciplines that are relevant to their field of expertise and have noble morals/characters as examples for students and professionals in planning and implementing educational and learning processes as well as community service, so that with This is expected to improve the quality of Islamic education. Teachers also have an important role in community life. Because teachers in public life cannot escape their role as role models or good examples for society. In fact, the existence of teachers in the Islamic boarding school environment and the community is really needed to provide enlightenment and change people's thinking patterns to be more advanced in everyday life.

Preparation of learning planning for PAI subjects in the independent curriculum includes a whole series of learning activities, namely formulating the title or theme of the subject matter that will be presented or taught to students, formulating the learning objectives to be achieved and formulating the methods or methods that will be used in the learning process. teach. In this learning design, various learning preparations are carried out in order to make it easier for religious teachers to carry out the learning process. Apart from that, this plan can clarify the direction and goals to be achieved, especially in PAI learning at SMA Negeri 2 Mataram.

Learning planning for PAI subjects in the independent curriculum is carried out by: First, formulating learning objectives, which include knowledge, skills, attitudes and values that students want to achieve in learning. Second, identify learning materials. The PAI learning material that will be delivered must be in accordance with the learning objectives that

have been set, namely strengthening the profile of Pancasila students through PAI subjects at school such as material about morals, Islamic history such as the history of Songo ulama and saints, al-Kulliyatu al-Khamsah (five principles of religious teachings). Islam) and others such as Iman, Islam and ihsan, aqidah, shar'iah, worship and morals. Third, selection of learning methods and media. Learning methods are carried out in various ways, where among the learning methods used are the discussion method, pairing techniques according to seating, individual and/or group assignment techniques, resume making techniques, namely copying important points from the material in the assignment book, expert group discussion techniques including also lecture methods, question and answer, discussion, group work, problem solving, simulation, and Problem Based Learning (PBL) or student-centered learning. Meanwhile, the learning media used are laptops and LCDs to display lesson material which is displayed in the form of attractive power points in the classroom. Fifth, learning assessment is carried out through oral tests, written tests, group discussions, presentations, independent and group assignments or projects. Learning planning for PAI subjects in the independent curriculum will start in 2021 and will also become one of the driving schools in the city of Mataram. This learning tool refers to teaching modules used in accordance with the independent curriculum.

In planning learning for PAI subjects with the independent curriculum, teaching modules are used which include several criteria including: a) Having content that is relevant to PAI learning, b) Using varied learning methods. Learning tools must use varied learning methods and suit student needs. These learning methods can include lecture methods, question and answer, discussion, group work, problem solving, simulation, and Problem Based Learning (PBL) in the classroom or student-centered learning. c) Paying attention to student characteristics. Learning tools must pay attention to student characteristics, such as age

level, cognitive level, and student experience level.

Thus, learning tools are expected to be able to achieve learning goals. According to Utami Maulida, learning tools based on the curriculum aim to achieve established competency standards. Teaching modules in the independent curriculum have a main role in supporting teachers in designing learning (Utami, 2022; 130–138).

Learning tools are a form of preparation carried out by a teacher before they carry out the learning process. In Government Regulation (PP) Number 19 of 2005 concerning National Education Standards Article 20, it is also explained that planning the learning process includes a syllabus and learning implementation plan which contains at least learning objectives, teaching materials, learning methods, learning resources and assessment of learning outcomes. " .

1. **PAI teachers carry out learning while being observed**

   PAI learning is implemented using the following steps:
   a) Initial Activities (Preliminary)

   This introductory activity is an initial activity carried out based on the teaching module in the independent curriculum. The results of the observations carried out show that the preliminary activities carried out include: a) preparing teaching aids/media/materials in the form of laptops, LCD projectors, active speakers, laptops, Interactive Learning Multimedia (MPI), cellphones, cameras, cardboard, colored markers or other media, b) the teacher opens the lesson with greetings and asks students to pray together, recite the Al-Qur'an, pay attention to students' readiness, check students' attendance, neatness and seating position, c) the teacher provides motivation and ask questions related to the subject matter, convey the scope of the material, learning objectives and activities to be carried out, as well as the scope and techniques

of assessment, d) condition students to sit according to their respective groups, e) apperception activities: This chapter is moral material , and is the 8th chapter in semester 2. Teachers can connect lessons to the previous chapter material. Teachers can also provide stimulus in the form of phenomena in everyday life, for example, have they ever seen someone who is temperamental, easily offended and often curses with dirty words at other people, or have students ever had the experience of being brave enough to take risks, get out of a difficult situation? tense or scary, or have students tried their best to restrain themselves from being tempted to do something that is forbidden, even though the situation makes it very possible to do so. Students are asked to express their opinions about the psychological situation and the wisdom and lessons learned from this apperception activity.

So, initial activities are carried out in learning with the aim of making students enthusiastic and passionate about learning. In addition, this is also done to create an effective, efficient, conducive and enjoyable learning atmosphere for students

b) Core activities

Core activities are the most basic and main activities in implementing PAI learning. These core activities include teaching and learning activities (KBM) carried out by teachers and students. In the core activities, the implementation of Islamic religious education learning is carried out using several learning models and also varied methods. The learning models used include: a) Discovery learning model, b) Small learning model, c) Group discussion learning model, d) Selective thinking learning model, e) Learning and Storytelling models. Meanwhile, the various methods used include: discussion method, pairing technique

according to seating, individual and/or group assignment techniques, resume making techniques, namely copying important points from material in the assignment book and group discussion techniques.

The results of the observations carried out show that the core activities for implementing teacher learning include: a) The teacher asks students to observe infographics. The infographic contains material about avoiding temperamental behavior (ghadhab), cultivating self-control and courage. b) The teacher provides additional information to strengthen students' understanding of the infographic. c) The teacher asks students to observe the pictures (tadabur) and write moral messages on each picture. d) The teacher asks students to read an inspirational story related to the lesson material, namely an excerpt from the story about a nail and a block of wood, which describes how a teacher taught his students to control anger in a very inspiring way. e) Students are asked to write exemplary values from the inspirational story in their respective books.

c) Final Activities (Closing)
Ending learning is the final part of the teaching and learning process carried out by PAI teachers and students in the classroom. The results of the observations carried out show that the final learning activities are carried out in the following ways: 1) The teacher provides conclusions on the results of group work, 2) The teacher provides feedback/reflections on the material presented, 3) The teacher plans follow-up activities in the form of group assignments/ unstructured assignments, 4) Submitting the learning plan at the next meeting, 6) Prayer. Apart from that, the reflection activities in this section include two types of rubrics, namely character application and reflection. Reflection activities are carried out in stages, namely the teacher asks students to read and pay attention to the attitudes and character values. Next, the teacher asks students to self-reflect regarding the benefits obtained after studying the material taught in class.

2. **Teachers carry out learning evaluations/assessments (techniques and forms of evaluation/assessment of affective, cognitive and psychomotor aspects)**
After initial preparation, implementation of the learning and ending the learning, the next step is to carry out a learning evaluation to determine the extent to which the learning has been successful. This learning evaluation is carried out in several ways, including:
a. Attitude assessment takes the form of observations derived from records of students' routine activities, both those related to mahdhah worship such as prayer, sunnah fasting, reading the Koran, etc. as well as social worship such as helping others and others, as well as behavior related to material, Madzmumah morals: temperamental (ghadhab) and mahmudah morals: courage to defend the truth (syaja'ah) and self-control (mujahaddah annafs). Next, students are asked to fill out a self-assessment sheet by putting a tick ($\sqrt{}$) in the appropriate column. If students have not shown the expected attitude, this can be followed up by providing coaching, either by the teacher, homeroom teacher or guidance counselor.
b. Knowledge Assessment. Students are asked to do 10 multiple choice questions and 5 description questions.
c. Skills assessment includes: Students create digital-based learning media such as power points or summaries related to the material. Madzmumah morals: temperamental (ghadhab) and mahmudah morals: courage to defend

the truth (syaja'ah) and self-control (mujahaddah annafs).

CONCLUSION

The implementation of the independent curriculum is broken down into three stages, namely planning, implementation and evaluation. The positive impact of implementing the independent curriculum on Islamic Religious Education learning is: others are increasing the creativity of teachers and students, increasing enthusiasm and activeness of students in learning, as well as increasing teacher enthusiasm in developing their own capacity.

SUGGESTION

Suggestions describe things that will be done related to further ideas from the research. Obstacles or problems that can influence research results are also presented in this section.

The following are some suggestions or recommendations based on research findings regarding the concept of "independent learning":

1. Encourage Curriculum Flexibility:
   In independent learning, it is important to encourage flexibility in the curriculum so that students can explore their own interests and talents.
   Recommendation: Develop a curriculum that allows students to choose their own learning paths, whether through course choices, research projects, or learning experiences outside the classroom.
2. Supportive Teacher Support
   Supportive and facilitative teachers are very important in supporting the concept of independent learning.
   Recommendation: Provide training and support to teachers to develop skills in providing individual guidance to students, designing independent learning projects, and facilitating student-centered learning.
3. Effective Use of Technology:

Technology can be a very useful tool in supporting independent learning by providing access to a variety of educational resources.
Recommendation: Integrate technology wisely in the learning process, including providing access to online learning platforms, digital resources, and creative tools to make students more independent in learning.
Metacognitive Skills Development:
Metacognitive skills, such as problem solving, self-reflection, and self-regulation, are very important in supporting students' success in independent learning.
Recommendation: Encourage the development of metacognitive skills through reflection activities, project-based problem solving, and inquiry-centered learning.

5. Parental and Community Involvement:
   Parents and communities have an important role in supporting students' independent learning.
   Recommendations: Involve parents and communities in the education process, provide additional support and resources, and build strong partnerships between school, home, and community.
   By implementing these suggestions, it is hoped that the concept of independent learning can be implemented effectively in the educational environment, helping students to become independent, creative and empowered learners.

BIBLIOGRAPHY

Margono. (2009). Metodelogi Penelitian Pendidikan Komponen MKDK. Jakarta:Rineka Cipta.

Masturoh, F., & Mahmudi, I. (2023, July 25).Implementasi Kurikulum MerdekBelajar dalam Pembelajaran Bahasa Arab. , 4(2), 207-2.https://doi.org/10.52593/klm.04.2.07

Munandar, A. (2017). Prosiding SeminarNasional Pendidik dan PengembangPendidikan Indonesia dengan Tema"Membangun Generasi BerkarakterMelalui Pembelajaran Inovatif. AulaHandayani IKIP Mataram, 130–143.

Riduwan. (2008). Metode Riset. Jakarta: RinekaCipta.Palangda, L., Walukow, M R., Naharia, O.,

Wullur, M N., & Sumal, S D. (2023, May31). Implementation of Merdeka BelajarPolicy: Constraints in the PancasilaStudents Profile Strengthening Project. ,1(02), 104-116https://doi.org/10.59653/ijmars.v1i02.62Ramayulis, Metodologi Pengajaran AgamaIslam (Jakarta:

Fakultas TarbiyahIAIN Sunan Ampel

Kalam Mulia, 2018), 23.Ramayulis, Metodologi Pengajaran AgamaIslam (Jakarta: Kalam Mulia, 2018), 24.Ramayulis, Ilmu Pendidikan Islam (IPI)(Jakarta: PT. Kalam Mulia, 2015), 36.

Suwartini, S. (2017). Pendidikan karakter dan pembangunan sumber daya manusia keberlanjutan. Trihayu: Jurnal Pendidikan Ke-SD-An, 4(1). Utami Maulida, "Pengembangan Modul Ajar Berbasis Kurikulum Merdeka," Tarbawi: Jurnal pemikiran dan Pendidikan Islam 5, no. 2 (2022): 130–138.https://stai-binamadani.e-journal.id/Tarbawi/article/view/392Peraturan pemerintah (PP) Nomor 19 Tahun2005 tentang standar Nasional PendidikanPasal 20Ulinniam, Hidayat, Barlian, U. C., & Iriantara,Y. (2021). Penerapan Kurikulum Revisi2013 Di Masa Pandem pada SMK IBSTathmainul Qullub Indramayu. JurnalPendidikan Indonesia, 2(1), 118–126.

Zuhairini, H., Abdul, G., & Yusuf, S. A.(1977). Methodik khusus pendidikanagama. Biro Ilmiah