Implementation of Islamic Religious Education Learning in the Class VII Merdeka Curriculum

Irma Nur Khasanah [a,1], Muh Alif Kurniawan [b,2*], Abdul Majid [a,3], Fatiatun [c,4]

[a] Pendidikan Agama Islam, FITK, Universitas Sains Al-Qur'an (UNSIQ), Wonosobo, Jawa Tengah, Indonesia
[b] Pedidikan Agama Islam, FAI, Universitas Ahmad Dahlan, Yogyakarta, Indonesia
[c] Pendidikan Studi Fisika , FITK, Universitas Sains Al-Qur'an (UNSIQ) Wonosobo, Jawa Tengah, Indonesia

[1] irmakhasanah9@gmail.com; [2] muh.kurniawan@pai.uad.ac.id ; [3] kangmajid1967@gmail.com; [4] fatia@unsiq.ac.id
*Corresponding Author

ABSTRACT

Changing the new curriculum is a particular concern in educational institutions because of the need for new adaptations to all new things. It is not impossible to do, but being able to adapt to new changes requires a process to achieve the best. Implementing learning with the new curriculum also requires all parties to continue learning so they can adapt to existing conditions and circumstances and all of this is not instantaneous. The aim of this research is to provide an overview of the application of Islamic religious education learning in the independent curriculum. This research uses a descriptive qualitative research method with a field study approach. This research leads to direct field observations with the subject of school principals and Islamic religious education teachers. The power collection techniques used include observation, interviews and documentation. This research is supported by data analysis, namely data reduction, data presentation and drawing conclusions. The results of this research show that the implementation of Islamic religious education learning in the independent curriculum has several stages, including the planning stage, implementation stage and evaluation stage.

Introduction

Education is the interaction between educators and students in an effort to help students master learning objectives or material. Educational interactions can take place not only at school but also in the community and family environment. The curriculum is a set of educational tools that have been prepared and implemented to achieve educational goals in which there are components that are interconnected with each other. The spirit of education lies in the curriculum and cannot be separated (Sukmadinata, 2012).

One element of education that is often overlooked is the curriculum. The curriculum is one

element in education that is very important and strategic. The curriculum is an outline of the educational vision and mission in an educational institution. The curriculum is the main part of the values that will be conveyed to students to achieve educational goals. For teachers, the curriculum functions as a guide in implementing the learning process. For school principals and supervisors, the curriculum functions as a guide in implementing the educational process. For parents, the curriculum functions as a guide to guide children's learning at home. For the community, the curriculum functions as a guide to provide assistance in carrying out the education process in schools or madrasas. For students, the curriculum has a function as a guide for implementing learning activities (Aminah & Sya'bani, 2023).

The curriculum needs to continue to be developed and refined to keep up with developments in science and technology, as well as a developing society. It is not surprising that in Indonesia curriculum development continues to be pursued and implemented. The latest curriculum development in Indonesia is the Merdeka curriculum, previously the curriculum used was the 2013 curriculum. The Merdeka curriculum is a curriculum with diverse intracurricular learning, the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students (Khoirurrijal et al, 2023).

Curriculum implementation is the application of a curriculum program that has been updated and developed in the previous stage, then tested with implementation and management, and adjustments are always made to the situation that occurs in the field and the characteristics of students intellectually and physically (Dahliah, 2022).

Adults, the current curriculum problem in Indonesia is how the previous curriculum emphasized students in the learning process by requiring students to have good results without assessing students' abilities and how the previous curriculum still limited students' creative growth space. However, the current reality in Indonesia is far from the above, according to the former Chair of the National Commission for Child Protection, Seto Mulyadi, the burden of the Indonesian basic education curriculum is too heavy to limit children's creative growth space. "Our education system treats children like robots. Children have to carry suitcases containing lots of books to school, and when they get home they still have to do homework which burdens them (Ana Farida dkk, 2012).

To overcome the learning crisis, the Minister of Education, Culture, Research and Technology (Kemendikbudristek) Nadiem Anwar Makarim launched a new curriculum, namely the Independent Curriculum with the concept of "Freedom to Learn". Where the independent curriculum itself is a curriculum with diverse intracurricular learning where the

content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. And educators have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students (Widyastuti, 2022).

The Merdeka Curriculum carries the concept of "Freedom to Learn" which is different from the 2013 curriculum. The Merdeka Curriculum gives schools, teachers and students the freedom to innovate, learn independently and be creative, this freedom starts with the teacher as the driving force. The learning atmosphere is pleasant, considering that there are many complaints from parents and students regarding learning that requires achieving a minimum completeness score, especially during the pandemic. In the Merdeka Curriculum there is no longer a demand for achieving a minimum completeness score, but emphasizes quality learning in order to create quality students, with the character of a Pancasila student profile, who have competence as Indonesian human resources who are ready to face global challenges (Sherly et al., 2021).

In the independent curriculum there is no longer a demand for achieving a minimum completeness score, but emphasizes quality learners in order to create quality students, with the character of a Pancasila student profile, who have competence as Indonesian human resources who are ready to face global challenges (Miladiah et al., 2023).

The independent curriculum which carries the concept of "Freedom to Learn" is in line with paragraph 11 of Surah Ar-Ra':

اِنَّ اللهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتّٰى يُغَيِّرُوْا مَا بِ اَنْفُسِهِمْۗ وَاِذَآ اَرَادَ اللهُ بِقَوْمٍ سُوْۤءًا فَلَا مَرَ دَّ لَه وَمَا لَهُمْ مِّنْ دُوْنِه مِنْ وَّالٍ

Meaning: "Indeed, Allah will not change the condition of a people until they change the condition of themselves. And if Allah wills evil for a people, then no one can resist it and there is no protector for them except Him."

The right to freedom of learning proclaimed by the Minister of Education and Culture of the Republic of Indonesia is an answer to complaints and problems faced by educators in the learning process. Through independent learning, teachers' burdens and responsibilities are reduced, from managing to eliminating threatening stress. Independent learning is learning that prioritizes students' interests and talents and can develop a creative and happy attitude. The program independently responds to all complaints against the education system. Firstly, students' grades are only based on their field of knowledge. In addition, independent learning encourages teachers to think more independently and students to follow the teacher.

Starting from this background, the author feels it is important to carry out this research, considering that the independent curriculum is a new curriculum and not all schools and their

teachers can immediately understand its existence, so with this research it is hoped that it can contribute to providing an overview to schools, especially Islamic Religious Education teachers in implementing it. PAI learning in the independent curriculum.

Method

This researcher uses qualitative methods. Qualitative research according to Walidin et al in Muhammad Rijal Fadli, explains a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and carried out in a setting. natural setting.(Fadli, 2021). The qualitative research stages are as depicted in Figure 1 regarding the stages of qualitative research.
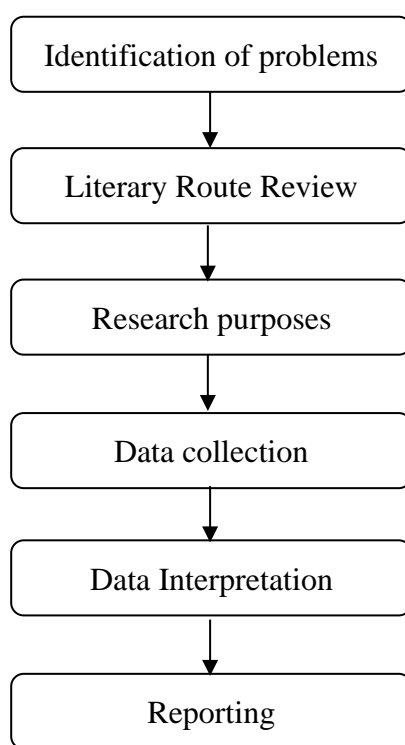
Fig 1. Stages of Qualitative Research(Raco, 2010)

This research was conducted directly with the subject of the Principal and Teacher of Islamic Religious Education at SMP Negeri 2 Garung. Data collection techniques used include observation, interviews, documentation. Meanwhile, for analysis, as in Figure 2 regarding data analysis components.
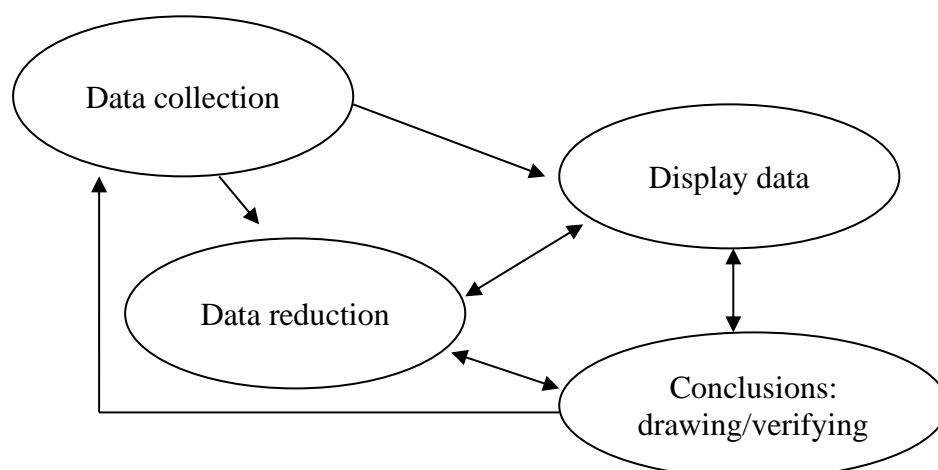
Fig 2. Data analysis components

Results and Discussion

The implementation of the curriculum in Indonesia has undergone various changes and improvements starting from 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (curriculum revision 1994), 2004 (Competency Based Curriculum), and 2006 curriculum (Education 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 Revised Kurtilas (Ulinniam et al., 2021).

At this time a new curriculum was introduced, 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. One of the programs outlined by the Ministry of Education and Culture in launching independent learning was the start of a driving school program. This school program is designed to support each school in creating a generation of lifelong learners who have the personality of Pancasila students. For the success of all this, the role of a teacher is needed (Rahayu et al., 2022).

In line with the results of interviews with Islamic Religious Education Teachers, the independent curriculum is a curriculum that gives students freedom in learning, where this encourages students to be responsible for their learning process, the learning process itself is carried out in a relaxed manner without any pressure on students. This is in accordance with the advantages of the independent curriculum as stated by the Ministry of Education and Culture, Mr. Nadiem Makarim (Interview, Rohdiatul Khomsyah, 2023).

Which is in line with Ainia's opinion, "Teachers as the main subject whose role is expected to be able to act as a driving force to take action that provides positive things to students (Khoirul Ainia, 2020). The concept of this independent curriculum is freedom that does not

force students to have maximum results, apart from that, it is also the concept of an independent curriculum that prioritizes project-based learning strategies. This means that students will apply the material they have learned through case studies or projects. So, understanding the concept can be carried out well (Widyastuti, 2022).

To implement an independent curriculum in PAI learning, it is necessary to first understand what implementation is. In simple terms, implementation can be interpreted as implementing or implementing. The word implementation boils down to activities, actions, actions, or mechanisms of a system. The phrase mechanism means that implementation is not just an activity, but an activity that is planned and carried out seriously based on certain norm references to achieve the activity's objectives. Therefore, implementation does not stand alone (Syafriyanto, 2015).

Curriculum implementation is carried out based on management science because curriculum development requires planning through to supervision and even monitoring and evaluation (Arifin, 2012). This is in line with the results of field observations and interviews with Islamic Religious Education Teachers regarding Islamic Religious Education learning at SMP Negeri 2 Garung, so the concept of implementing the independent curriculum is explained in its entirety, starting from planning, implementation and evaluation.

From the data above, it can be concluded that the implementation stage of the independent curriculum in PAI learning consists of planning, implementation, and evaluation.

Fig 3. Flow of Learning Objectives

Planning stage. According to the Big Indonesian Dictionary, planning is the process,

method, act of planning (designing), while learning is the process, method, act of making people or living creatures learn (Rindaningsih, 2019). Curriculum Implementation, in the Oxford Advance Learner's Dictionary, it is stated that implementation is: "put something intolerant effect", (the application of something that has an effect or impact) (Susilowati, 2022). In this planning, there are things that teachers strive to do as per the results of interviews with PAI teachers who stated "Before carrying out learning, teachers must plan and create a syllabus or

ATP (Learning Objective Flow) and Teaching Module" (Interview, Rohdiatul Khomsyah, 2023). So it can be concluded that at this planning stage the teacher prepares the syllabus or ATP as such figure 3 and Teaching Module (MA) as in figure 4.
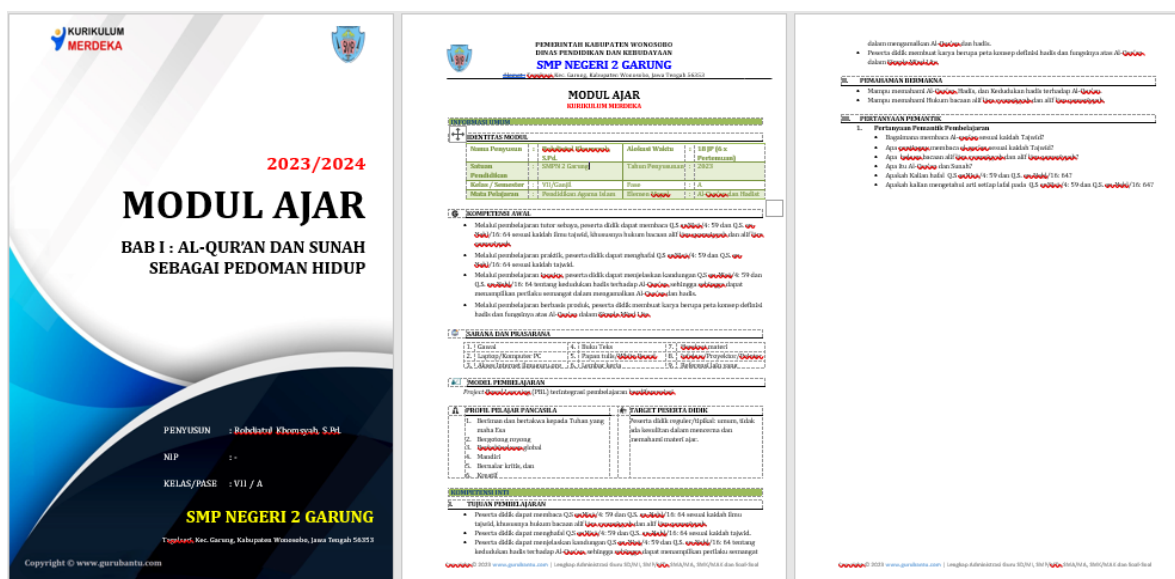
Fig 3. PAI Teaching Module

From the explanation above, it can be concluded that in implementing the independent curriculum in PAI teaching, the initial stage that must be carried out is to plan in the form of a Flow of Learning Objectives and Teaching Modules.

Implementation Stage

The implementation of learning can be known as the learning process. The teaching and learning process is a process that contains a series of actions of teachers and students based on reciprocal relationships that take place in educational situations to achieve certain goals (Nurfaizah & Oktavia, 2020).

Freedom of learning for teachers and students is what is emphasized in freedom of learning. "The Ministry of Education and Culture defines independent learning as a learning process that provides freedom and authority to every educational institution to be free from complicated administration." "The main assumption of freedom to learn is giving trust to

teachers so that teachers feel free in carrying out learning (Rahayu et al., 2022). The government gives freedom in terms of the curriculum used by each school, it just depends on how each school as an educational unit responds to implementing this policy by implementing it in each school in accordance with the goals to be achieved by the school (Hendry, 2017).

Competency assessments are aimed at being able to provide a stronger impetus towards teaching that is innovative and oriented towards developing reasoning, not just memorizing. The character survey is aimed at measuring aspects that reflect the application of Pancasila values in schools, such as student character and the school climate which includes diversity, anti-bullying behavior and the quality of learning. Teachers and students have the freedom to innovate, are able to learn independently and creatively (Suryani et al., 2023).

The learning process is in accordance with the Teaching Module (MA) that the teacher has prepared, and is carried out intracurricularly and in accordance with the time provisions set out in the independent curriculum. Based on the statement above, it is clear that every teacher must prepare a Teaching Module (MA) before starting learning, because it includes the objectives to be achieved, the material to be taught, the methods to be applied, the media to be used and so on (Interview, Ali Murtadho, 2023).

Curriculum implementation is the implementation of the RPP (Learning Implementation Plan). Implementation of learning includes preliminary activities, core activities and closing activities (Nurjanah, 2015). This is similar to what the PAI teacher said, "The learning process in implementing the independent curriculum consists of initial activities, core activities and closing activities" (Interview, Rohdiatul Khomsyah, 2023)

1) Initial activity

The initial activity of the educator opens the lesson with greetings and praying together, led by one of the class leaders with great solemnity, then the educator shows the readiness of the students by checking attendance, and then the educator carries out an ice breaking activity to determine the readiness of the students, after this activity, the educator praises questions related to the material to be studied. After asking questions, the teacher conveys the learning objectives that will be achieved. This core activity takes 15 minutes.

2) Core activities

The learning process is in accordance with the independent curriculum, which includes the activities of observing, asking, discussing, the material studied in the learning process, this Islamic Religious Education Teacher also applies a differentiated learning strategy, where differentiated learning isa series of common sense decisions made by teachers whose main

goal is to meet student needs.

3) Final activities

In the final activity, educators and students conclude the essence of the lesson regarding the material that has been studied, educators also give an oral/written evaluation test of the material, and end the learning process by reading *Alhamdulillah*, praying together and finally saying greetings.

Evaluation Stage

Evaluation is an activity to collect information about how something works, which is then used to determine the right alternative in making a decision (Komar et al., 2019).

Evaluation is carried out after the lesson has ended or is carried out at the end of the chapter in order to understand students' abilities, in this case it can be carried out at the beginning or in the middle, which is usually called a formative assessment, while what is carried out at the end is a summative assessment. In terms of evaluating learning itself, the independent curriculum carries out assessments by including the results of student learning reports per subject at school, not only that, this curriculum also includesassessment of students' extracurricular activities, attendance, and not including KKM (Minimum Completeness Criteria) (Marisa, 2021).

From the research results of interviews conducted by researchers, it is clear that Islamic religious education learning has used an independent curriculum like other subjects. In this case, Islamic religious education teachers have attempted learning that suits the needs of students by carrying out differentiated learning, where differentiated learning is an effort to adapt the learning process by providing various ways of learning through differentiation of content, processes, products and learning environments and initial assessments to meet needs. individual learning of each student.

The stages of implementing the independent curriculum in PAI learning at SMP Negeri 2 Garung can be seen in table 1.

Table 1. Medeka Curriculum Implementation Stage

No.	Aspect	Early stage
Planning		
1	Designing operational curriculum for educational units	Make minor adjustments to the sample curriculum document to suit the Islamic Religious Education subject

2	Designing the flow of learning objectives	Using an example of a "learning objective flow" provided by the Ministry of Education and Culture and adapted to the material to be taught
3	Learning planning and assessment	Using examples of learning plans and assessments provided by the Ministry of Education and Culture and adapted to needs
4	Use and development of teaching tools	Using textbooks and teaching modules as the main source of teaching Islamic Religious Education that have been prepared by PAI teachers
5	Planning a project to strengthen the profile of Pancasila students	Using project modules provided by the Ministry of Education and Culture without adjustments or with very few adjustments
Implementation		
6	Implementation of student profile strengthening projects	Implementing a project to strengthen the profile of Pancasila students with fewer or more numbers than recommended by the Ministry of Education and Culture
7	Implementation of student-centered learning	Teachers use a variety of teaching methods but are still dominated by roles such as instructors who direct students' activities throughout the learning process
Evaluation		
8	Reflection and evaluation of curriculum and learning implementation tends to be one-way from education unit leaders, and is not yet data-based.	Reflection and evaluation of curriculum and learning implementation tends to be one-way from education unit leaders, and is not yet data-based.

Conclusion

Implementation of Islamic Religious Education Learning in the Class VII Independent Curriculum at SMP Negeri 2 Garung. The Independent Curriculum learning itself focuses on students as the center of learning (student centered) so that children have freedom and enjoyment in learning and this has been going well and is being implemented in the learning process Islamic education. The stages of implementing the independent curriculum at SMP Negeri 2 Garung include the planning stage, implementation stage and evaluation stage.

Declarations

Author contribution	:	Muh Alif Kurniawan is responsible for the entire research project. He also led the writing of the script and collaboration with a second author. Irma Nur Khasanah, Abdul Majid and Fatiatun participated in data collection, transcription, and analysis. He also revised the manuscript. Both authors approved the final manuscript.

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