



Development of an Independent Curriculum at Madrasah Ibtidaiyah Comparison 1947 Lesson Plan Curriculum with the Independent Curriculum

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Abstract. Discussion The development of an independent curriculum listed in Decree of the Minister of Education and Culture No. 56 2022 as a Guide to Curriculum Implementation in the context of Learning Recovery (Kurikulum Merdeka) as a complement to the previous curriculum. In the same year, the Minister of Religion Decree No. 347 of 2022 was issued as a guide for implementing an independent curriculum in Madrasah. The research method used was library research. This article finds that the Ministry of Religion is very fast in responding to changes in the world of Education. This article concludes that Curriculum Development to bring students towards the desired changes and to assess the desired changes. Independent Indonesia is still influenced by the Dutch and Japanese colonial education systems and the Merdeka Merdeka Learning Curriculum is interpreted as a learning design that provides opportunities for students to study in a relaxed, calm, not stressed, happy without stress and pay attention to the natural talents of the students.

Keywords: Development · Curriculum · Independence · Madrasah Ibtidaiyah

1 Introduction

Curriculum development cannot be separated from various aspects that influence it, such as ways of thinking, value systems such as morals, religion, politics, culture, and social, development process, student needs, community needs as well as the direction of educational programs [1].

The curriculum is a collection of plans and arrangements regarding the objectives, content, and learning materials, as well as the methods used as guidelines for the implementation of learning activities to achieve specific educational goals, according to Law No. 20 of 2003 concerning the National Education System. In the course of after independence, the curriculum was created, namely the 1947 Curriculum, known as the “Plan 1947 Lesson Plan.” The form contains two main things: (1) a list of subjects and teaching hours; (2) outlines of teaching, hereinafter Curriculum 1952, “Lesson Plan Unraveled 1952”, Curriculum 1964, “Education Plan 1964”, Curriculum 1968, Curriculum 1975,

Curriculum 1984, “Enhanced Curriculum 1975”, Curriculum 1994 and Curriculum Supplements 1999, 2004 Curriculum, “KBK (Competency Based Curriculum)”, 2006 Curriculum, “KTSP (Education Unit Level Curriculum), 2013 Curriculum 2017 Curriculum (Revised 2013) and Independent Curriculum. Minister of Education and Culture Nadiem Makarim changed the 2013 curriculum into the MBKM curriculum (Merdeka Belajar Merdeka Campus) in 2019 [2]. The MBKM concept consists of two concepts, namely “Independent Learning” and “Independent Campus”. Freedom of thinking and innovation both result from the freedom to study. The individualized learning program for higher education is continued at the independent campus. One of the stages to achieve Indonesia’s superior human resources who have the Pancasila Student Profile is the transformation of education through the policy of independent learning. In line with the World Economic Forum, students must have 16 skills in the 21st century. Broadly speaking, these 16 skills are divided into three, namely literacy, competence, and character quality. In addition, to face changes in social and culture, the world of work, the business world, and rapid technological advances, students must be prepared to be able to follow these changes. Therefore, every educational institution must prepare new literacy and guided orientation in the field of education. Higher education preparation can be done by designing and implementing innovative learning processes so that students can achieve learning outcomes covering cognitive, affective, and psychomotor aspects optimally and always relevant through the MBKM curriculum.

There are four main policies in 2019 by the Ministry of Education and Culture of the Republic of Indonesia [3], namely:

- 1) In its place, the Minimum Competency Assessment and Character Survey will take the role of the National Examination (UN). Based on the most recent PISA examinations, the emphasis of this evaluation is on reading comprehension and numerical reasoning skills. This evaluation will take place in grades 4, 8, and 11, unlike the National Examination, which is held at the conclusion of the educational level. Before students complete their education, the outcomes are anticipated to be used as feedback by educational institutions to improve the following learning process.
- 2) It will be given to the school along with the National Standard School Examination (USBN). The Ministry of Education and Culture states that schools have the freedom to choose the type of assessment, such as portfolios, writing assignments, or other types of work.
- 3) Learning Implementation Plans Simplified (RPP). Nadiem Makarim claims that the RPP simply has to be one page long. It is intended that administrative simplicity will free up the teacher’s time so that they may use it on learning activities and developing their competence.
- 4) The zoning system is broadened (excluding 3T regions) for the acceptance of additional pupils (PPDB). Greater chances compared to the PPDB system This zoning region is determined technically by the local government.

2 Methodology

Research is conducted using the library. Reading books and journal articles relevant to the study objectives, evaluating or critically analyzing these sources, and processing research materials are all part of library research. Research using library resources to gather information is known as “library research” [4, p. 14].

3 Discussion

A. Development of lesson plans 1947

In the book entitled Management of Islamic Education Curriculum Development Theory and Practice The planning of learning experiences “meant to bring about specific deserted in children and assessment of the extent to which these changes have taken place” is what is referred to as curriculum development [5, p. 64]. Planning learning opportunities to guide students toward the desired changes and monitoring their progress until those targeted changes have taken place in pupils is known as curriculum development.

The phrase “curriculum development” is broad and includes the following: planning, execution, and evaluation. The first process in creating a curriculum is curriculum planning, the second is curriculum implementation—or, more specifically, trying to put curriculum planning into operational action—and the third and final step is curriculum evaluation.

The curriculum comes from the Greek language, namely *curir* which means “runner” and *curere* which means “a place to race” [6, p. 4]. In the English dictionary it was found that curriculum means lesson plans [7, p. 160]. In the Indonesian language dictionary, the curriculum is a set of subjects taught at educational institutions and a set of courses regarding areas of special expertise. The term “curriculum” in Islamic education refers to a clear path that teachers and their students follow to improve their knowledge, abilities, and attitudes in accordance with the goals of Islamic education activities. The word “*manhaj*” also refers to the curriculum in Islamic education [8, p. 284].

In line with the development of educational theory and practice, the word curriculum has many definitions from the point of view of different people. The following are some opinions about the 1916–1947 curriculum that can be developed as a definition of the curriculum (Table 1).

In the book Curriculum and Learning groups the definition of curriculum into four dimensions, namely: 1) Curriculum is an idea or idea, 2) Curriculum is a written plan

Table 1. DEFINITION OF CURRICULA

Name of Expert	Year	Understanding Curriculum
John Dewey	1916	Communication is used to deliver education. The demand for formal teaching and learning will rise as society’s resources and structural complexity increase.

(continued)

Table 1. *(continued)*

Name of Expert	Year	Understanding Curriculum
William C. Bagley	1907	The curriculum is a planned collection of knowledge that is kept until it is required to create solutions to brand-new issues that have not yet been encountered.
Frederick G. Bonser	1920	builds on solutions to brand-new, unsolved issues.
Franklin Bobbitt	1924	Children and young people must engage in a variety of activities to gain experience and the skills necessary to carry out tasks that will influence their future lives. They should also behave in all respects as adults would.
Hollis L. Caswell and Doak S. Campbell	1935	all the experiences kids have while being taught by teachers.
Robert M. Hutchins	1936	Grammar, reading, rhetoric, logic, and mathematics should all be included in the curriculum, and at the secondary level, the brilliant book of the Western world should also be introduced.
Pickens E. Harris	1937	In reality, every student's curriculum is different. Where children and teachers are divided. Every youngster will have access to a curriculum.
Henry C. Morrison	1940	Curriculum is the subject matter covered in lessons without consideration of delivery methods.
Dorris Lee and Murray Lee	1940	The educational experiences of children aim to affect and benefit things in a variety of ways.
L. Thomas Hopkins	1941	The curriculum is a blueprint created by everyone who has a keen interest in the activities that kids engage in while they are in school. Education must be as adaptable as life. The curriculum serves as a representation of the knowledge that each student is exposed to, chooses, and actively applies.
HH Giles, SP McCutchen, and AN Zechiel	1942	The curriculum is the culmination of all the activities that schools engage in while educating students.

(continued)

Table 1. (continued)

Name of Expert	Year	Understanding Curriculum
Harold Rugg	1947	The curriculum is a continuous stream of activities that affects both younger and older people's lives. All instruction that is planned and guided by the school to meet its educational objectives is included in the curriculum.

which is the embodiment of the first dimension, 3) Curriculum is an activity, reality or curriculum application, which is the implementation of the second dimension, 4) The curriculum is the result of the consequences of the third dimension. In addition, there are 3 dimensions of the curriculum as a system, curriculum as a science, and curriculum as a plan [9, p. 4].

The development of Indonesian education was severely hampered due to a very long colonial period, to correct this, after independence, Indonesia made an educational plan that was free from Dutch colonial political influence, namely the 1947 Learning Plan. The 1947 Learning Plan was made based on the principles of Pancasila so that it was free from political interests. Dutch colonial. However, the 1947 Learning Plan could only be implemented in 1950 because the situation in Indonesia at that time was still not stable enough to run a proper education system (Table 2).

Seeing the high rate of illiteracy, the government began to launch an education program to eradicate the problem that the Indonesian people were studying. Based on article 30 of the 1950 Provisional Constitution, it states that every Indonesian citizen has the right to education and there are no restrictions except supervision. The government builds

Table 2. THE FOLLOWING IS THE CENSUS OF ILLITERATE POPULATION IN INDONESIA IN 1947 [10]

Regions	%	Big Cities	%
Manado	21, 9	Makassar	12, 7
Maluku	14.5	Banjarmasin	10.0
South Borneo	5.3	Medan	23.5
East Timor	5.1	Padang	28.9
West Borneo	5.0	Palembang	13.2
Sulawesi	4.2	Batavia	11.9
Bali Lombok	3.2	Semarang	12.1
Sumatra	10.7	Surabaya	12.2
Java Madura	5.5	Bandung	23, 6
Other islands	8.7		

elementary schools with the hope that basic education is open to everyone regardless of position. This government policy is well received by the Indonesian people. In 1945, since the beginning of independence, the eradication of illiteracy has begun, known as the ABC course. At that time the government handled it through the public education section, the ministry of education, teaching and culture. But in 1949, the Community Education Section changed to the public education agency. Then, in 1951, a ten-year program to eradicate illiteracy was planned. This program aims to enable Indonesian people who are illiterate to be resolved within a period of 10 years. In 1960, about 40 percent of adults were still illiterate. The President gave the command to complete illiteracy until 1964, and finally on December 31, 1964 the Indonesian population aged 13–45 years was declared free from illiteracy. However, because there is no further training and the scarcity of reading materials, in addition to many new literates becoming illiterate again, there are also elementary school-aged children (aged 6–12 years) who are not in school, and drop out of elementary school grades I, II, III who are assumed to be vulnerable. illiterate, then illiteracy reappears.

The 1947 Learning Plan was the first curriculum established in Indonesia after Indonesia's independence. This curriculum is better known as a *leer plan* which in Dutch means lesson plan. This curriculum is still influenced by the Dutch and Japanese colonial education systems, so it can be said that the 1947 Learning Plan is a substitute for the Dutch colonial education system. The 1947 Learning Plan emphasizes the formation of human character that is sovereign and equal to other nations. This is because at that time Indonesia was still in the spirit of fighting for independence. The educational lattice here is shifting from a Dutch educational orientation to a national interest that adheres to the Pancasila principle. The 1947 Learning Plan is often called the 1950 curriculum because it was only implemented in every school in 1950. The form of this lesson plan contains only two main things, namely list of subjects and their teaching hours, as well as an outline of teaching. In its implementation, the 1947 Learning Plan prioritizes character education, state and community awareness. The subject matter is also related to concrete daily life as well as attention to the arts and physical education. In the ancient world of education, every school was called the People's School. For the People's School level, there are 16 subjects listed in the 1947 Learning Plan, including: 1). Military training (kyoren), 2). Moral lessons (shusin), 3). Practical work, 4). Japanese, 5). Bahasa, 6). Regional languages, 7). History, 8). Geography, 9). Counting, 10). Natural science, 11). Sports, 12). Sound art, 13). Art of painting, 14). Handicrafts, 15). Drawing, 16). House hold care.

Religious education subjects were initially given in fourth grade, but since 1951 religious education has also taught in class I. This is intended to introduce religious learning at the beginning of basic learning and to develop knowledge in spiritual matters, as stated in the Joint Regulation of the Minister of PP and K and the Minister of Religion Number 1432/Kab dated January 20, 1951 (Education), Number K 1/652 dated January 20, 1951 (Religion), regulates the regulation of religious education in schools in this case Article 1 which contains "In every low school and secondary school, advanced education (general and vocational) is given religious education" And in article 2 paragraph 2 which contains "In a special environment religious education begins in grade 1, and the hours can be increased according to need, but not more than 4 h a week, provided that the

quality of knowledge general for low schools it should not be reduced compared to other schools in the neighborhood The first effort of the Ministry of Religion in providing guidance to the existence of madrasas is to provide input and assistance in the form of procurement of facilities and infrastructure as well as administrative and operational costs, as written in the Regulation of the Minister of Religion Number 1/1946, dated December 19, 1946. Teach general knowledge at least 1/3 of the number of lesson hours carried out. The general subjects referred to include; Indonesian language, reading and writing Latin letters, arithmetic for basic level. Coupled with earth science, history, plant health and nature for advanced levels [11] (Table 3).

Research from PISA was used to start a number of speeches by Minister of Education and Culture Nadiem Makarim (Program For International Student Assessment). The Organization for Economic Cooperation and Development (OECD) created the PISA examination system to assess the educational systems of 72 nations worldwide. 15-year-old pupils are chosen at random to participate in a test of three fundamental skills, including reading, math, and science, every three years. PISA evaluates a student’s knowledge as well as his application of that knowledge (Fig. 1).

In the Republic of Indonesian Minister of Education, Culture, Research, and Technology’s Decree No. 56/M/2022 on Curriculum Implementation Guidelines in the Context of Learning Recovery. The curriculum structure at the SD/MI level consists of: 1) Islamic Character education and religious instruction, Christian Religious Education and Character Education, Catholic Character education and religious instruction, Buddhism and Character Education, Hindu Character education and religious instruction, Confucian Religion Education and Budi Pekerti, followed by students according to their respective religions. 2) Pancasila Education, 3) Indonesian Language, 4) Mathematics, 5) Natural and Social Sciences, 6) Physical Education in Sports and Health, 7) Arts and Culture: a) Musical Arts b) Fine Arts c) Theater Arts d) Dance, Educational units provide at least

Table 3. LITERATURE REVIEW

Name of Expert	Year	Understanding
Purwadi	2003	The definition of curriculum is divided into six parts: curriculum as an idea, curriculum format in the form of documents that are used as guidelines and guidelines in implementing the curriculum, the curriculum according to the teacher’s perception, the operational curriculum implemented or by the teacher in the classroom, the experiential curriculum, namely the curriculum experienced by students, and the curriculum obtained from the implementation of the curriculum educational ideas expressed in practice. In Latin, curriculum means track or track
Harsoso	2005	Currently the definition of curriculum is growing, so that what is meant by curriculum is not only educational ideas but also includes all planned learning from an educational institution



Fig. 1. Curriculum Development.

1 (one) type of art (Musical Arts, Fine Arts, Theater Arts, and/or Dance Arts) while Students choose 1 (one) type of art (Music Arts, Fine Arts, Theater Arts, or Dance). 8) English and 9) Local Content [12].

Republic of Indonesian Minister of Religion Decree No. 347 of 2022 about Directives for the Implementation of the Independent Curriculum in Madrasahs. The MI level curriculum structure consists of Islamic Religious Education 1) Al Quran Hadith, 2) Akidah Akhlak, 3) Fiqh, 4) SKI, 5) Arabic, 6) Pancasila Education, 7) Indonesian Language, 8) Mathematics, 9) Natural and Social Sciences 10) Physical Education, Sports and Health, 11) Arts and Culture: a) Musical Arts b) Fine Arts c) Theater Arts d) Dance Arts, Education units provide at least 1 (one) type of art (Music, Fine Arts, Theater Arts, and/or Dance Arts) while Students choose 1 (one) type of art (Music Arts, Fine Arts, Theater Arts, or Dance Arts). 12) English and 13) Local Content [13].

One of the curricula being pursued is the independent learning system. Independent learning is defined as a learning design that opens up possibilities for students to educate in a relaxed, calm, not feeling pressured, happy without stress and pay keeping in mind the natural talents of the students. The focus of independent learning is the freedom to think creatively and independently. The teacher as the main subject who plays a role is expected to be able to be a driving force to take action that gives positive things to students [14]. The conclusion regarding the concept of learning is a form of offering in rearranging the national education system. The rearrangement is in order to meet the changes and progress of the nation in order to adapt to the changing times.

4 Conclusion

Curriculum development to bring toward the necessary improvements among pupils and to evaluate the desired changes. The 1947 Lesson Plan Curriculum is the first curriculum established in Indonesia after Indonesia's independence. Still influenced by the Dutch and Japanese colonial education systems and the Merdeka Merdeka Learning Curriculum is defined as an education plan that presents chances for students to study in a relaxed, calm, not stressed, happy without stress and pay attention to the natural talents of the students.

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