Exploring The Implementation Of Learning In The Independent Curriculum of Islamic Religious Education Subject at SMK Negeri 2 Lumajang

Nino Indrianto[st]
Fakultas Tarbiyah dan Ilmu Keguruan
UIN Kiai Haji Achmad Siddiq Jember
Jember, Indonesia
ninoindrianto@uinkhas.ac.id

Ayatullah Chumaini[nd]
Fakultas Tarbiyah dan Ilmu Keguruan
UIN Kiai Haji Achmad Siddiq Jember
Jember, Indonesia
ayatullahchumaini504@gmail.com

Abdul Rosi[rd]
Fakultas Tarbiyah dan Ilmu Keguruan
UIN Kiai Haji Achmad Siddiq Jember
Jember, Indonesia
abdul.rosi1303@gmail.com

Abstract—The development of information technology recently has grown so rapidly and has taken an important role in human life. Under these circumstances, the field of education also requires a new innovation to answer these challenges. A curriculum that can answer the capacity of modern humans balanced with education of noble value. This innovation became a new system for the world of education in Indonesia which was later named the independent curriculum which refers to the educational principle of the character Ki Hajar Dewantara, namely freedom in learning or also called learning independence. The aims of this research are: 1) To describe the implementation of independent curriculum learning for Islamic religious education subjects in class X at SMK Negeri 2 Lumajang; 2) To explain the challenges in implementing independent curriculum learning for Islamic religious education subjects for class X SMK Negeri 2 Lumajang. This study uses a qualitative approach with a case study type of research. The implementation of independent curriculum learning in Islamic religious education subjects in class is to answer the heterogeneity of students through teaching strategies and media in various ways. While the challenge in the implementation of learning is the teacher's efforts to always meet the needs of students with this heterogeneity.

Keywords—Implementation of Learning, Independent Curriculum, Islamic Education

I. INTRODUCTION

The development of information technology lately has affected human life unexpectedly so it requires a new balance of values, thoughts, and strategies based on these circumstances. In the world of education, a system innovation is needed in this case the curriculum and the ability of metacognition and competence in thinking and learning ways to be able to learn, determine, and assess self-knowledge. So that curriculum development programs based on science and technology continue to be pursued by teachers using relevant media and teaching resources starting from learning units and including various stages accompanied by trials then continued by other units and so on [1].

On the other hand, the development of information technology is considered potentially negative. Therefore, the role of education is needed at least to be able to prevent humans from leading to this negative side. If allocated to Islamic Religious Education, at least it must not forget the duty of humans as created beings who always devote themselves to Allah SWT. as in the Qur'an Surah Adz-Dzariyat verse 56 follows:

$$\text{وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ اِلَّا لِيَعْبُدُونَ}$$

It means: "I did not create jinns and men, but that they might serve Me" [2].

Based on the concept of independent learning which refers to the principle of Ki Hajar Dewantara that independence is the goal of education as well as a paradigm that needs to be understood. Independence means standing alone, not depending on others, and being able to govern itself. Efforts to always liberate themselves are the main goals that must be achieved through the educational process. So that this concept is in accordance with the current situation and becomes a necessity in order to answer the significance of the times [3].

Turning to learning which is a series of phenomena arranged to influence the occurrence of internal learning activities. Learning itself includes three processes that have an attachment to one another, namely planning, implementation, and evaluation. In Permendikbud No. 3 of 2020 concerning Learning Process Standards Article 11 paragraph (1) explains that the characteristics of the Learning Process as intended consist of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered properties. And Article 11 paragraph (2) explains that student-centered as intended graduate learning outcomes are achieved through a learning process that prioritizes the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge [4].

Based on the results of the interview, information was obtained that the implementation of independent curriculum learning for class X Islamic Education subjects at SMK Negeri 2 Lumajang includes three activities, namely planning, implementing, and evaluating learning. Learning planning activities are taken by identifying the availability of effective weeks, analyzing CP to be allocated to identify effective weeks, determining TP based on CP used to formulate ATP, then teachers can determine the Teaching Module .

Based on observations, it was found that the process of implementing PAI learning in the classroom, teachers overcome student heterogeneity through efforts to adjust material and strategies as formulated in teaching modules

that are relative to student needs. As for the evaluation of cognitive domain learning using formative and summative assessments in the form of multiple-choice questions and essays both in oral and written tests, in affective rna using observation and self-assessment, and in the psychomotor realm using practice (reading, writing, demonstrating) and projects by presenting their knowledge related to certain PAI materials.

Based on the findings of the pre-research study, researchers found that the application of the Independent Curriculum at SMK Negeri 2 is currently still applied in grade 10, namely in phase E so that this study is only focused on learning Islamic Religious Education in grade ten. In the pre-research findings, researchers also found data that there were challenges in the implementation of learning the Independent Curriculum for class X Islamic Education subjects at SMK Negeri 2 Lumajang both at the planning, implementation, and evaluation stages. At the learning planning stage, the most crucial challenge is the change of KI and KD to CP and TP with the flow of learning objectives. The challenge in the implementation of learning is the application of teaching modules that have been formulated to heterogeneity of student characteristics with differentiated learning approaches. The challenges in learning evaluation activities are: First, learning evaluation is currently very flexible based on student diversity, so it is not possible to assess students based on only one assessment format. Second, how teachers can always generalize the ability of their students to capture teaching material with methods that are tailored to the abilities of their students on certain PAI materials.

In accordance with these findings, the researcher felt interested in exploring further by focusing on "Implementation of Independent Curriculum-Oriented Learning in Class X Islamic Education Lessons at State Vocational High School 2 Lumajang". Through this research, it is expected to be a learning material for teachers who still do not understand how to implement the curriculum in learning.

II. METHODS

This research uses a qualitative approach, namely research that identifies and describes narratively activities in the field and their effects on people's lives. Using a type of case study research with a research project that delves deeply into the data on the subject. The informant subjects were the Principal of SMK Negeri 2 Lumajang, Mrs. Lilik Majidatut Zahro, M.Pd., Teachers of Islamic Religious Education, namely Dr. Suwari, M.Pd., M. Arif Hidayat, S.Ag., Dina Kholidah, S.Pd.I., Dra A'yunil Hisbiyah, M.Pd.I., and grade X students of SMK Negeri 2 Lumajang, namely Rinda Maharani, Nur Afdillah, and Menik Widyastuti. Data collection techniques with free guided interviews so that researchers are more free to explore information. In addition, it also uses participant observation for the reason that researchers can obtain real data during learning in the classroom. Documentary techniques are also used to produce reliable findings. Technical data analysis using the Miles, Huberman and Saldana Model is Data Reduction, Data Display, Data Verification. Data validity uses triangulation of data sources by searching for information from various informants and comparing the results. In addition, to test the validity of the data, researchers also use the triangulation

method, which compares the findings obtained both from interviews, observations and documentation.

III. RESULTS AND DISCUSSION

A. How to Implement the Independent Curriculum Learning for Class X Islamic Education Subjects at SMK Negeri 2 Lumajang

In this study, the implementation of independent curriculum learning for class X Islamic Education subjects at SMK Negeri 2 Lumajang includes a series of planning, implementing, and evaluating learning activities that are interrelated with one another. Based on the results of conservation and interviews, it was found that the learning planning activities carried out by Islamic Religious Education teachers were to first identify the availability of effective weeks, then analyze Learning Outcomes (CP) to be allocated to the identification of effective weeks, then determine the Learning Objectives (TP) based on CP which is then used to formulate Learning Objective References (ATP), after that the teacher can determine the Teaching Modules that will later be implemented in class. This finding is also strengthened by the results of documents obtained by researchers in the form of learning objectives and teaching modules compiled by Islamic education teachers [5].

From these findings as stated in Permendikbud Number 16 of 2022 concerning Process Standards Article 3 paragraph 1 that learning planning as intended is an activity to formulate: a) learning outcomes that become learning objectives; b) how to achieve learning objectives; c) how to assess the achievement of learning objectives. And Article 4 which explains that the learning planning document as intended at least contains: a) learning objectives; b) learning steps or activities; c) assessment or assessment of learning [6].

Then in the implementation of learning the independent curriculum of Islamic Religious Education in grade X of SMK Negeri 2 Lumajang, based on observations and interviews, it was found that in learning things that need to be considered by teachers facilitate and overcome heterogeneity in their students through the suitability of material and strategies based on predetermined Teaching Modules. The use of methods in learning in the Merdeka curriculum is relatively flexible based on student needs. In addition, the teaching materials also vary so that students' learning from one another can be different.

From these findings as stated in the Minister of Education and Culture Regulation Number 16 of 2022 concerning Process Standards article 12 paragraph 2 that the implementation of learning in a pleasant learning atmosphere as referred to in paragraph (1) is at least carried out by: a) creating a learning atmosphere that is happy, interesting, safe, and free from bullying; b) using a variety of methods taking into account the aspirations of students, and not limited to the classroom; and c) accommodate the diversity of gender, culture, local language, religion or belief, characteristics, and needs of each learner [6].

Then the learning evaluation consists of three assessments, namely the cognitive, affective, and psychomotor domains. In the cognitive realm, student assessment of the learning outcomes of the independent curriculum subjects of Islamic Religious Education class X

at SMK Negeri 2 Lumajang uses formative and summative assessments in the form of structured and unstructured assignments in the form of multiple-choice questions and essays both in oral and written tests. Formative assessment is the process of collecting data and information during learning development which is used to improve learning effectiveness at the end of the semester. While summative assessment is a method to assess the feasibility of a program at the end of school activities [7].

In the evaluation of the affective domain of Islamic Religious Education class X subjects of SMK Negeri 2 Lumajang using observational assessment techniques based on students' daily learning in the classroom and outside the classroom. And also self-assessment to train students' honesty in daily activities at home which are monitored by parents based on the material the teacher has taught.

The above findings are in accordance with assessment standards in education, namely through observation, self-assessment, peer assessment, and journals. The observation assessment is an assessment technique carried out using the senses directly or indirectly based on certain indicators. While self-assessment is an assessment technique carried out by asking students to express their strengths and weaknesses based on the context of competency achievement [8].

The evaluation of the psychomotor realm in class X Islamic Religious Education subjects at SMK Negeri 2 Lumajang is by way of practice (reading, writing, demonstrating) and in the form of projects by presenting their knowledge related to certain Islamic Religious Education materials.

From the findings above in accordance with the concept of psychomotor assessment, namely the assessment carried out by teachers to measure the level of students' ability to apply certain knowledge based on indicators of competency achievement. This psychomotor assessment can be done with practice assessment techniques, products, projects, portfolios and written tests [9].

B. What are the Challenges in the Implementation of Independent Curriculum Learning Class X Islamic Education Subjects at SMK Negeri 2 Lumajang

The challenges in implementing the independent curriculum learning for class X Islamic Education subjects at SMK Negeri 2 Lumajang consist of challenges in planning, challenges in implementation, and challenges in learning evaluation. The most crucial challenge in learning planning is the change of KD to CP with a systematic flow of learning objectives as well as the depth of material that still needs adaptation and self-habit.

From the findings above in accordance with the journal compiled by Ujang Cepi Barlian et al which explained that: In the independent curriculum learning tools, the KD (Basic Competencies) element changes to CP (Learning Outcomes). In lesson planning, CP is analyzed for the purpose of determining TP (Learning Objectives) and ATP (Learning Objectives Flow) [10].

The challenge in the implementation of independent curriculum learning for class X Islamic Education subjects at SMK Negeri 2 Lumajang is the application of teaching modules to the heterogeneity of student characteristics. Teachers are expected to develop learning strategies based

on these differentiation conditions. So that learning is not fixed on one strategy, but teachers must be student-centered and are required to stimulate heterogeneity for the optimization of these learning objectives.

The findings are in accordance with the explanation in the journal written by Merfat Ayesh Alsubaie that: A teacher should pay attention to the development of students' interests, talents, and skills based on their fields. In learning, teachers are required to formulate teaching modules within the framework of the curriculum and are responsible for implementing them to meet the needs of their students [11].

Then the challenge in evaluating the learning of the independent curriculum for class X Islamic Religious Education subjects at SMK Negeri 2 Lumajang is the flexibility of the evaluation itself. This happens because of the diversity of students who are the main characters in the independent curriculum that always follows the conditions of students. So that students cannot be assessed using only one assessment format, but the assessment must be based on the point of view of the characteristics of the students. Second, teachers are required to always be able to generalize students' grasp of teaching material by using diverse learning strategies. So that no student will be left behind from the knowledge he gained in the subject matter of Islamic Religious Education.

From the findings above in accordance with the explanation in the journal written by Aini Zulfa Izza et al that: The era of independent learning expects conditions where students can achieve educational goals through independent evaluation. The independence of evaluation in question is the comfort and pleasure of teachers and students in evaluation activities. In addition, for teachers, the freedom to conduct evaluations is certainly based on the competence of their teaching profession and not because of the element of personal benefit. While students, independence of evaluation is a form of evaluation that is able to develop their potential as a student according to educational goals [12].

IV. CONCLUSSION

The implementation of the Independent Curriculum Learning for Class X Islamic Education Subjects at SMK Negeri 2 Lumajang in learning planning is to identify the availability of effective weeks, then analyze Learning Outcomes (CP) to be allocated to identify effective weeks, then determine Learning Objectives (TP) based on CP which is then used to formulate Learning Objectives Reference (ATP), after that teachers can determine Teaching Modules which will later be implemented in class. In the implementation of learning, what needs to be considered is how a teacher can overcome heterogeneity in his students through the suitability of material and strategies based on predetermined Teaching Modules. In the evaluation of learning the cognitive domain uses summative and formative, the affective realm uses observation and self-assessment, in the psychomotor realm by means of practice and projects. The Challenges in the Implementation of Learning the Independent Curriculum for Class X Islamic Education Subjects at SMK Negeri 2 Lumajang, the most crucial challenge in learning planning is the change of KD to CP with a systematic flow of learning objectives, as well as the depth of material that still needs adaptation and self-habit. The challenge in the implementation of learning is the

application of Teaching Modules that have been made to the heterogeneity of student characteristics. The challenge in evaluation is the flexibility of the evaluation itself and teachers are required to always be able to generalize students' grasp of teaching material using various learning strategies.

Remembering, in the Independent Curriculum there are new things that are different from the previous curriculum, surely in its implementation requires adaptation and experience obstacles.   So this research is very important to be taken into consideration in the application of the Merdeka curriculum, especially in the subject of Islamic Religious Education. Thus, it is hoped that the obstacles that will be faced can be anticipated and solutions found. In the end, it is hoped that the implementation of the Merdeka curriculum can run effectively to achieve the predetermined learning objectives.

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