



Implementation of The Independent Curriculum in MI Tahfidz Al- Fatimiyah

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Abstract. The curriculum is a set of recommendations for planning class activities that includes objectives, content, and instructional materials. It strives to serve as every teacher's starting point when implementing teaching and learning standards. Putting the independent curriculum into practice has been implemented in schools in Indonesia in the 2022/2023 academic year. This study aims to ascertain the implementation methods of the Merdeka curriculum, what obstacles are faced and how to overcome the obstacles that occur at MI Tahfidz Al Fatimiyah. This study employs a qualitative approach. Interviews, documentation, and observation were used to collect data for this investigation. The results of this research are that MI Tahfidz Al Fatimiyah implements an independent curriculum in terms of creating teaching modules, The practice of enhancing the Pancasila Student Profile is carried out through activities that mimic project activities such as crafts and science and scientific learning implementation. The obstacles experienced were constraints on the facilities and infrastructure for procuring equipment and materials for the project. The obstacles that arise are tried to be overcome by searching for information on the internet or digital platforms, choosing projects whose materials are easy to find.

Keywords: Independent Curriculum, Science Learning, Pancasila Student Profile.

1 Introduction

The government considers education to be a key step in creating a state and nation. The 1945 Constitution makes it quite clear that it is the duty of the Indonesian government to ensure that its citizens have access to education [1]. Proper management is necessary for education in terms of execution, planning, and evaluation. Education cannot be properly managed if it is to function as intended. The government's strategy for raising educational standards is to continually enhance the curriculum [2]. Education is one of the important aspects in national development. Good quality education is expected to create quality human resources, able to compete in the global world, and able to advance the nation. To achieve this goal, the Indonesian government has made various efforts including by developing a flexible and creative curriculum, namely the Merdeka Curriculum [3].

According to Bahri, curriculum is a plan to facilitate the teaching and learning process under the direction and responsibility of schools or educational institutions and teachers [4]. The curriculum is always dynamic and constantly influenced by changes in the underlying factors. To keep raising the standard of education in Indonesia, the curriculum applied is evolving, adjusting to education units, regional potential, and it is necessary to evaluate the extent of the effectiveness of curriculum implementation [5].

At all educational levels, the curriculum is the primary component of learning. There has been a curriculum change in the Indonesian education system which began in 1947 with a very basic curriculum and then came to an end with the 2013 curriculum, and as of 2022, it is the Merdeka curriculum. The change of school curriculum will be very closely related to development, namely the fully digital era [6].

The "Freedom to Learn" principle is a feature of the curriculum for Merdeka, which differs from the curriculum for 2013, allowing schools, teachers, and students the flexibility to innovate, pursue independent learning, and engage in creative endeavors. The teacher serves as the catalyst for this freedom [7]. From the past curricula, the Merdeka Curriculum represents new optimism, namely in responding to global competition that requires superior competence. There are three competencies that humans must have to face the 21st century, competency in thinking, acting, and living in the world. The competence of thinking power consists of reasoning creatively and being able to find a solution to the problem at hand. Meanwhile, competence in acting is in the form of interaction, cooperation, digital literacy and technology. Life competencies in the form of initiative, self-control, global understanding and having responsibility with others [8].

Differentiated learning, or learning that is customized to the needs and skills of certain students, is one of the learning methodologies suggested by the Merdeka curriculum. Differentiated learning is projected to have a major positive impact on improving student learning outcomes and motivation within the framework of an independent curriculum. However, in the application of differentiated learning requires careful preparation and adjustment on the part of the principal and teacher, including an understanding of the characteristics of students, the use of technology, and learning planning that focuses on the expected results. Therefore, it is important to conduct a literature review to gain a better understanding Regarding the Independent Curriculum's implementation of individualized instruction in elementary schools [3].

The Merdeka Curriculum is one of the options for implementing post-pandemic programs. Make a solution to Indonesia's education deficit [9]. Because the educational process which is the main concern of elementary schools in Madrasah Ibtidaiyah is of course facing serious problems. In this regard, In order to strengthen education at Madrasah Ibtidaiyah in 2022–2024, among other things, the Ministry of Education and Culture has declared its intention to create an independent curriculum for educational institutions. A decree on the Independent Curriculum was made by the Republic of Indonesia's Ministry of Religion, Specifically, in the form of instructions for carrying out the Independent Madrasah Curriculum as forth in the Republic of Indonesia's Ministry of Religion Regulation Number 347 of 2022. This journal's title, "Implementation of the Independent Curriculum for Madrasah Ibtidaiyah," is based on these difficulties (MI) (KMA Policy Analysis Study) RI No. 347 of 2022).

Implementation of the Independent Curriculum (IKM) needs constant observation and assessment in order to assess achievement and address new obstacles[10]. It is imperative that teacher competency be strengthened in tandem with the implementation of the Independent Curriculum. The teacher is a key actor in carrying out the curriculum and providing meaningful learning experiences for students. Therefore, continuous professional training and development needs to be provided to teachers so that they have a deep understanding of the curriculum, effective teaching methods, and the ability to manage the classroom well [11].

The purpose of this study is to provide an overview of MI Tahfidz Al Fatimiyah's implementation of the independent curriculum. The reason the researchers chose this school to be used as a research location was because this school had implemented an independent learning curriculum in grades 1 and 4 and also because this place at the madrasa was our second internship which researched curriculum studies, learning processes, learning tools and school administration

2 Methods

This study used qualitative research design with descriptive research type. In this study, researchers used a qualitative descriptive approach and gathered information in the form of words, both written and spoken, and discussed it in full [12]. This type of descriptive research was chosen because this study seeks to describe learning practices at MIS Tahfidz Al Fatimiyah Panggungharjo in Sewon, Bantul, and Yogyakarta. The research's data source is MIS grade I and grade IV teacher Tahfidz Al Fatimiyah because only grade I and grade IV apply an independent curriculum.

This study used a qualitative research design with a descriptive research type. Qualitative research is study that is based on participatory objective observation of a social phenomenon and is conducted with an inductive attitude[13]. Since the goal of the study is to explain the learning practices at MIS Tahfidz Al Fatimiyah Panggungharjo, Kec. Sewon, Kab. Bantul, Yogyakarta, this style of descriptive research was selected. The data sources in this study were class I and IV teachers of MIS Tahfidz Al Fatimiyah because only class I and class IV implemented the independent curriculum.

Data collection was carried out by interviewing school principals, class I teachers and class IV teachers at MI Tahfidz Al Fatimiyah. Data collection was also carried out through observation activities at school by observing the learning process in class I and class IV MI Tahfidz Al Fatimiyah. In addition, data was also collected through documentation, namely by taking document data at MI Tahfidz Al Fatimiyah related to the implementation of learning in grades I and IV which have implemented the independent curriculum. The Miles and Huberman approach can be used to analyze qualitative data. Four steps comprised the data analysis process: gathering data, condensing data, presenting data, and making conclusions. The analysis process is carried out dynamically, if the data is still lacking, data collection activities can be carried out again, or repeating the condensation process and presenting data until a valid data conclusion is found [13]. Data conclusions are drawn to verify data through an analysis process to become findings so that they become the final product of a study [14].

3 Result and Discussion

3.1 Result

At MI Tahfidz Al Fatimiyah, the autonomous curriculum's implementation is evolving on its own. The Attachment to the Circular Letter of the Head of Education Standards states that the Independent category has changed, Curriculum, and Number of Assessment Agency 2774/H.H1/KR.00.01/2022. This means that starting with the academic year 2022–2023, educational institutions will adopt an independent curriculum, utilizing the instructional resources offered by PMM (Platform Merdeka Mengajar), based on the educational unit's level, specifically teaching aids for the SD/MI level for grades I through IV.

Merdeka MI Tahfidz Al Fatimiyah's curriculum activities include diagnostic assessments. Assessment is a methodical, ongoing process or activity that gathers data on students' learning outcomes and progress so that judgments can be made based on certain standards and factors [18]. The diagnosis that was made in the Independent Study Program aims to diagnose students' basic competencies and determine students' initial needs. This assessment is divided into non-cognitive assessment and cognitive assessment. Diagnostic assessment assessment of early learning is done only at the stage of cognitive diagnosis. The analysis was carried out by considering the value of the previous material as the basis for preparing the next material teaching module.

A successful learning process has been implemented by MI Tahfidz Al Fatimiyah in accordance with the components that are now in place, including teachers, students, objectives, techniques, materials, learning instruments (media), and evaluation. And there are 3 stages in applied learning, namely: opening, core, and closing. mentioned above and according to the stages in teaching. But there are obstacles both from teachers and from students. The obstacle from the students is that because MI is based on a cottage, if there is a child who doesn't want to go to class, the child will return to his room and not want to go to class. And from the teachers there are many teachers who do not come on time for class. Because in MI, the teacher comes according to the teaching schedule. If there are no class hours, the teacher will not come to school.

Other activities that can be carried out are making teaching modules and implementing Science Science in grade 4. Instructions for developing educational modules have already been made available by the Ministry of Education, Culture, Research, and Technology, so this activity can be carried out. However, not all teachers make teaching modules because in MI the grade 1 and grade 4 teachers are still in the curriculum adjustment stage and they are making teaching modules by looking at the guidelines from the Department of Education, Culture, Research, Internet, and Technology's development of these educational modules. Applied curriculum-based learning aids, or teaching modules, are intended to help students meet pre-established competency standards [19]. A key part of teaching modules' support for educators in creating lessons is theirs. Teachers are key players in the creation of learning resources because they develop critical thinking abilities that enable them to innovate in lesson plans. Thus,

developing teaching modules is a necessary part of a teacher's pedagogic competency in order to improve the effectiveness and efficiency of their classroom instruction and ensure that the conversation does not veer off course from achievement metrics. Teaching modules are essentially learning resources that have been structured thoroughly and methodically in accordance with the learning principles that the teacher applies to the pupils. According to Sungkono, teaching modules are unique and specific, which means they are aimed at specific targets in the learning process that are in line with their goals. While specific means that the teaching module is optimally designed to achieve indicators of success [20].

In this independent curriculum, learning between natural sciences and social sciences is to become an IPAS as stated by Agustina et al, (2022). While in the implementation of science learning, the teacher only needs to follow the class IV science books that have been provided through the Ministry of Research, Technology, Culture, and Education. IPAS learning is learning that combines natural science and social studies material into one theme in learning. IPAS is a science that studies the interactions between living and inanimate objects in the universe as well as the individual and social aspects of human existence. In this IPAS learning is related to natural phenomena, as in chapter 1 of plants, you can give direct examples of plants and their parts. The Pancasila Student Profile has several elements. The following table shows the six dimensions and their components [13].

Table 1. Table captions should be placed above the tables.

Dimension	Profile element of Pancasila
Have Faith, Fear of God Almighty and Have Noble Character [21].	Religious Morals Personal Morals Morals To Humans Moral To Nature State Morals
Global Diversity	Know and appreciate culture Intercultural communication and interaction Reflection on and responsibility for the diversity experience Social justice
Gotong Royong	Collaboration Concern Share
Individual	Self-understanding and situation Self regulation

Analytical Thinking	Acquiring and processing information and ideas Examine and assess reasoning Reflect and evaluate their own thinking
Creative	Generate original ideas Generating creative works and activities Possessing adaptable thinking to identify several approaches to issues.

Regarding initiatives to improve the Pancasila student profile, it was carried out smoothly and went well. Activities that have been carried out at MI Tahfidz Al Fatimiyah grade 4 such as the activity of making salted eggs (teaching children how to make the process as well as direct practice and making pots of used goods (Utilizing used goods into useful items) from these examples we know that the lesson on strengthening the Pancasila profile apply it to the activity of producing the elements and dimensions of the student profile for Pancasila in the preceding table[22].

The execution of the autonomous learning curriculum is not always without its challenges; several evaluations from different sources and numerous implementation flaws are among the issues that persist. There are still many obstacles encountered in implementing the curriculum that are not as desired, taking into account that the autonomous curriculum is still being implemented. Youth resilience in digital activities must also be maintained [23] in order to grow the profile of Pancasila students and think creatively using digital technology [24][25].

The internal inhibiting factor is due to limitations on the part of the school because the school is based on a boarding school. The obstacles experienced were constrained by facilities and infrastructure in procuring equipment and materials for the project. The obstacles that arise are being overcome by teachers by searching for information on the internet or digital platforms, and choosing projects that are simple and easy to find. In order for the Merdeka general curriculum at MI Tahfidz Al Fatimiyah to be learned well

4 Conclusion

Curriculum is the main element of learning at all levels of educationThe Madrasah Ibtidaiyah Independent Curriculum tailors instruction to each student's level of ability, thus providing a wider space for the development of the character and basic skills of its number of students. Character traits that foster moral excellence, diversity, independence, and critical and creative thinking in order to facilitate more interactive learning. Concentrate on the fundamentals of learning and adapt instruction to the skills of their pupils(8).

MI Tahfidz Al Fatimiyah has implemented the Merdeka curriculum for grades 1 and 4 which is going well. MI Tahfidz Al Fatimiyah implements an independent curriculum in terms of making teaching modules, learning processes, Practice Strengthening Pancasila Student Profiles which are carried out with activities that resemble Project activities in the form of crafts and implementation of science learning.

In this madrasa, there are obstacles that occur in implementing the Merdeka curriculum, namely from teachers who are still in the adjustment stage about the Merdeka curriculum and inadequate infrastructure. Try to overcome the obstacles that arise by searching for information on the internet or digital platforms, and choosing projects that are dangerous, simple and easy to find.

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