

ANALYSIS OF THE PROBLEMS OF THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS

Andi Haura Rafiqah Basysyar¹, Warda Anggraeni², Sri Rahmah³

Institut Agama Islam Negeri Bone¹²³

haurarafiqah@gmail.com

ABSTRACT

This study aims to find out the problems that occur in the implementation of the independent curriculum in religious subjects at SDN 22 Jeppe'e, Bone Regency. The type of research is qualitative descriptive research. Data collection techniques are in the form of interviews and literature reviews. The data analysis technique used is qualitative descriptive analysis. The results of the study show that the implementation of the Independent Curriculum in Islamic Religious Education subjects at the elementary school level faces several problems that are obstacles in the implementation of maximum learning

Keywords: Problematics, Independent Curriculum, Islamic Religious Education

INTRODUCTION

Education is a very important activity for preparing children to face their lives in the future. In fact, the symptoms of this educational process have existed since humans existed, although the implementation process is still very simple. However, this is a phenomenon that the educational process has existed since ancient times, because the educational process was so simple in ancient times, that people did not realize that what was done was an educational process. Education is a conscious effort carried out by families, communities and the government through teaching guidance or training activities that take place outside school and outside of school, both formal, non-formal, and informal and carried out throughout life to optimize human potential (Citriadin, 2019).

One of the important components of education is the curriculum. The curriculum is a guide that serves as a guideline for all activities in the world of education in all educational units. Curriculum is several things that are prepared to achieve educational goals and as a guideline in the implementation of learning at all levels of education. The educational curriculum in Indonesia must be in accordance with the applicable rules, which are guided by Pancasila and the 1945 Constitution as the philosophy and basis of the state. Education must be preserved for cultural heritage to the next generation (Ayudia et al., 2023).

As an effort to improve the quality of education, various curricula have been implemented in Indonesia. One of the latest and most important concerns is the Independent Curriculum. According to BSNP or the National Education Standards Agency, the definition of an independent learning curriculum is a learning curriculum related to the approach of talents and interests. Here, students (both students and students) can choose what subjects they want according to their talents and interests. The Independent Learning curriculum or program was launched in 2013 by the Minister of Education, Culture, Research, and Research (Mendikbud Ristek) Nadiem Makarim as a form of assessment of the improvement of the 2013 Curriculum (Zainuri, 2023).

Previously, this curriculum was also known as the Prototype Curriculum which was part of the government's efforts to produce the next generation who are skilled in various fields. The Prototype Curriculum is a simplification of the 2013 Curriculum with a project-based learning system (Project

Based Learning). Since 2020 during the COVID-19 pandemic, the implementation of the Independent Learning Curriculum or Prototype Curriculum has been piloted by 2500 driving schools and also Central Excellence Vocational Schools in Indonesia. The results of the study showed that schools that have implemented this curriculum are four to five months faster than the previous curriculum, with other schools still using the 2013 Curriculum (Zainuri, 2023).

The independent curriculum is a curriculum that allows students to be able to explore an adequate concept and skills with diverse intracurricular learning. Teachers' flexibility is prioritized to choose from a variety of educational tools that are adaptive to their teaching models based on students' learning needs and interests. Nadiem Makarim as the policymaker of the independent curriculum explained that the substance or core of this curriculum is independent learning, which is a concept that is made so that students are able to develop cognitively, affectively and psychomotorly based on their talents and interests (Hidayatullah, Muqowim, and Fauzi, 2022).

Ministry of Education and Culture No. 56/M/2022 concerning guidelines for the implementation of the independent curriculum in order to recover learning lags that occur under special conditions, educational units or groups of educational units need to develop a curriculum with the principle of diversification in accordance with the conditions of educational units, regional potential, and students. The Merdeka Curriculum is also applied at various levels of education, including at the elementary level, which is an important step in realizing education that is more relevant to the needs of the times.

The implementation of the Independent Curriculum not only covers general aspects in education, but is also applied to various subjects, including Islamic subjects. As a subject that has the purpose of guiding children to become true Muslims, have firm faith, do righteous deeds, and have noble and useful character and be useful for the people of the nation and state, PAI subjects must begin to improve and prepare themselves to welcome and succeed in the independent curriculum. A very broad range of PAI subject matter must be chosen that is the most essential and basic so that children can master well so that children have strong faith and piety. Therefore, it takes the ability of teachers to analyze the most important and basic learning content to be understood and practiced by children in depth in a limited time (Rifa'i, Asih, and Fatmawati, 2022).

Teachers' understanding of the curriculum is very important, especially for Islamic Religious Education (PAI) teachers, as they play a key role in the implementation and development of the curriculum in religious subjects. As a teacher of subjects that shape the character and spirituality of students, PAI teachers are not only required to master the teaching material, but also to understand the curriculum policies implemented, including the Independent Curriculum. PAI teachers have a great responsibility in implementing the Independent Curriculum, which provides flexibility in the learning approach, so that it can be more relevant and in accordance with the needs of students. The in-depth understanding of the Independent Curriculum by PAI teachers has a great influence on the effectiveness of learning, as their role in directing and developing students' spiritual potential will be closely related to the way this curriculum is carried out in the classroom. Without a good understanding, the implementation of the Independent Curriculum in Islamic subjects will not be optimal in creating meaningful learning for students.

Based on an interview with one of the teachers at SDN 22 Jeppe'e, he said that currently the independent curriculum has been implemented at all grade levels. In this curriculum there are

several problems faced, especially in Islamic religious subjects, namely, inadequate facilities or infrastructure, teachers' knowledge in implementing the independent curriculum is not enough, then limitations in using technology so that it is difficult to create innovative learning media.

The results of the research that has been carried out (Windayanti et al. 2023) entitled "Teachers' Problems in Implementing the Independent Curriculum in Elementary Schools" shows that the implementation of the independent curriculum in elementary schools has experienced various problems, one of which is the lack of ability and readiness of teachers to use various learning methods, the lack of teachers' ability to use technology, and in the implementation of project-based learning teachers have difficulties in determining class projects. In addition, there are also research results (Rusmiati, Ashifa, and Herlambang, 2023) entitled "Analysis of Problems in the Implementation of the Independent Curriculum in Elementary Schools" shows that in the implementation of the independent curriculum in elementary schools, there are problems, including the lack of teachers' understanding level in preparing independent learning lesson plans. In addition, the lack of teacher innovation in teaching is also an obstacle in implementing the independent learning curriculum. Based on the description of the problem above, the problem formulation that can be formulated is how the problem in the application of the independent curriculum in Islamic religious subjects at SDN 22 Jeppe'e, Bone Regency. The purpose of the research is to find out the problems that exist in the implementation of the independent curriculum at SDN 22 Jeppe'e, Bone Regency

METHOD

In this study, the author uses a type of qualitative descriptive research. Qualitative descriptive is a study where data is collected by interview techniques and field observation. The data is processed, presented in form words, pictures and not numbers. The data will be described in depth, clearly and in detail supported by several theories for verification and validation (Alfatih, 2017).

The author used data collection techniques through interviews with Islamic religious subject teachers at SDN 22 Jeppe'e and also through Kajian Literature to get results regarding the independent curriculum. Literature review (systematic literature review) is a search and research of literature by reading various books, journals, and other literature publications related to the research topic, to produce one article related to a specific topic or issue (Marzali, 2016). Data collection is carried out through literature review from relevant reference sources from books and journals to be analyzed and classified (Waruwu et al., 2023). Research based on literature review is carried out by identifying problems, determining the topic to be used in the research, looking for relevant sources that are in accordance with the topic, then the researcher cites sources and then abstracts them in order to get complete information and then interpret them so as to produce new knowledge and reach conclusions.

In this study, the author uses qualitative descriptive analysis techniques. Research analysis is directed to find knowledge or theory of previous research through books, national journals and international journals. The data is analyzed by classifying, finding similarities and differences, providing views and combining. From this statement, the researcher hopes to uncover facts that have not been found so that they can get facts that can be studied in the analysis of the problems of the implementation of the independent curriculum in elementary schools.

RESULTS AND DISCUSSION

The Concept of the Independent Learning Curriculum

Since Nadiem Makarim established the Independent Curriculum as a refinement of the 2013 curriculum on December 10, 2019. Starting with four Independent Learning policies presented by the Ministry of Education and Culture, including first, in 2020 replacing the National Standard School Exam (USBN) with an exam or assessment held by the school with student competency assessments can be carried out in various more comprehensive forms that give teachers and schools the freedom to assess their students' learning outcomes. Second, in 2021 the National Exam will change to the Minimum Competency Assessment (AKM) and Character Survey which focuses on literacy, numeracy, and character skills as an effort to encourage teachers and schools to improve the quality of learning that refers to good practices of international assessments such as PISA and TIMSS. Third, simplification in the preparation of the Learning Implementation Plan (RPP), which originally consisted of 13 components into 3 core components including learning objectives, learning activities and assessments. This aims to give teachers more time to prepare and evaluate learning in addition to its effectiveness and efficiency. And fourth, policies in New Student Admissions that are more flexible in order to be able to support inequalities in terms of access and quality in the regions (Ministry of Education and Culture, 2021).

This curriculum is applied starting from early childhood education, elementary school grade I and grade IV, junior high school grade VII and high school/vocational school class X. In the implementation of this independent curriculum, the government has prepared a questionnaire that can help schools and educational units to assess their readiness in implementing the independent curriculum. In implementing the independent curriculum, the government provides three options that can be chosen by schools and educational units. The first choice of schools does not replace the curriculum that is being implemented, but must apply some of the principles and parts of the independent curriculum. The second choice of schools is to implement an independent curriculum using the teaching materials that have been provided. And the last option, the school implements a curriculum with teaching materials that have been provided but the teaching materials are developed themselves in accordance with the independent curriculum. The independent curriculum is specifically directed to high school and above. For the early childhood education and elementary school level, the independent curriculum is more about preparing students to face the next school level (Astutik et al. 2022).

The Ministry of Education and Culture explained that the Independent Learning Curriculum focuses on core materials and the development of student competencies according to their developmental stages, so that students can learn more deeply, meaningfully, and fun without pressure. Learning becomes more relevant and interactive through project activities, which provide opportunities for students to actively explore current issues such as the environment and health, as well as support the development of character and competencies of the Pancasila Student Profile. The goal of this approach is to strengthen students' literacy and numeracy abilities and their knowledge in each subject. The developmental phase refers to the Learning Outcomes (CP) that students need to achieve, which are tailored to their characteristics, potential, and needs. In the Independent Learning Curriculum, there is no longer an obligation to achieve a minimum completeness score, but

more emphasis on quality learning so that Indonesian Human Resources (HR) are ready to face global challenges (Rahmadayani and Hartoyo, 2022).

The Merdeka Curriculum is an educational concept introduced in Indonesia to develop students' independence and creativity. The goal is to unleash the potential of individuals, promote lifelong learning abilities, and create citizens who have skills and understanding that are relevant to the needs of the times. Here are the ideal goals of the Merdeka Curriculum:

- 1) Develop Learning Independence: Encourage students to become active learners who are able to manage their own learning process. The goal is for students to be able to select and manage learning resources, develop reasoning skills, and solve problems independently.
- 2) Building Creativity and Innovation: Nurturing students' creativity, building critical thinking skills, and encouraging innovation in problem-solving and achievement of learning goals.
- 3) Cultivating Positive Character and Social Responsibility: By imparting moral values, ethics, and social responsibility to students. The goal is to build individuals who are honest, empathetic, and caring about their environment.
- 4) Blending Academic Knowledge with Practical Skills: Connects academic materials with practical skills relevant to daily life and job market needs. The goal is to prepare students with skills that can be applied in the real world.
- 5) Encourages Lifelong Learning: Motivates students to continue learning and developing themselves throughout their lives. The goal is for students to have an awareness of the importance of lifelong education.
- 6) Provides Flexibility in Subject Choice: Provides students with the opportunity to choose a subject or field of study that matches their interests, talents, and career goals. The goal is for students to better explore and develop their potential.
- 7) Encourage Parent and Community Engagement: Engage parents and the community in student education to create a robust and empowered educational environment. The goal is for education to be a shared responsibility between schools, parents, and the community.
- 8) Measuring Learning Outcomes with a Holistic Approach: Assessing students' achievement not only academically, but also in terms of their skills, character, and social contributions. The goal is to provide a more complete picture of student development.

The Merdeka Curriculum aims to create a learning environment that allows every student to reach their maximum potential and become a qualified citizen and contribute positively to society (Fatimatuzzahrah Fatimatuzzahrah, Lulu Sakinah, and Siti Alikha Alyasari, 2023).

The learning system in this curriculum will also change, which was previously taught in the classroom to be outside the classroom (outing class). This will make students more comfortable learning because students can discuss with teachers freely. This outing class learning can form an independent, brave, smart character in getting along, polite, polite and this learning does not only rely on rankings, because this system will only disturb parents and their children. Even though children actually have different intelligences and talents according to their fields. The reason Nadiem Makarim created the concept of independent learning is because he wants a learning atmosphere for students who are happy without having to feel burdened by learning and by achieving certain grades (Rusmiati, Ashifa, and Herlambang, 2023).

In this learning curriculum, the role of teachers focuses more as a facilitator or companion, not as the main source of information. Teachers provide more guidance in designing learning based on practical activities, exploration, and problem-solving that are relevant to students' daily lives. Project-based learning and collaboration are an important part of this approach, allowing students to apply knowledge in a broader context. Teachers admit that in the independent curriculum, learning is more in the form of practice, which means that teachers no longer explain much material but students are more required to learn independently, for example, students find their own material, read it and then collect it independently.

In terms of learning resources, the independent curriculum is more demanded by teachers to be able to use and apply technology profusely. The use of technology in the Independent Curriculum is not only a tool, but also a means to access a wider and more diverse learning resource. Teachers are expected to be more creative in utilizing various digital platforms to support learning, ranging from educational videos, simulations, to online learning platforms. Thus, students learn not only from textbooks, but also from various digital sources that can enrich their knowledge and skills.

Problems in the Implementation of the Independent Curriculum in Islamic Religious Subjects at SDN 22 Jeppe'e

A total of 66 elementary schools in Bone Regency have almost all implemented the Independent Curriculum well, although some schools are still in the process of perfecting its implementation. And of course, in its implementation there are several obstacles in it that make some parties not optimal in implementing the independent curriculum, especially Islamic religious subjects.

Based on interviews that have been conducted with Islamic religious subject teachers at SDN 22 Jeppe'e, the implementation of the independent learning curriculum at the school has been running gradually, where the first stage is applied to grades 1 and 4, then the second stage is applied to grades 2 and 5, then the third stage is applied to grades 3 and 6. Until now, the independent curriculum has been implemented as a whole. This is in line with what was explained by the Ministry of Education and Culture, which is expected to change the national curriculum smoothly and gradually. The stage of curriculum change is expected to provide adequate time for all key elements so that the foundation for our educational transformation can be firmly and firmly planted (Ministry of Education and Culture, 2022).

The independent curriculum is running well because the teachers at SDN 22 Jeppe'e, especially teachers of Islamic religious subjects, in implementing the independent curriculum, where they do not experience difficulties in conducting diagnostic, formative and summative assessments. This is in accordance with the theory put forward by Jenny Indrastoeti and Siti Istiyati in their book entitled *Assessment and Evaluation of Learning in Elementary Schools* saying that broadly speaking, assessment is divided into two, namely formative assessment and summative assessment and some also say assessment for learning and assessment of learning. Formative assessment is an integral part of the learning process that is carried out with the intention of monitoring the extent to which a learning process has gone as planned. Meanwhile, a summative assessment is carried out at the end of the learning unit to determine the level of effectiveness of the learning program (Zulaiha, Meisin, and Meldina, 2023).

However, in the implementation of the independent curriculum there are obstacles, namely the provision of inadequate learning facilities such as guidebooks for each student, LCD Projectors, smart school TVs, online libraries that can make learning more effective so that the implementation of the independent curriculum is not optimal, especially in Islamic religious subjects. In addition, facilities for worship such as mosques are not yet available at the school, students are still worshipping in their respective classes so that implementing the practice of worship in a parchment manner is still limited.

This is supported by Nana Syaidih's theory that learning in the independent curriculum has several factors, namely the components of students, teachers, facilities and curriculum, the curriculum as a learning component consists of objectives, materials, processes, and assessments. With the curriculum guidelines, teachers provide professional treatment so that interaction is created in learning, teachers' treatment to link teaching activities with learning activities refers to the curriculum known as teaching and learning activities (Fajrina, Habibaha, and Irmawatib, 2023).

In the learning process, it is necessary to have media or supporting tools that will help to achieve learning goals. Without adequate facilities, there will be difficulties in carrying out several activities that require the presence of supporting tools or media. Facilities are one of the factors that determine the success of a learning process (Arsana, 2020). Although there are several schools that are able to carry out the learning process, there are no supporting facilities. However, it will still differ in its success rate. In addition, another issue related to this facility is the background of the economic conditions of diverse student families. Students who come from simple families, most of them do not have appropriate learning support facilities (Juliya and Herlambang, 2021)

Teachers still face many obstacles related to understanding and assessing the Independent Curriculum, as well as limited teaching materials, especially teachers of Islamic religious subjects. In addition, they also have difficulty in choosing the right learning methods and strategies, and have limitations in the use of technology. Teachers' ability to use various learning methods and media is also still limited, and they are not yet proficient in applying technology in the learning process. Especially in this learning curriculum, teachers are required to be able to innovate in the learning process so that it is not boring and increases students' interest in learning. In addition, learning activities are not only teachers who have an important role. However, student involvement is also very important. The teacher only acts as a facilitator and all activities in the classroom are very necessary for the direct involvement of students. Due to the lack of in-depth understanding of the Independent Curriculum and the incompatibility with the applied learning paradigm, teachers face various obstacles in carrying out learning. Because of this, Islamic religious learning is only held once a week at each grade level, making students not understand the learning material in depth. To overcome this, school principals and teachers participated in the Implementation of the Independent Learning Curriculum training to improve the quality of teaching.

CONCLUSION

In this independent curriculum, it focuses more on creative learning and in the implementation of this curriculum, students need to do certain projects so that they are more active in their efforts to explore themselves. In addition, this curriculum is also more interactive and timely. Even so, the implementation of the Independent Curriculum is inseparable from various shortcomings. For

example, the preparation for the use of this curriculum is still considered immature. This is reflected in the lack of competence of Human Resources (HR) to implement this curriculum.

There are several problems found when implementing the independent curriculum at SDN 22 Jeppe'e, namely, facilities and infrastructure facilities such as guidebooks for each student, LCD projectors, smart TVs, and so on are not adequate which makes learning, especially Islamic religious subjects carried out not optimal, teachers are not proficient in using and applying technology so that it is difficult to determine creative learning methods and media, and readiness in implementing the independent curriculum is not enough, so the need for development in knowledge about this independent curriculum is a training on the implementation of the independent learning curriculum to improve the quality of teaching.

REFERENCE

- Alfatih, Andy. 2017. *Easy Guidelines for Conducting Qualitative Descriptive Research*.
- Arsana, I Kadek because. 2020. "The Influence of Teachers' Teaching Skills and Learning Facilities on Student Learning Motivation." *Social Horizon: Journal of Social Education* 6(2): 269–82. doi:10.31571/social.v6i2.1294.
- Astutik, Dwi, Yuhastina Yuhastina, Ghufronudin Ghufronudin, and Bagas Narendra Parahita. 2022. "Teachers and the Educational Process in Online Learning during the Covid-19 Pandemic." *Scholaria: Journal of Education and Culture* 12(1): 46–54. doi:10.24246/j.js.2022.v12.i1.p46-54.
- Ayudia, Inge, Wilibaldus Bhoke, Rici Oktari, Maria Carmelita, Veronike Salem, Majidah Khairani, Fitri Mamontho, and Merika Setiawati. 2023. *Curriculum Development*. North Sumatra: PT. Independent Digital.
- Citriadin, Yudin. 2019. *Introduction to Education*. Mataram: Faculty of Tarbiyah and Teacher Training UIN Mataram.
- Fajrina, Muhammad, Sitti Habibaha, and Irmawatib. 2023. "Implementation of the Independent Learning Curriculum at SMA Negeri 20 Bone, Bone Regency." *Journal of Educational Administration, Policy, and Leadership* 1(1).
- Fatimatuzzahrah Fatimatuzzahrah, Lulu Sakinah, and Siti Alikha Alyasari. 2023. "Problems of Implementing the Independent Curriculum in Schools: Challenges in Building Education Quality." *Journal of Indonesian Education Star* 2(1): 43–53. doi:10.55606/jubpi.v2i1.2339.
- Hidayatullah, Syarif, Muqowim, and Muhammad Fauzi. 2022. "Independent Curriculum Perspective of Ki Hajar Dewantara's Educational Thinking." *Journal of Literacy* 9(2): 88–98. https://doi.org/10.47783/literasiologi.v9i2.472.
- Juliya, Mira, and Yusuf Tri Herlambang. 2021. "Analysis of Online Learning Problems and Their Influence on the Learning Motivation of Students Mira Juliya 1 , Yusuf Tri Herlambang 2." *Genta Mulia* XII(2): 1–15.
- Ministry of Education and Culture. 2021. "Freedom of Learning Episode 1." *Www.MerdekaBelajar.Kemdikbud.Go.Id*.
http://merdekaBelajar.kemdikbud.go.id/episode_1/web.
- Ministry of Education and Culture. 2022. Ministry of Education, Culture, Research and Technology, Ministry of Education, Culture, Research and Technology *Pocket Book: Independent*

Curriculum Q&A. <http://repositori.kemdikbud.go.id/id/eprint/25344>.

- Marzali, Amri. 2016. "Writing a Literature Review." *Journal of Ethnosia* 1(2): 27–36. <https://doi.org/10.31947/ethnosia.v1i2.1613>.
- Rahmadayani, Dewi, and Agung Hartoyo. 2022. "Portrait of the Independent Curriculum, the Form of Independent Learning in Elementary Schools." *Journal of Economics* 6(4): 5877–89. <https://doi.org/10.31004/basicedu.v5i4.1230>.
- Rifa'i, Ahmad, N. Elis Kurnia Asih, and Dewi Fatmawati. 2022. "The Application of the Independent Curriculum to PAI Learning in Schools." *Journal of Syntax Adminration* 3(8): 1006–13. <https://doi.org/10.46799/jsa.v3i8.471>.
- Rusmiati, Mei Nur, Riswati Ashifa, and Yusuf Tri Herlambang. 2023. "Problematic Analysis of the Implementation of the Independent Curriculum in Elementary Schools." *Naturalistic: Journal of Education and Learning Studies and Research* 7(2): 1490–99. doi:10.35568/naturalistic.v7i2.2203.
- Waruwu, Marinu, Master of Educational Administration, Christian University, and Satya Wacana. 2023. "Educational Research Approaches: Qualitative Research Methods, Quantitative Research Methods, and Mixed Method Research Methods." *Journal of Tambusai Education* 7(1): 2896–2910.
- Windayanti, Mihrab Afnanda, Ria Agustina, Emanuel B S Kase, Muh Safar, and Sabil Mokodenseho. 2023. "Teachers' Problems in Implementing the Independent Learning Curriculum." *Skilled: Journal of Basic Education and Learning* 9(2): 163. doi:10.24042/terampil.v9i2.13974.
- Zainuri, Ahmad. 2023. *Independent Curriculum Management*. Bengkulu: Publisher of Literasiology Books.