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“INDEPENDENT LEARNING” CURRICULUM IN SCHOOL EDUCATION CONCEPTS AND PLANNING IN ISLAMIC RELIGIOUS EDUCATION PERSPECTIVE

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ABSTRACT

This study tries to describe and analyze the importance of the "Freedom of Learning" curriculum seen from the concept and planning of education at SD Negeri 75 West Pontianak from the perspective of Islamic religious education. Educational "Freedom of Learning" at SD Negeri 75 West Pontianak from the perspective of Islamic religious education. The data were obtained using observation, in-depth interviews, and documentation, following qualitative research procedures. While the analytical technique used was the inductive analysis technique. The results of this study show that in the independent curriculum design, the government emphasizes four programs, namely: USBN, UN, RPP, and PPDB Zoning. SD Negeri 75 Pontianak Barat has prepared itself to participate in innovation following the "Independent Learning" Curriculum program and is currently making preparations and designs regarding this matter. it's like One of them is that the school has provided workshops for teachers so that schools can instill the mindset that the goal of simplifying the RPP does not mean that the special teachers of Islamic Religious Education are lazy, but rather simplifying the RPP so that more teachers can learn.

Keywords: Independent Learning Curriculum, Concepts and Planning,
Islamic Religious Education

INTRODUCTION

The development of the world at this time is known as the Industry 4.0 era and is moving towards the Society 5.0 era. In the current global era, Muslims are faced with Islamic culture or traditions and modern forces. (Tri Astutik Haryati, 2012)The role of

students as educational subjects is the integration of material in learning activities. This role is one of the characteristics of the 4.0 education concept. (S. Y. Tan, n.d.)

The reality that exists in educational institutions today is that there are still many who place students as objects of education and educators as the highest authority. The Minister of Education and Culture responded to such problems by issuing a new curriculum, namely "Learning Independence". Nadiem Makarim the father of the Ministry of Education and Culture expressly stated that the curriculum is an attempt to realize independence in thinking. The Minister of Education and Culture implements the "Freedom of Learning" education program which is used as a direction for future learning. The legal basis that accompanies efforts to improve the quality of Indonesian human resources is based on the responsibility to carry out the mandate: (1) Preamble of the 1945 Constitution, paragraph IV in the context of the intellectual life of the nation; (2) Article 31 paragraph 3 which states that the government seeks and organizes a national education system in the context of the intellectual life of the nation; (3) The 2003 National Education System Law considers that the national education system must be able to guarantee equal distribution of educational opportunities, improve quality as well as the relevance and efficiency of education management to face challenges in accordance with the demands for changes in local, national and global life so it is necessary to reform education in a planned, directed and sustainable; (4) The 2003 National Education System Law Article 3 states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have good character. Noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen; and (5) the fifth Nawacita to improve the quality of life of Indonesian people.

"Freedom of Learning" is an effort in the form of recovery during the Covid-19 pandemic. The "Freedom of Learning" policy also makes the educational atmosphere dynamic, happy and fun. Various ideas and capacities are expected to be able to give birth to an ideal education. Education that adapts to the times and adapts to conditions during the Covid-19 pandemic. Able to become an educational breakthrough starting from the learning system, skills, and competence of teachers in teaching in the classroom. Able to work collaboratively using technology, virtual learning methods, and artful learning strategies. (Asfiati, 2020)

Education has a very strategic role in the development of a nation. Education is one of human needs, which aims to form a good and virtuous human being according to the ideals and values of society, as well as to educate the life of the nation. Education must be able to facilitate change in order to realize education that is evenly distributed throughout the archipelago, quality, and relevant to the needs of its people. (Sahuri, 2021) Islamic religious education is also expected to be able to make humans who always strive to perfect faith, piety, and noble character, noble character includes ethics, character, or morals as the embodiment of education. (Permendiknas No 22 Tahun 2006, 2006)

Exploring and developing the quality of education in the institution can serve to leave an opportunity for the educational institution itself. Among the major changes to the "Freedom of Learning" policy with the 2013 Curriculum are (1) the National Standard School Examination (USBN) developed by each school; (2) the National Examination (UN) changed to a minimum competency *assessment and character survey*; (3) the freedom of educators to design lesson plans (RPP); and (4) Flexibility in the rules for New Student Admission (PPDB).

The policy of "Freedom of Learning" towards an ideal education is freedom of thought. Education with a national education system seeks to carry out the formation of the nation's future. (Yamin Muhammad S, 2020) Focused on three improvement indicators related to the government's main objective in implementing current education policies. The first, is numeracy which is intended to be able to add mastery skills related to numbers. Second, analyzing the readings related to individual abilities. Third, understand how the character in doing learning is related to diversity and so on. (Marisa Mira, n.d.)

This study tries to describe and analyze the importance of planning the "Independence Learning" curriculum at SD Negeri 75 Pontianak Barat from the previous curriculum renewal, namely the 2013 curriculum. "Learning" becomes important in the learning process or the quality of education, especially in Islamic religious education? and how the concept and planning made by SD Negeri 75 West Pontianak?.

RESEARCH METHOD

This study is a study that departs from descriptive-qualitative research with an analytical description approach. Data were obtained using observation, in-depth interviews, and documentation. Meanwhile, the description and analysis of this study focused on the concept and planning of the independent learning curriculum at SD Negeri 75 Pontianak Barat in Islamic religious education with efforts to build the character of Pancasila students and improve educators to make the curriculum an innovative learning model.

RESULT DISCUSSION

A. Islamic Religious Education in Schools

Islamic religious education is referred to as a conscious effort carried out by people who have responsibility for coaching, guiding, developing, and directing the potential possessed by students to be useful and play a role like the incident. (Imam Mohtar, 2017) Islamic religious education is also a planned effort in preparing students to recognize, understand, have faith, fear, have a noble character, and practice Islamic teachings from its main source, namely the books al-Quran and al-Hadith. (Ramayulis, 2005)

As a complete Muslim, Islamic religious education in schools can direct the personal formation of students. In general education, Islamic religious education is a renewal of students so that they have complete personalities, become scientists who are pious and have faith in Allah SWT and can be sovereign for the welfare of mankind.

(Akhmad Shunhaji, 2017) Because the purpose of Islamic education is to instill piety and morals and uphold the truth to form human beings who have personality and character according to Islamic teachings. (Lubis S.H, 2018) The purpose of Islamic education is essentially also an elaboration of the purpose of human life, namely to gain the pleasure of Allah SWT. That way, the ultimate goal of Islamic education is human creation that is blessed by Allah, namely humans who practice their ideal role as servants and caliphs of Allah perfectly.

In this view, Islamic religious education in Indonesia is directed at two *learning outcomes*. First, Islamic religious education is carried out to direct students to understand, understand, and be able to practice Islamic teachings (*actual outcome*). Second, Islamic religious education is directed at *skills* to prepare students as members of a religious community (*desired outcome*). The two results of these learning activities should be the attention of all school *stakeholders*, from planning, implementation and action, to evaluation. (Shunhaji, 2019) Subjects in public schools starting from elementary school (SD), namely Islamic religious education is one of them, until the university level has a very strategic and significant role. (Manizar, 2018)

Learning activities in Islamic Religious Education at the elementary school level are given in a week amounting to 4 hours. The number of hours brings together Islamic Religious Education teaching materials according to their scope. Elementary school level, lessons related to the main points of Islamic teachings, for example regarding aqidah (pillars of faith), then shari'ah (pillars of Islam) are the material provided. The teaching materials for Islamic Religious Education are entrusted to achieve the goals of Islamic Religious Education in Elementary Schools. The purpose of Islamic Religious Education when analyzed at every level and type of education can be concluded the same. Then there is what distinguishes it is the subject matter developed and given at the time of learning in the ABC curriculum.

B. The concept of "Free to Learn"

"Freedom of Learning" is a policy activity created by the Minister of Education and Culture of the Republic of Indonesia to groove the National Education System to the essence of the Law by giving freedom to schools, teachers ,and, students to be able to innovate freely, be free to learn creatively and independently, of course freely. This innovation must start with first the teacher, where the teacher is the driving force for all education systems. Independent learning activities are used to overcome the same problems that have been repeated since the beginning, thus limiting the teacher's ability to innovate and having an impact on the student's oationationell. With this policy, the government hopes that the learning process in schools is more innovative and creates effective and efficient learning.

The policy of the "Freedom of Learning" program was created in orto the quality of Indonesian human resources better and superior based on the principles of Pancasila. The concept of "Freedom of Learning" is to return the National Education System to the essence of the Law to bring independence to schools so that schools better interpret the basic competencies of the curriculum into inr assessment. (Sherly, 2020) The policy will

continue to roll by making innovations by balancing existing education throughout Indonesia by improving the moral burden contained in the preamble of the 1945 Constitution. (Marisa Mira, n.d.)

Education is a symbol of the progress of a nation and state, education has a very strategic role and determines the progress of a country. Therefore, every education manager must be able to produce *outputs* of students who have the skills and knowledge that are in acbyecab expectations parties. Therefore, correct, directed, and applicable conceptions, policies and, educational programs are needed. Through the "Learning Independence" policy, the Minister of Education and Culture, Nadiem Anwar Makarim, wants to create a fun and conducive learning atmosphere for students. The purpose of "Learning Independence" is so that teachers, students and, parents can have a pleasant atmosphere when learning and teaching. (Nasution S.W, 2022)

Education and Culture wish that educational *output* can create better quality and no longer produce students who are only good at memorizing but have stroastrong standing and analytical skills, reasoning and also a comprehensive understanding in learning to develop themselves. In the independent curriculum design, the government emphasizes four programs, namely:

1) USBN

In the independent curriculum program, USBN learning is assessed by the school. Assessing student competence through written tests and other comprehensive forms of assessment. Teachers and schools are more independent in assessing student learning outcomes. USBN's budget was diverted to develop the capacity of teachers and schools.

2) UN

The National Examination was changed to a minimum competency assessment and character survey, no longer measuring the ability to master a maple material in the curriculum as measured by the previous curriculum through the National Examination so far. The National Examination which is expected this time is for mapping the minimum literacy and numbering competencies of students ents also strengthening learning applications measured by IPAS and TIMSS. It is carried out in the middle of the 4th, 8th, and 11th grades. This is due to the low level of interest and literacy culture, which is a classic problem in Indonesia. (Suryaman M, 2020)

3) RPP

The Learning Implementation Plan (RPP) teachers are free to choose, how to manage and innovate and use the RPP format on the wn initiative and development. The RPP is shortened which contains objectives, learning activities or learning processes as well as learning assessments. The purpose of writing lesson plans is so that teachers can make time efficeffienteffective in preparing a directed learning evaluation process.

PAI teachers who have carried out the assessment of learning planning well, not least because it is based on the awareness of their profession to be a

teacher, meaning that the making of RPP is the obligation of teachers, especially with the supervision carried out by the principal, it will make the teacher more enthusiastic in carrying out his duties. Although there are still PAI teachers who used the previous RPP without making any more revisions. A teacher in addition to acting as a teacher is also an education and executor of some of the school administration duties, therefore it is often also said that teachers as programmers, administrators, facilitators, and evaluators in the school environment. A teacher should ideally have a true personality. Teachers are a full support for education in Indonesia, but the reality is that the role of teachers in Indonesia is still far from the target set, there are many discrepancies between the plan that has been set and its implementation in the field. (Misdah, 2021)

4) New Student Admission (PPDB) Zoning

The PPDB zoning system is carried out flexibly, limiting access and quality inequalities in various regions. There are standard PPDB benchmarks between regions, namely: a minimum student accommodation zone of 50%, a minimum 15% affirmation path, a minimum 5% transfer path, and a 0-30% achievement path, according to regional conditions. Regional authorities find the final proportion and determine the zoning area.

C. Planning for “Learning Independent” Curriculum in Schools

In Indonesia, the implementation of the curriculum has undergone several changes and innovations, the first being in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revised curriculum 1994), 2004 (Curriculum Competency-Based), and the 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 the Revised Kurtilas". Until now, innovation has emerged, namely the independent curriculum. This independent curriculum is considered a learning design that gives students peace of mind to study and provides a relaxed, fun, unburdened and pressure-free feeling to show the talents they are interested in. Merdeka learning focuses on freedom and creative thinking. (Khairani, 2021)

An independent curriculum as an option in the world of education to restore learning in 2022-2024. The Independent Curriculum is a restoration of the learning process. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) launched a policy in the development of the Independent Curriculum which was given to education units as an additional option to restore learning from 2022 to 2024. The Ministry of Education and Culture's policies regarding the national curriculum will be reviewed in 2024 based on evaluations during the learning recovery period.

Referring to the conditions during the Covid-19 pandemic created many obstacles in the learning process in the Education unit which gave rise to a very significant impact on the learning process. The 2013 curriculum which was used in the pre-pandemic period became the only curriculum used in education units during the pandemic. During the 2020-2021 pandemic, the Ministry of Education and Culture issued a policy to use

the 2013 Curriculum and the Emergency Curriculum (simplified 2013 Curriculum) as curriculum references for education units. During the 2021-2022 pandemic, the Ministry of Education and Culture issued the latest policy, namely the Independent Curriculum. And this independent curriculum has also been directly socialized by the minister of education.

This has made several schools carry out preparations in the form of designing curriculum activities for thwarningning. One of them is SD Negeri 75 West Pontianak. From the field data that the researchers obtained, the school said that the school had carried out several designs regarding USBN, UN, RPP and PPDB Zoning, especially for Islamic Religious Education subjects. Because this will also have an impact on the learning system of Islamic Religious Education. The changes that initially made the questions and the USBN assessment process were carried out directly by the center, but this time every teacher and school is given the right to give a final assessment and determine the graduation of their students. In other words, teachers and schools are given ample space to bring forth creations and innovations in the educational process that is carried out, of course in the context of existing regulations.

According to the school, this change has an impact on the realm of Islamic Religious Education. In the school exam component there is also an Islamic Religious Education school exam. The question is, can Islamic Religious Education Teachers (GPAI) prepare school exam questions with quality standards set by the government? Furthermore, since the school examination process involves both quality and confidentiality, how to ensure that integrity is maintained? How will the evaluation be carried out?

The school also makes a design so that the questions made by Islamic Religious Education Teachers remain of high quality by working with the Ministry of Religion to oversee the implementation of school exams by making guidelines and rules so that the learning objectives of Islamic Religious Education can be achieved, as described in Government Regulation Number 55 of 2007 concerning Religious and Religious Education, the management of religious education is carried out by the Minister of Religion. Therefore, the Ministry of Religion has an important role in supervising religious education, including in the administration of school examinations.

Likewise with the UN, for now, the UN is not designated for Islamic Religious Education subjects, this is ibyPP No. 19 concerning National Education Standards, religious education cannot be included in the UN. The reason is that the subjects included in the UN are only science and technology class subjects.

The change in the RPP is also one of the programs socialized by the government in the activities of the independent learning curriculum. Based on the Circular Letter of the Minister of Education and Culture Number 14 of 2019 concerning the Simplification of the RPP, it includes: (1) The preparation of the RPP is carried out with the principles of being efficient, effective and student-oriented; (2) Of the 13 components of the RPP contained in the Minister of Education and Culture Regulation Number 22 of 2016 concerning Standards for the Primary and Secondary Education Process, namely school identity, subject identity, class, subject matter, time allocation, learning objectives, basic

competencies, learning materials, learning methods, learning media, learning resources, learning steps and assessment of learning outcomes are simplified into core components consisting of learning objectives, learning steps and assessment of learning (*assessment*) that must be carried out by teachers and other components only accomplishment (3) Schools, groups of subject teachers in schools, Teacher Working Groups/ Subject Teacher Consultations (KKG/ MGMP) and individuals can freely choose, create, use and develop lesson plans formats independently for maximum student learning success. With the independence in preparing lesson plans, it is hoped that there will be more interaction between teachers and students who are more active and dynamic with a learning model that is not rigid.

Departing from this, SD Negeri 75 West Pontianak has prepared itself to participate in innovating following the Free Learning Curriculum program, and has made preparations and plans regarding this matter, such as one of which is that the school has provided workshops for teachers so that the school can instill the *mindset* that the goal Simplifying the RPP does not mean that the special teachers of Islamic Religious Education are lazy, but rather simplifying the RPP so that teachers have more time to think creatively so that learning objectives are more easily conveyed. Especially learning Islamic Religious Education, because the purpose of learning Islam is the same as the goal of the independent curriculum, namely creating human resources based on Pancasila.

New Student Admission (PPDB), which is related to PPDB policies, is more emphasized with the implementation of the zoning system, but does not include 3T areas. The 3T regions are the leading, remote and underdeveloped areas. This zoning system will also definitely have an impact on the learning of Islamic Religious Education. This is because in SD Negeri 75 the majority embrace Islam, this will make more and more Muslim students enter this school, therefore what the school does is give homework to Islamic teachers to be able to design Islamic learning to be even more effective.

CONCLUSION

The relationship between the concept of the "Freedom of Learning" curriculum and the planning being designed by schools is very important, especially at the elementary school level to instill students with noble character which includes character and morals as well as character. By with the Ministry of Education and Culture's policy regarding the "Freedom of Learning" curriculum, it is more directed to the character of students and is based on Pancasila. These policies include: USBN, UN, RPP and PPDB Zoning. One of the schools is preparing or planning it is SD Negeri 75 West Pontianak, especially in teaching materials for Islamic Religious Education. The "Freedom of Learning" curriculum contained in Islamic teachings can be applied in schools by looking at the character of responsible students and educators who are to provide learning according to the goals of Islamic education itself. The "Freedom of Learning" curriculum also teaches both educators and students to carry out fun and happy teaching and learning activities.

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