



## **Implementation Of The Independent Curriculum In Islamic Religious Education (PAI) Learning At Annysa Private Junior High School, Medan Sunggal District**

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### **Abstract**

This research aims to examine the implementation of the independent curriculum in the Islamic Religious Education learning process at Annysa Private Junior High School located in Medan Sunggal District. The aim of this research is to examine the planning of the independent curriculum in the Islamic Religious Education learning process at Annysa Private Junior High School in Medan Sunggal District, including the strategies and evaluations. This research applies a qualitative approach by utilizing observation techniques, interviews, documentation, and data analysis obtained from primary and secondary data sources. The collected data is processed through the stages of data reduction, data presentation, and conclusion drawing. To ensure data accuracy, this research uses the triangulation method by involving various sources and expert teams. Based on the observations that have been conducted, the implementation of the Merdeka Curriculum in the learning process, particularly in the implementation of the independent learning curriculum in Islamic religious education, is in line with the policies set by the Indonesian Ministry of Education and Culture. This has a positive impact, inspiring students to be more active and enthusiastic in learning through innovative and efficient approaches.

### **Keywords:**

Implementation, independent curriculum, Islamic religious education

### **INTRODUCTION**

The implementation of an activity requires planning and organizing in a neat and organized manner to achieve the targets that have been set or expected. Similarly, the field of education requires a planned program that can guide the teaching and learning process towards the desired goals. Processes, practices, and evaluations in



education are better referred to as the "Educational Curriculum". In education, the curriculum plays an important role because it determines the desired goals to be achieved, even though these goals cannot be achieved without including the curriculum. The curriculum is a crucial part in the world of education. In its implementation, the curriculum requires a system consisting of various elements that support each other.

The curriculum can be described as a planning document that contains the goals to be achieved, the learning content, and the learning activities that must be passed by the students, the strategies and methods that can be applied, as well as the evaluations that will be carried out, the design in real form. Curriculum as an educational design has a very important strategic role in all aspects of educational activities. If education is not carried out in accordance with the curriculum made, it is impossible for education to run successfully or achieve the goals that have been set, and the creation of the curriculum must understand the basis of the curriculum in order to achieve it. Given the importance of the role of the curriculum cannot be ignored, therefore, those involved in the curriculum need to know the curriculum. (Sarinah, 2015:1)

The Indonesian curriculum has undergone 10 changes in line with the policy of the Minister of Education. The quality of education in Indonesia has not reached a clear standard since 1945, and through various changes in 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013 until now the curriculum used is the Independent Learning Curriculum. In other words, there have been 11 changes in the curriculum in Indonesia. In the Independent Curriculum, the formation of student character is carried out through P3 (Pancasila Student Profile) which consists of six dimensions. Each dimension has its own meaning and purpose, which includes important elements such as faith and fear of God Almighty. (Dewi Rahma Yanti and Agus Hartoyo, 2022:6-7) It is explained in the government regulation of the Republic of



Indonesia Number 55 of 2007 concerning Religious Education and Religious Education Chapter 1, article 2, paragraphs (1) and (2) which read; (1) Religious education is education that provides knowledge and forms the attitudes, personalities and skills of students in practicing their religious teachings, This activity is carried out at least through subjects or lectures at every level, level, and type of education. (2) Religious education is a learning process that aims to equip students with knowledge of religious teachings, so that they are able to carry out roles that require such understanding or become experts in the field of religion, and are expected to be able to practice religious values in daily life. (JDIH BPK RI, 2022).

In Indonesia, education not only focuses on mastering knowledge, but also plays a crucial role in shaping students' character and moral values. Along with the progress of time and developments in the world of education, the Ministry of Education, Culture, Research, and Technology introduced the Independent Curriculum in 2022 with the aim of creating an education system that is more relevant to the demands of the 21st century. (Bachtiar Siregar, 2024; 16). Islamic religious education is a coaching process designed to guide students to gain a comprehensive understanding of Islamic teachings. Based on this understanding, hopefully they will be able to apply the teachings in their daily lives as valuable guidelines. (Abdul Majid, 2004; 130). Islamic religious education concerns the human being itself or comprehensively, not only giving children an understanding of religious values and balancing their intellect, but also concerning the relationship between humanity as a whole, starting with daily practice in accordance with the teachings that have been taught. Between man and God, between man and man, and between man and himself. (Zakiyyah Daradjat, 2005; 124)

Islamic religious education has a very crucial role in human life. Islam plays a

لَوْ أَنْزَلْنَا هَذَا الْقُرْآنَ عَلَى جَبَلٍ لَرَأَيْتَهُ خَاشِعًا مُتَصَدِّعًا مِّنْ خَشْيَةِ اللَّهِ وَتِلْكَ  
الْأَمْثَالُ نَضْرِبُهَا لِلنَّاسِ لَعَلَّهُمْ يَتَفَكَّرُونَ ﴿٢١﴾



very important role in living a meaningful life. Therefore, it is important to instill the values of Islam from childhood to adulthood in every human being. through comprehensive education in the family, school and community. Children who play the role of the nation's next generation should have a noble attitude, strong character, and good morals. Without this, the nation's ideals are at risk of not being achieved and can even end in destruction, keeping them away from the hopes that have been aspired to, as affirmed by Allah SWT.

It means: "If we had sent down this Qur'an on a mountain, you would have seen it bowing down and divided because of the fear of Allah. We made the parable of the parable for the people so that they might think" (Al hashr 21).

This postulate inspires the importance of having clear goals in education. In the context of the curriculum, this means that the curriculum must be designed

to achieve clear and specific goals. This verse uses the word save to describe the importance of education in developing students' potential. Therefore, the scope of Islamic religious education that is basically applied in schools is: A). Confession of faith, confession of faith refers to the process of teaching and learning about aspects of belief. Of course, according to Islamic teachings, the nature of teaching is the pillars of Islam. B). Moral education, moral education is a type of education that aims to shape the soul, as well as how a person in life can behave with good morals. C). Teaching worship aims to make students understand all forms of worship, able to carry out worship properly and correctly. D). Fiqh submission, a teaching that includes learning in all forms of Islamic law, including the content of AL-QUR'an, sunnah and other postulates of Islamic postulations.

The purpose of this learning is to provide opportunities for students to understand, understand the laws that apply in Islam and to apply them in their daily lives. E). The teachings of AL-QUR'an teach students to read AL-QUR'an and understand its contents. F). Learning the history of Islam aims to help students



understand the progress and development of Islam. (Kurnia Dwika Putri et al, Ismaraidha, 2024). The purpose of Islamic religious education is to develop the Islamic religion that grows and develops in faith and respect for Allah SWT through this Islamic religious education which will develop in full appreciation, experience and development of people of faith and respect. Islam wants people to be trained to realize the purpose of human life is to worship Allah. (Nazril Amin, 2022)

## **THEORETICAL STUDIES**

Curriculum implementation, as described in the Oxford Advanced Learner's Dictionary, is defined as the application of something that has an impact or produces a certain effect (*put something intolerant ion effect*) (Mulyasa, 2008; 93-94). Implementation is the process of translating ideas, concepts, policies, and innovations into concrete actions that produce concrete impacts, such as increasing knowledge, skills, and changing values and attitudes. (Kunandar, 2007; 221). Implementation refers to the existence of an activity or mechanism that functions in a system. (Usman and Nurdin, 2002; 70). From the above discussion, it can be concluded that implementation is a process of activities that are planned and implemented based on a policy based on the achievement of the objectives in the activity. If there is no clear goal for an object, then the implementation will not run optimally.

Etymologically, the term "Curriculum" comes from the Greek word "Courier" which means "Running" and "Curere" which means "Running place" (Abdullah Idi, 2007:183). In French, the word "Curriculum" is socialized with the word "Courier" which means "to run". The term refers to a series of courses or lessons that must be taken to obtain a degree or diploma. (Nasution, 2003: 9). According to Oemar Hamalik, the curriculum is an educational program (school) aimed at its students. (Ahmad Taufik, 2019). One of the aspects that has been successfully implemented in



the Independent Curriculum is Islamic religious education (PAI). Islamic religious education has an essential role in shaping students' character and inserting solid moral values and religious teachings. (Kamil and Nurhalimah, 2023; 79).

The strategy component has a very crucial function because it is directly related to the implementation of curriculum implementation. Some of the terms that need to be understood in this context include approaches, strategies, models, and learning methods. The methods, approaches, and strategies chosen by teachers when teaching curriculum content and subject matter are greatly influenced by how they activate, deliver, and teach the content of the curriculum. In other ways, when teachers can convey the content of the curriculum in various ways, the content becomes more meaningful for students. In order for learning to be more effective, efficient, and of high quality, teachers are expected to be able to determine approaches, strategies, methods, media, and learning resources that are most in line with the learning objectives and development of students.

Evaluation is one of the important elements in the curriculum that serves to measure the extent to which learning objectives have been successfully achieved. In this context, evaluation plays a role in assessing the effectiveness of achieving the goals that have been set. Evaluation also serves as input to improve the strategy that has been designed. Assessment serves as a means to collect appropriate information about learning practices, student and teacher achievements, and the course of the learning process. The results of this evaluation can be the basis for decision-making related to the curriculum, learning materials, difficulty level, need for resources, and other aspects. (Halimah; 48).

Islamic religious education is the study of Islamic teachings derived from its main sources, namely the Quran and al-hadith, so that a person can know, understand, believe and practice noble morals of effort (Ramayulis, 2005; 21). Therefore, PAI learning is an interactive process between education and students to



gain knowledge, believe, evaluate and practice Islamic teachings. Islamic Religious Education (PAI) is one of the topics that has also been experienced in changes and adjustments as part of the independent curriculum. Implementing an independent curriculum in PAI subjects gives priority to approaches that are more flexible, relevant to the context, and based on students' potentials and needs. LLP-PAI,2023:23)

In carrying out the learning process, educators are not only required to master teaching materials, strategies, and methods, as well as utilize learning media and tools. More than that, educators also need to create a context and situation that supports teaching and learning activities so that they run according to the plan and produce the desired outcomes. In teaching and learning activities, education has a crucial role in determining the quality of learning that occurs. To achieve optimal results, education must always create a supportive atmosphere in the educational environment and carry out its duties well in the classroom. Thus, an effective learning process can be realized, so that maximum learning outcomes can be achieved.

However, the fact is that in the learning process of Islamic Religious Education, there are still many parties who consider this subject less interesting and even tend to be underestimated. This happens because the education system is less attractive in conveying ethics and God's power, educators are often not careful in determining the right learning strategies and methods, accompanied by less varied teaching styles. In addition, the mastery of scientific concepts by educators is also influenced by several factors, such as their lack of understanding of religious education theories. Educators can utilize this knowledge not only to provide students with a deep understanding of religious aspects, but also to encourage the application of this knowledge in daily life.

## RESEARCH METHODS





The research method uses a qualitative research method known as naturalistic research, as well as applying descriptive analytical methods. According to Sugiyono, the qualitative research method is a research process that is carried out in a natural way and in accordance with the situation in the field. The data collected is qualitative and this research emphasizes more on meaning (Sugiyono, 2015; 25). Through this approach, the research can convey the results of its findings in the form of a narrative in the form of a written explanation taken from observations. According to Whitney's opinion caused by Moh.Nazir (Moh Nazir, 2003; 20). This study uses several techniques to obtain data such as observation, interviews and documentation. The source of research data is the principal, PAI teachers, and students at ANNYSA Private Junior High School, Medan Sunggal District.

## **RESEARCH RESULTS**

Based on the results of the independent curriculum research in Islamic religious education learning subjects at Annysa Private Junior High School, Islamic religious education teachers are more flexible in determining learning plans. This habit provides an opportunity for teachers to adapt the subject matter to the unique needs and characteristics of each student in the class. Meanwhile, Islamic teachers can still use prota as the basis for lesson planning, considering the need for prota and prosem. Before designing an annual program (prota) and a semester program (promes) for Islamic religious education, the first step that needs to be taken is to analyze the number of effective weeks based on the predetermined educational calendar. This aims to facilitate the implementation of learning activities in the future. However, in the independent curriculum program, Islamic religious education teachers have the freedom to adjust the annual program (prota) and semester program (promes) according to the needs and characteristics of students in the teaching methods and approaches they use. A more flexible plan gives teachers more freedom. Based on Islamic religious education, the main goal is to determine appropriate and





meaningful learning.

This is in line with what was conveyed by an Islamic religion teacher at Annysa Private Junior High School, Medan Sunggal district in the following interview excerpt: "If prota is really needed, it seems that there will be confusion in the classroom. It is not really an administrative burden, it is a must. Therefore, it is natural for teachers to compile administration for one semester which is then summarized into lesson plans and modules."

Based on the interviews that have been conducted, it can be concluded that the planning of the independent curriculum in the annual program (prota) and semester program (prosem) can be adjusted and developed by considering more flexible and student-centered learning methods. Educators in Islamic Religious Education subjects can take advantage of the annual program (prota) and semester program (prosem) as an initial guide, so that students have the opportunity to determine the learning method that best suits their needs and learning styles. With this approach, students can explore the material in depth while also achieving the learning goals that have been designed for them.

The annual program is a plan that is implemented jointly in various subjects at one level of education to increase the effectiveness of curriculum implementation. Before the new school year begins, educators have designed and developed this program as a guideline for developing future programs. The annual curriculum designed by Islamic religious teachers covers a wide range of topics that students will later master after they participate in future program development. The annual curriculum designed by Islamic religious education teachers covers a variety of topics that students must master after taking a number of subjects, complete with timing and other supporting information.

Islamic religious teachers carry out further learning planning through analysis



of learning outcomes and gradual adjustment of learning outcomes. The evaluation of learning outcomes in the independent learning program aims to assess the extent to which students have succeeded in achieving the learning targets that have been set. By conducting this analysis, teachers who teach Islamic religious education can understand the strengths and weaknesses of each student, so that learning strategies can be adapted to suit the needs of each individual. This will help Islamic religious education teachers in delivering lessons more effectively, by adjusting the learning content according to the level of student development. Thus, the teacher of Islamic religion at Annysa Private Junior High School located in Medan Sunggal District feels that he has gained a lot of advantages from a part-time job that focuses on analyzing learning outcomes is his ability to provide valuable insights and according to the needs of the students.

This statement is supported by the opinion of an Islamic religious education teacher at Annysa Private Junior High School, Medan Sunggal District: "This independent program is one side practical because first we need to analyze the characteristics of the school, but it may only be once and then we can do it. So far, there is no need to analyze learning objectives (TP) and cut ATP. If so far KD has been given directly for a year, now we need to analyze which stage is suitable.

Based on the results of the interviews, it can be concluded that teachers, especially Islamic religious education teachers, need to understand learning outcomes (CP) before developing them into learning objectives (TP). Learning objectives should be based on the results that have been set by the government, then aligned by Islamic religious education teachers in accordance with the dynamics of the context and school environment. Learning objectives are designed by taking into account the teacher's personal preferences as well as the needs and characteristics of students in the educational context. After the TP is determined, the next step is to prepare a learning implementation plan. The following Flow of Learning Objectives



(ATP). ATP is an arrangement of learning objectives that are designed sequentially and logically in a curriculum to support an effective learning process.

## **DISCUSSION**

The Independent Curriculum is a teaching method that integrates various activities in the classroom, designed to give students enough time to explore concepts and develop programs, so that it is recognized as a new paradigm in education. According to Harsono, implementation is a series of steps aimed at turning policies into real practices, as well as acting as a way to improve and develop programs through the implementation of new policies. (Ningrum, 2022). The implementation of the independent curriculum is an innovation in the world of education that carries a new approach, where schools are given the flexibility to design and develop the curriculum according to their respective needs and characteristics. The main focus of this independent program is to provide flexibility for schools to adjust the programs they run so that they are in accordance with the needs of students and the environmental conditions in each school. The implementation of learning consists of several stages, one of which is planning to implement the Independent Curriculum in Islamic Religious Education (PAI) learning, implementation strategies, and evaluation of learning outcomes.

Based on the results of the research I conducted at Annysa Private Junior High School, Medan Sunggal district through observation, interviews and documentation of the implementation of the independent curriculum from 2024 until now, everything is going well. The learning outcomes are good because learning is generally recognized as an active process consisting of phases or stages. The researchers found various findings related to learning methods, evaluation methods, and learning methods and learning outcomes that had never been implemented in the previous curriculum of Annysa Private Junior High School, Medan Sunggal



District, the stages of the learning process that were carried out to help Islamic teachers to gain learning experience and achieve success. The initial steps in planning include a performance analysis adjusted to the educational calendar at Annysa Private Junior High School, Medan Sunggal District, including the determination of effective days and holiday schedules. This makes it easier for teachers to design the annual curriculum. By developing the program, the production arrangement of all teaching materials becomes more efficient, which ultimately plays a role in designing teaching modules. In the Independent Curriculum, teachers are given the flexibility to compile and develop teaching plans that are tailored to the unique needs and characteristics of each student.

The lesson plan that is prepared includes several important steps in preparing for the teaching and learning process. Generally, before the new school year begins, Islamic religious education teachers need to conduct training to analyze the number of effective weeks that have been set by the school. The educational calendar serves to set the schedule of effective learning days and holiday times for students and educators. The information from this calendar can then be used as a reference in the preparation of various important documents, such as circulars, official notices, and planning academic activities. For PAI teachers, the first step that must be taken is to analyze the effective week. Even though grade VII of Annysa Private Junior High School in Medan Sunggal district only uses an independent curriculum. However, the classroom teacher still conducts a performance assessment every week whose results are included in the learning program, namely prota. Because curriculum design is an important need for teachers to organize and implement the learning process optimally. Unlike the previous program, the Independent Curriculum considers several aspects, including adjustments to learning outcomes (CP). (Amiruddin, 2023).

Before setting learning objectives, Islamic religious education teachers at



Annisa Junior High School , Medan Sunggal District, first analyzed the appropriate learning outcomes for each level of students. The goal is to achieve learning success that is tailored to the level of student development. Therefore, the government publishes a series of learning outcomes that are analyzed by teachers based on the level of student learning. Grade VII students of Annysa Private Junior High School, have entered Phase E. After conducting CP analysis, learning objectives are developed based on the competencies that will be acquired and those that will be understood.

In compiling the ATP, the teacher of Islamic religious education at Annysa Private Junior High School in Medan Sunggal sub-district referred to the guidelines in the Independent Curriculum and made it himself. This ATP includes a variety of skill development activities that are designed and evaluated based on the needs and level of student development. In this context, the design of materials for Islamic religious education teachers at Annysa Private Junior High School, Medan Sunggal District, is carried out by referring to the concept of the Independent Curriculum. In the Independent Curriculum, teachers have the freedom to adjust, change, and modify teaching modules to be in line with the needs and characteristics of their students. During the implementation of the independent curriculum, the school's internal performance and strengthening the Pancasila profile continue to be improved. The independent learning schedule is prepared with a maximum duration of one year and includes information about the number of hours of study per week. Therefore, the implementation of the independent curriculum is evident in schools that run this program, with an emphasis on students' talents and interests as well as the development of their potential. The program provides opportunities for students to improve their professional skills as well as develop in the field of current science and technology.

Islamic Religious Education essentially includes three main concepts, namely



tarbiyah, ta'lim, and ta'dib. These three elements are interconnected and integrated in the entire educational process to form a complete religious understanding. Tarbiya can be interpreted as the process of conveying knowledge from educators to students with the aim of forming a noble character, attitude, and outlook on life. This process aims to cultivate individuals with good morals, have a high sense of humanity, and uphold moral values. Ta'lim is a process that emphasizes students' cognitive abilities and instills knowledge in individuals through the learning process. On the other hand, Ta'dib emphasizes that Islamic education aims to develop cognitive, emotional and psychomotor skills. Therefore, it is unfair if the assessment of students is based solely on exams without considering their cognitive abilities as a whole. There are several aspects that need to be considered in the implementation of an independent Islamic religious education study program:

1. Learning in Islamic religious education should be able to encourage students to develop critical thinking attitudes. Research on Islamic religious education should be associated with actual conditions and the relevance of its benefits in today's life. Learning in Islamic religious education needs to be designed in such a way that it can encourage students' creativity. To make this happen, it is necessary to create an environment that supports collaboration and good communication between them. The study of Islamic religious education aims to foster self-confidence in students.
2. Islamic religious educators must have skills in analyzing the results of certain learning processes. This ability must be one of the learning objectives that is adjusted to the level and stage of student development. These performance standards are not limited to the grade level and are divided into phases to allow for flexible implementation. If Islamic religious education teachers do not first test students' abilities, it will be difficult to assess learning outcomes and determine the learning goals that they want to obtain during teaching and



learning activities. To assess learning outcomes, Islamic religious education is expected to carry out evaluations that can be used as a benchmark for the achievement of educational goals that have been set. (Rifa'I, 2022).

Based on this understanding, it can be said that Islamic religious education is a teaching that has an important role and is taught by adults to children from an early age. This education is based on Islamic teachings sourced from the Qur'an and hadith, with the aim of forming individuals with noble character.

## **COVER**

Based on the results of a survey conducted by researchers at Annysa Private Junior High School, Medan Sunggal District, it can be concluded that the implementation of the Independent Curriculum has greater potential in having a positive impact. The implementation of Islamic religious education based on the independent curriculum will be carried out in stages, in line with the principles and concepts applied in the independent curriculum. In the planning stage, educators analyze and develop the curriculum and determine appropriate learning objectives for students. Then, Islamic Religious Education teachers use various media such as teaching methods, discussions, questions and answers, pictures, and videos in the implementation of learning.

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