

Implementation of Independent Curriculum Learning in Islamic Education and Character Subjects at MIN 1 Palembang

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ABSTRACT

This article is entitled the Implementation of Independent Curriculum Learning in Islamic Education and Character Subjects at MIN 1 Palembang. This type of research is qualitative, with the types and sources of data, namely primary and secondary data. Data collection techniques used in this study were through interviews, observation and documentation. Meanwhile, the researcher's data analysis technique consisted of data reduction, data presentation, verification and checking the validity of the data. After the data is collected, the next step is to analyze the data, with stages, namely data collection, data reduction, data display and conclusion drawing/verification. The results show that the implementation of the independent curriculum learning leads to Pancasila students which aims to realize Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics, namely faith, fear of God Almighty, and noble character. This is carried out well in madrasas because monotheism and moral education are the foundation for schools. Global diversity means that students in madrasas are educated to recognize and understand the context between nations so that a sense of tolerance and togetherness arises. Mutual cooperation in madrasas is accustomed to group work so that cooperation and mutual assistance is built, and it is also accustomed to caring for others. Independent attitude is independence taught in madrasas, which aims to make students have strong personalities, do not depend on others, and think critically. For madrasas, the attitude of critical reasoning aims to make students active, and have strong thinking power so that students become creative.

Keyword: *implementation, learning, independent curriculum*

A. INTRODUCTION

The global Covid-19 outbreak has swept the world, with almost all countries showing different pandemic levels, indicating that a pandemic crisis can last long (Gilbert et al., 2020). WHO is taking the lead in efforts to slow the spread of the COVID-19 virus, but the pandemic is spreading rapidly and changing how people live their daily lives (Zarocostas, 2020). Indonesia was hit hard in the education sector. The online learning policy is a decision implemented by all schools (Anwar, 2021).

The effectiveness of online learning currently being carried out has not entirely run as expected (Riyanda et al., 2020). This is because many students still experience problems in the learning process. Difficulties with learning facilities, signal problems, quotas, and the lack of costs to support the learning process also affect the success of the online learning process. Meanwhile, at the primary level, online learning is constrained by the limitations of educators who cannot fully adapt to the changes that have occurred due to the pandemic.

The unpreparedness of schools/madrasahs, such as limited infrastructure, internet networks, and lack of mastery of technology, make the Distance Learning process ineffective. (Muhammad et al., 2020). This is a severe problem in the world of education during the Covid-19 pandemic, especially in primary education, where students still cannot escape the intensive guidance of educators.

The Directorate of Learning and Student Affairs, the Directorate General of Higher Education, prepares the Teaching Campus Program to solve problems arising during online learning. Campus teaching is one form of implementation of Merdeka Learning Merdeka Campus in the form of teaching assistants to empower students in helping the learning process in elementary schools in various villages/cities in Indonesia. This is done to improve the competence of both soft skills and hard skills so that they are more prepared and relevant to the needs of the times as future leaders of the nation with superior and personality berkepribadian (Kemendikbud, 2021).

In education, the curriculum is a spirit that must be implemented innovatively, dynamically, and periodically by the times, science and technology, and competencies needed by the community and graduate users (Suryaman, 2020). Adjusting the curriculum that has been in effect so far is a part that must be done, and there must be changes. By looking at the current situation and conditions, the independent curriculum in schools is an alternative that can be done in the learning process during the pandemic.

Changes in curriculum implementation are urgently needed at this time. The world of education must be able to overcome educational problems during the pandemic. Regardless of the accompanying political background, the standards of higher education (SN-Dikti) are believed to have changed three times in the last six years. Permenristekdikti number 49 of 2014, Permenristekdikti number 44 of 2015, Permenristekdikti number 3, Permendikbud number 3 of 2020 to 2020 in line with the Independent Learning Campus Policy. This symbolizes a need for changes in the implementation of a curriculum.

Freedom to learn is a new policy program from the Indonesian Ministry of Education and Culture initiated by the Minister of Education and Culture Nadiem Makarim. The transformation of education through the policy of independent learning is one step toward realizing Indonesia's Superior Human Resources, which has the Pancasila Student Profile. Freedom of knowledge is intended for primary education and secondary education, such as SMP/SMA/SMK/equivalent (Vhalery et al., 2022). The Independent Curriculum puts forward the concept of "Learning Independence" for students, designed to help them recover from the learning crisis (Nugraha, 2022).

What is currently needed is the fundamental role of the parties involved in continuing to socialize the National Curriculum so that teachers are ready to implement it. The socialization of this curriculum must reach the implementing teachers and not be discriminated against. This means that the new curriculum can run if socialization has been carried out effectively and efficiently (Nugraha, 2022).

The readiness of the education unit is a matter of concern in implementing the Independent Curriculum. As implementers of learning activities in schools, teachers must prepare themselves to implement the Independent Curriculum sooner or later. This statement is in line with the results of research from Rosidah (Rosidah et al., 2021), that teachers in implementing the Independent Curriculum need to learn a lot to be more skilled and more accessible to implement (Nugraha, 2022).

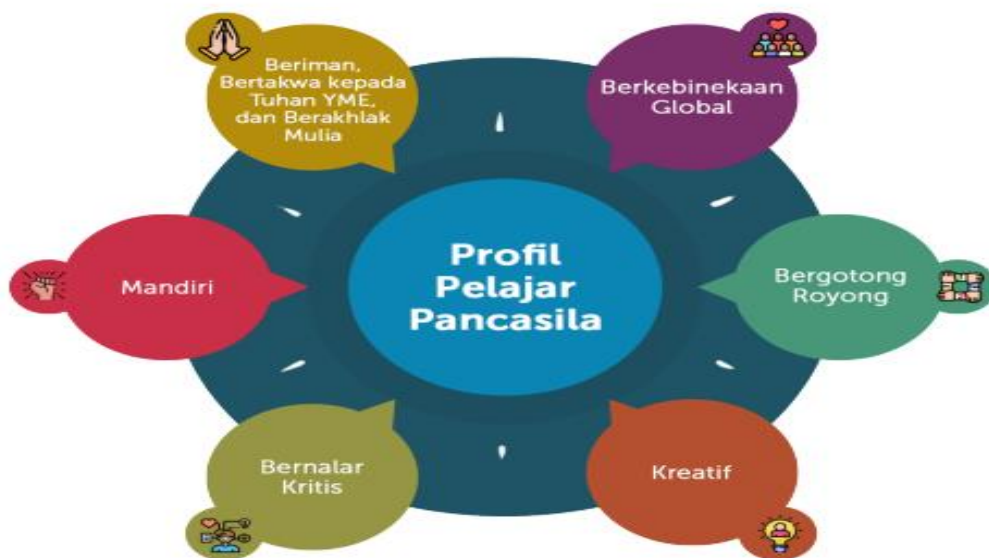
Changes in the global world order need to be accompanied by changes in the skills required (Faiz & Purwati, 2021). The expansion of the curriculum concept as a process with the addition of the need for a joint commitment to agree (between educational actors) and the activities required (as part of the learning process) to achieve specific predetermined targets (Sopiansyah & Masruroh, 2021).

According to Munandar, quoted by Agustinus Tanggu Daga in his journal, he explained that the curriculum provides a planned and clear direction to education policy. The right education policy will appear through the implementation of the applied curriculum because "curriculum is the heart of education." (Daga, 2020). One of the discourses echoed by the Minister of Education and Culture, Nadiem Makarim, is the freedom to learn. Three other policies, starting in 2021, will be no national exams and replaced with minimum competency assessments and character surveys conducted in the middle of the school level, simplifying Learning Implementation Plans and new student admission regulations (Daga, 2020).

The issuance of the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Recovery, Learning, Development & Learning (Daga, 2020) as a form of full support for curriculum improvement in Indonesia to create an Advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila students who think critically, creatively, independently, have faith, fear God Almighty, and have a noble character, work together and have global diversity through the Implementation of the Independent Curriculum.

The Independent Curriculum is an option for schools ready to restore learning from 2022 to 2024 due to the pandemic. However, for schools that are not ready to implement the Independent Curriculum, there are still other options, namely continuing to use the 2013 Curriculum or continuing with the Emergency Curriculum until an evaluation of the learning recovery curriculum is carried out in 2024 (Hartoyo, 2022)

Based on the results of field observations that MIN 1 Palembang in relation to the implementation of independent curriculum learning has been running in accordance with the legal basis for implementing an independent curriculum, namely Permendikbudristek No. 5 of 2022 and Permendikbudristek No. 56 of 2022 concerning guidelines for implementing the curriculum in the context of learning recovery, also relates to learning outcomes at the basic education level at MIN 1 Palembang, to the dimensions, elements and sub-elements of the Pancasila student profile in the Merdeka Curriculum which contains faith, devotion to God Almighty. and have noble character, global diversity, mutual cooperation, independent, critical and creative reasoning.



Picture 1. Pancasila student profile

B. METHOD

Qualitative research is collecting data in a natural setting to interpret the phenomena that occur where the researcher is the key instrument, sampling of data sources is carried out purposively and snowballing, collection techniques are triangulation (combined), data analysis is inductive/qualitative, and the results Qualitative research emphasizes meaning rather than generalization (Anggito, 2018). The research method used in collecting the research data is the descriptive qualitative method because the researcher wants to reveal the problem of implementing the independent curriculum learning at MIN I Palembang.

The types and sources of data used in this study are primary and secondary. Primary data is obtained directly from the start, while secondary data has been prepared in the research field (Meolong, 2016). The subject of this research is a person or field that will be used as research or a source that can be examined using the dialogue method and making research data. This study's subjects were the most dominant principals, library staff, teachers, and students. However, discussing other subjects, such as school principals and the Deputy Principal for Curriculum, is necessary to obtain accurate data.

Qualitative data collection was carried out on informants using interview guidelines by the research objectives. A voice recorder was used and added with the recording to obtain valid and reliable information. Data collection techniques used in this study were through interviews, observation, and documentation. Meanwhile, the researcher's data analysis

technique consisted of data reduction, data presentation, verification, and checking the validity of the data.

After the data is collected, the researcher's next step is to analyze the data. Data analysis is essential to the research process and must start when data collection is carried out (Annur, 2013). The data analysis using the Huberman and Miles model is: First, data reduction, where data reduction is the selection process, focusing attention on simplification, abstraction, and transformation of rough data that emerges from written notes in the field (Fadli, 2021). Second data presentation, and Third conclusion. Sugiyono stated that the technique of checking the validity of the data is the degree of confidence in the research data obtained and can be justified (Sugiyono, 2016).

C. RESULT AND DISCUSSION

The Independent Learning Curriculum wants to create a happy learning atmosphere. The purpose of independent learning is so teachers, students, and parents can have a comfortable atmosphere (Nasution, 2022). It is hoped that through this freedom of learning, education in Indonesia will be more advanced and of high quality toward global competitiveness (Sururi et al., 2020). The Pancasila Student Profile is a character and ability built-in in into everyday life. It is brought to life in each student through the culture of the education unit, extracurricular learning, and projects to strengthen the Pancasila Student Profile and extracurricular activities. Students with the Pancasila student profile, which consists of 6 dimensions, each dimension being described in detail in each element (Riyanda et al., 2020).

Pancasila students embody Indonesian students as lifelong students who have global competence and behave by the values of Pancasila, with six main characteristics: faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity (Juliani & Bastian, 2021).

1. Have Faith in God, and Have Noble Morals

Students who have faith, fear God Almighty, and have noble character are students who have morals in dealing with God Almighty. He knows his religious teachings and beliefs and uses this knowledge daily. Pancasila students understand the meaning of morality, social justice, and spirituality and have a love for religion, humans, and nature. There are five main elements of faith, fear of God Almighty, and good morals: (a) religious character; (b) personal character; (c) morality to humans; (d) morality to nature; and (e) state morality.

Internalization of Pancasila values is an effort to improve the quality of success in the personal actualization of Pancasila so that the practice of Pancasila will take place in an orderly manner and have Faith in God and Noble Morals (Susilawati et al., 2021), meaning that the graduate profile aims to provide the character and competencies that are expected to be achieved and strengthen the noble values of Pancasila students (Nasution, 2022)

The concept of faith also has the meaning that as humans, we have to run and worship the Almighty because, in truth, God is a significant value that cannot be separated from life, and the cultivation of Pancasila values (Patabang & Murniarti, 2021). Pancasila which is integrated with various subjects (Faiz & Purwati, 2021). Culturing religious characters is carried out by integrating cultural values into implementing student self-development programs in the performance of learning in schools (Gunawan & Suniasih, 2022).

Based on the interview with the head of the madrasa, he explained that the cultivation and education of having faith in God Almighty and having noble character should be taught even more so to students at the elementary level. It becomes capital for students in madrasas. Furthermore, according to the deputy head of the madrasa in the field of curriculum, learning faith and purity is very important to be instilled in students from an early age. In addition, confidence and holiness must be accompanied by the cultivation of morality in all students at MIN 1 Palembang.

So it can be concluded that MIN 1 Palembang, in the application of an independent curriculum that is related to having faith in God and having noble character, has been implemented in the learning process because based on the vision, mission, and goals of this madrasa, it is an important part, especially since this educational institution is an educational institution. Islamic-based education in the city of Palembang and madrasah must instill it all.

2. Global Diversity

Students maintain the national culture, local culture, and identity, as well as maintain an open attitude in establishing relationships with other cultures as an effort to create a feeling of respect and not close the opportunity for them to form a positive noble culture that is not contrary to the aristocratic culture of the nation.

Not only on the scale of Indonesia as their country but also a world scale. Key elements and keys of global diversity include understanding and respect for cultures, the ability to communicate across cultures in interactions with others, and reflection and responsibility for the experience of variety.

Based on the interview results with the head of the madrasa, he explained that global diversity explained the cultivation of an attitude of mutual respect and respect between national

cultures. Added by the deputy head of the madrasa for curriculum and several education staff such as Ibrahim, Hidayat, and Dian Safitri explained that global diversity for Madrasah Ibtidaiyah students is the cultivation and introduction of culture, as well as language.

Global diversity is a sense of respect for diversity and tolerance for differences. This means accepting differences without feeling judged, judgmental, or feeling that you and your group are better than other groups. Diversity in national identity is a transformational phenomenon whose success or failure is primarily determined by the ability of a nation to interpret diversity itself, as well as how to knit the fibers of those differences as a strength in building the country's life and state. (Triguna, 2019).

So it can be concluded that global diversity in the educational process for students at MIN 1 Palembang has been carried out well, and all stakeholders have the same responsibility in instilling the value of diversity for students. The current globalization is relatively swift, so it needs a strong fortress, and this must be invested in students in the learning process.

3. Mutual Cooperation

Students who can work together, namely competence in carrying out activities sincerely and sincerely so that the activities carried out can be carried out smoothly, efficiently, and lightly. Pancasila students know how to work together. How to collaborate and cooperate with friends. Because there are no jobs, and activities that do not require cooperation, do not require collaboration, especially in the industrial 4.0 era. Today, working together in the Industry 4.0 era is very important. The elements of cooperation are collaboration, caring, and sharing.

Cooperation culture as a moral value (Tadjuddin Noer Effendi, 2013). The value of helping and cooperation are fundamental values in social life. The importance of support and collaboration is by national and state energy philosophy and animates every development activity (Unayah, 2017).

Based on the study's results, through interviews with the principal of the madrasa, he explained that cooperation must be instilled, and students must be able to work together and help each other. Meanwhile, according to the deputy head of the madrasa in the field of curriculum, the ability to instill cooperation in students is essential because every student is also to help and care for each other.

Independence is the ability to direct and control one's feelings in thinking and acting, being responsible, having self-confidence, and discipline (Rantina, 2015). Independent character in children can be applied through daily activities. Through children's daily activities, the value of independent character can be directly taught and applied so that children get used

to and learn to be separated in doing and completing their tasks, without the need for help from others, especially from their parents (Dwi Rita Nova & Widiastuti, 2019)

Students in Indonesia are independent students who are responsible for the process and learning outcomes. The main elements of independence include self-understanding, the conditions being experienced, and self-regulation. Based on the results of interviews with the madrasah principal, it was explained that independence in children could be achieved if they use their minds to make decisions in their daily lives but are not freed. Meanwhile, the madrasa representative said that students are given an understanding of their attitude in dealing with a problem so that the condition can determine the direction in which decisions are taken.

Independence, of course, must be trained from an early age. Freedom is closely related to children as individuals who have self-concept, self-esteem, and self-regulation (Rantina, 2015). Based on the above results that the school has implemented an attitude of independence towards students, in the online learning process all teachers at MIN 1 Palembang have been instructed to be able to teach independence in the learning process, although it is still not fully implemented correctly, but this independence education becomes essential to be instilled in students.

4. Critical Reasoning

Students with critical reasoning can objectively process information qualitatively and quantitatively, establish relationships with various knowledge, analyze information, and evaluate and draw conclusions. The elements of critical reasoning are obtaining and processing data and ideas, analyzing and assessing reasoning, reflecting on thinking and thinking processes, and making decisions. Meanwhile, according to the deputy head of the madrasa in the field of curriculum, he explained that one of the tricks to make students think critically was accompanied by being active in the classroom, asking questions.

They are creating an active and meaningful learning situation for students (active learning). Students as learners are stimulated through learning activities to build their knowledge through a dynamic learning process that they do themselves (Dede Salim Nahdi, 2015). According to Peter, critical thinking skills are essential because individuals who can think critically can also solve problems before taking action. Individuals will first consider the possibilities that occur according to their reasoning (Putri et al., 2021).

4. Creative

Creative students can modify and make original, meaningful, helpful, and influential things. Pancasila students can solve problems and have the ability to produce things proactively and independently to get other innovative methods that are different every day. The

main elements of creativity include creating original ideas and creating original works and actions.

Based on the results of interviews with the principal of the madrasa, he explained that creativity makes students able to solve problems. The deputy head of the madrasa added that creativity is instilling the value of skills students in increasing students' curiosity. According to Sund, states that individuals with creative potential can be identified through observing the following characteristics: Desire for novelty is quite large, being open to new experiences, long or resourceful, curiosity to find and research, and tend to seek answers that are broad and satisfying, responds to the questions asked and tends to provide more solutions, the ability to make analysis and synthesis, has the spirit of asking and researching, has a pretty good abstraction power, and has a fairly broad background in reading (Makmur & Aspia, 2015)

It can be concluded that MIN 1 Palembang in the online learning process and the implementation of the independent learning curriculum has taught students to behave and think creatively because, in the learning process, it is not easy to instill it. The planting process starts from the basic level, directed by the head of the madrasa to all educators to be taught to all students.

D. CONCLUSION

From the explanation above, it can be concluded that the Implementation of Independent Curriculum Learning in Islamic Education and Character Subjects at MIN 1 Palembang, the term independent learning leads to Pancasila students, which aims to realize Indonesian students as lifelong students who have global competence and behave by the values of Pancasila, with six main characteristics namely faith, fear of God Almighty, and noble character, this is carried out well in madrasas because monotheism and moral education are the principles for MIN 1 Palembang. Global diversity means that students in madrasas are educated to recognize and understand the context between nations so that a sense of tolerance and togetherness arises. Cooperation in madrasas is accustomed to group work so that collaboration and mutual assistance are built, and it is also accustomed to caring for others. The independent attitude taught in madrasas aims to make students have strong personalities, not dependent on others, and critical reasoning. For madrasas, that critical reasoning attitude seeks to make students active and strong thinking power so that students are creative.

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