

89 Planning for the Merdeka Belajar Curriculum at the Ar-Riyadh Palembang Islamic Boarding School

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Planning for the *Merdeka Belajar* Curriculum at the Ar-Riyadh Palembang Islamic Boarding School

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Abstract

This study examines the curriculum planning set in the Ar-Riyadh Islamic boarding school environment. The purpose of this research was to find out the learning process, identify curriculum development plans, curriculum development processes, and find out the supporting and inhibiting factors in planning the *Merdeka Belajar* curriculum in the Ar-Riyadh Islamic boarding school environment. The research method used in this research is qualitative research and field research using interview, observation and documentation techniques. Based on the results of the study, it was found that the Ar-Riyadh Islamic boarding school used the local curriculum created by the mudir and planning in the development of the Islamic boarding school curriculum in the form of forming the character of students, increasing hard skills and soft skills, providing learning in accordance with the conditions and needs of students and increasing competence. teachers who influence career development.

Keywords: *Merdeka Belajar* Curriculum Planning, Curriculum Development, Islamic Boarding Schools

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1. INTRODUCTION

The development of industry 4.0 has had both positive and negative impacts on the world of education in Indonesia. Educational institutions must have the power of innovation and be able to collaborate in order to keep abreast of educational developments, so that educational institutions are required to be able to create Human Resources (HR) who are able to advance, develop and achieve goals in learning. According to Yamin (2020) in the era of the Industrial Revolution 4.0, the education system must be able to create students who have skills, are able to think critically, creatively and innovate in solving problems and can keep abreast of related technological developments in educational institutions.

According to Yanti (2019) the development of Islamic educational institutions in Indonesia can be seen by the emergence of various educational institutions starting from the simple stage to the modern stage. Islamic educational institutions have carried out their functions and roles in accordance with the times. The development of Islamic educational institutions can be influenced by internal factors from its founders and cannot be separated from the influence of external factors that are global in nature. Educational institutions that carry out their activities with the concept of maintaining good old traditions and adopting new, better traditions, namely Islamic boarding schools. Islamic boarding schools are classic educational institutions that have existed for a long time based on religion and based on support from the community. Initially, Islamic boarding schools only carried out learning about religion, but along with the needs of the community and the development of educational institutions, Islamic boarding schools are currently not only oriented towards religious knowledge but are broadly focused on improving the quality of student resources so that they can adapt to challenges and challenges. the times (Krisdiyanto et al., 2019).

The industrial era 4.0, which provided advances in information and technology, has not had a significant impact on changes felt by society, so planning is needed in running educational institutions in Indonesia. The Minister of Education and Culture responded to problems in educational institutions with an *Merdeka Belajar* policy. According to Assingkiliy (2020) *Merdeka Belajar* is an attempt to realize independence in thinking. This policy is to improve the quality standards of educators. The curriculum has a role and function that is the main focus in improving student learning in Islamic boarding schools, so that it can be interpreted that the curriculum is a type of learning experience that will be faced by students. According to Barlian (2022) the independent curriculum was developed into a curriculum framework that is more flexible and focuses on essential material as well as developing the character and competence of students, the characteristics that are the focus of this curriculum

¹⁰
support the restoration of project-based learning to develop soft skills and character according to profile of Pancasila students, besides that it also focuses on essential material so that they can use their time more optimally to learn basic competencies such as literacy and numeracy.

The concept of an *Merdeka Belajar* curriculum is an embodiment that makes students an essential center of learning (student centered learning). Learning can provide opportunities and challenges to develop creativity, innovation, collaboration and independence. Therefore, the *Merdeka Belajar* curriculum program is expected to be well designed and implemented. The *Merdeka Belajar* policy aims so that every teacher, student and Islamic boarding school can get a meaningful and enjoyable learning experience (Kemendikbud, 2020). According to Sopiansyah (2021) the objectives of the *Merdeka Belajar* policy support students to be able to master various fields of knowledge in their areas of expertise, so that they can compete both nationally and globally.

Based on the background of the problems above, the 4.0 education revolution has an impact on changes and progress in educational institutions that are very fast, dynamic and innovative. The *Merdeka Belajar* curriculum policy needs to be followed up by Islamic boarding schools to make plans in implementing the *Merdeka Belajar* curriculum so that it can provide a meaningful and enjoyable learning experience and is able to adapt well in the community environment.

¹ 2. METHODOLOGY

This research method uses a qualitative approach. According to Sugiyono (2018) the qualitative method is the data that will be produced will be explained in the form of descriptive data not in the form of nominal data in the form of numbers, where the data is obtained through a person's behavior using interview, observation and documentation techniques. This type of research is field research, namely research carried out as a means of acquiring data or information needed. The research location was conducted at the Ar-Riyadh Islamic boarding school in Palembang. The people who were used as subjects in this study were (1) Mudir, (2) Curriculum Representatives (3) Teachers/Ustadz and (4) other stakeholders related to the object of research.

3. FINDINGS

3.1. Profile of Ar-Riyadh Palembang Islamic Boarding School

The Madrasah Tsanawiyah and Madrasah Aliyah Ar-Riyadh Foundations are inseparable from the Ar-Riyadh Islamic boarding school foundation which was established in 1973 with assistance from the Kingdom of Saudi Arabia through the Minister of Religion of the Republic of Indonesia. The main founder of the Ar-Riyadh Islamic boarding school foundation was Alhabib Abdurrahman bin Abdullah Alhabsyi, alumni of Rubath Siwoon Hadramaut, southern Yemen in 1320 Hijriyah / 1980 AD.

The leaders who have held the Ar-Riyadh Islamic boarding school foundation are Ustadz Ahmad Bin Abdullah Alhabsyi from 1973 to 1994 followed by Ustadz Alwi Bin Abdullah Alhabsyi from 1994 to 1999 and continued by Ustadz Muhammad Bin Abdullah Alhabsyi from 1999 to 2008 followed by Ustadz Hamid Bin Umar Alhabsyi in 2009 until now, the existence of the Arriyadh Islamic boarding school in the city of Palembang, is well known to the people of South Sumatra. Geographically, Ar-Riyadh Palembang Islamic Boarding School is in the middle of Palembang city which is located at Jalan KH. Azhari 13 Ulu, Palembang City Prov. South Sumatra.

3.2. Curriculum Development Planning

Based on the results of an interview with the Deputy Head of Curriculum, Mr. Irawan on November 1, 2022, the Islamic Boarding School had not yet implemented the Free Learning Curriculum, because there had been no instructions from the Ministry of Religion. Ar-Riyadh Islamic Boarding School uses the local curriculum set by the Mudir. The creation of an independent curriculum as an answer to the problems faced by educators and students, so that the mudir as the leader needs to make adjustments by combining local curriculum development plans with the *Merdeka Belajar* curriculum, resulting in a different development process, but still based on the same principles. Curriculum development plans are prepared objectively with clear goals and objectives in accordance with the conditions and needs of the Ar-Riyadh Islamic boarding school. Mudir also develops intra-curricular, co-curricular and extra-curricular activities and provides guidance. Program activities that have been planned and determined to be carried out in accordance with existing guidelines aim to shape the character of students, improve hard skills and soft skills, and provide meaningful and fun learning to students.

3.3. Ar-Riyadh Islamic Boarding School Curriculum Development Process

The curriculum development process within the Ar-Riyadh Islamic boarding school environment is carried out by Mudir, deputy head of curriculum, head of dormitory, teachers

and stakeholders who have responsibility and supervisors ⁷ for the leadership of the Islamic boarding school. The learning process is carried out for 24 hours, both activities carried out in schools and in dormitories. ²⁵ Based on the results of interviews with Islamic boarding schools in carrying out the development process instilling the value of independence for students, for example in learning the yellow book and critical thinking in the curriculum development process, besides that the material provided is related to faith, developing moral values using the Islamic boarding school management system. Islamic boarding schools make adjustments to the examples of lesson plans and assessments ⁹ provided by the Ministry of Education and Culture based on the needs of students, teachers can also choose material from textbooks and teaching modules, even other teaching materials to suit the local context and the needs of students and implement a project to strengthen the Pancasila student profile by recommended ⁹ by the Ministry of Education and Culture.

3.4. Supporting and Inhibiting Factors of Ar-Riyadh Islamic Boarding School Curriculum Development Planning

Before planning. Islamic boarding schools first detect or know what are the supports and obstacles ²² that exist in the Ar-Riyadh Islamic boarding school environment, so that the planning carried out can be in accordance with the conditions and needs of both students and Islamic boarding schools. As for the supporters in planning that already exist in Islamic boarding schools, the competence of teachers or ustadz, the use of learning media such as labs, computers, labs, language, projector, internet connection, several teachers have attended training and workshops ¹⁶ on the implementation of the *Merdeka Belajar* curriculum and the role of students, while the obstacles in curriculum planning at the Ar-Riyadh Islamic boarding school are the absence of formative assessment, lack of guidance from the Ministry of Religion, lack of access which is digital, and there is still a lack of land or lack of room ⁶ in Islamic boarding schools in advancing the learning process.



Figure 1. FGD documentation at the Ar-Riyadh Islamic Boarding School

Based on the discussion of the results of interviews, observations and documentation in the field, it was found that the curriculum planning carried out in the Ar-Riyadh Islamic boarding school environment was exploring and seeking information related to the *Merdeka Belajar* curriculum and teachers participating in training. The curriculum used in Islamic boarding schools uses the local curriculum such as learning Nahwu, Sharaf, Balaghah and also learning the yellow book. The curriculum planning that will be carried out is to align with the Pancasila student profile, determine the approaches, strategies and learning methods needed by students and make learning outcomes (CPL) to aspects in the assessment. Islamic boarding schools also improve students' literacy and numeracy skills, character building and seek to improve the competence of teachers who teach at the Ar-Riyadh Islamic boarding school.

4. DISCUSSION

Planning an activity that must be carried out in achieving a goal. According to Ramayulis (2011) planning is a process that thinks about and makes decisions systematically and steps to carry out activities in order to achieve the goals that have been set. The plan that has been determined becomes a guideline for carrying out activities so that they can carry out activity steps, meet needs, determine strategies and run the program.

According to Saufi (2019) planning is the process of determining goals and objectives to be achieved and determining the areas of resources needed so that when carrying out activities it can be efficient and effective. Planning must be prepared in advance before carrying out other management functions. The curriculum planning process sets goals that must be carried out in learning, curriculum planning is carried out by teachers, mudir, deputy head of curriculum and supervisors.

Curriculum planning is a process that involves those in charge in making a decision with proper learning objectives, steps that can make a goal realized through the teaching and learning process (Uliatunida, 2020). So it can be concluded that curriculum planning is a

process of preparing, determining and utilizing related resources so that the activities carried out can run efficiently and effectively in accordance with the expected goals.

According to Barlian (2022) the *Merdeka Belajar* curriculum is a curriculum that carries out various intra-curricular learning, in which students have sufficient time to understand concepts and strengthen competence. The teacher has the freedom to determine teaching tools in teaching, so that the learning that will be carried out can be adjusted to the learning needs and interests of students. Meanwhile, according to Isnaini (2022) the independent curriculum is a program that is expected to be able to support the learning process which in the independent program offers three characteristics, namely project-based learning for the development of soft skills and hard skills, characters that match the profile of Pancasila students and essential learning materials and structures. more flexible curriculum.

According to Wiguna (2022) *Merdeka Belajar* is a condition that gives teachers the freedom to innovate and be creative, not only receiving orders from the leadership, innovation and creativity are substances in the *Merdeka Belajar* curriculum because it gives confidence to teachers to think critically, creatively, innovate and be able to improvise which will have an impact on a more meaningful and enjoyable learning experience.

The *Merdeka Belajar* curriculum provides opportunities for teachers and students to think independently. Independence in thinking is the main key in supporting the success of the independent curriculum. According to Wijayanti (2022) teachers have a big role in designing learning that will be developed in the learning process to make it easier for students to think creatively. so that it can be concluded that the creation of an *Merdeka Belajar* curriculum to catch up on literacy and numeracy, an *Merdeka Belajar* curriculum will provide solutions in improving the curriculum because it can be carried out in stages and adapts to the conditions of each Islamic boarding school.

5. CONCLUSION

Curriculum planning must have a concept and a comprehensive framework created in considering and coordinating the relevant elements of teaching and learning effectiveness. The curriculum planning process at Islamic boarding schools involves the Mudir, Deputy Head of Curriculum and the teaching teacher. Curriculum planning is made by adjusting the conditions of Islamic boarding schools and the needs of students. Islamic boarding schools also make adjustments to the profile of Pancasila students. As for the suggestions from this study Mudir and stakeholders from the Ar-Riyadh Islamic boarding school can better know the weaknesses

and strengths of the pondok in planning and implementing the curriculum, increasing teacher competence as learning facilitators and applying learning methods that are more meaningful and fun for students.

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