

INDEPENDENT CURRICULUM ON AL-ISLAM AND KEMUHAMMADIYAHAN SUBJECTS IN HIGH SCHOOLS

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Abstract

This study aims to analyze the implementation of the independent curriculum in Al-Islam and Kemuhammadiyah subjects at Muhammadiyah 2 Sidoarjo High School. This type of research is qualitative, with a case study approach carried out at SMA Muhammadiyah 2 Sidoarjo. The research data is in the form of teaching modules for Al-Islam and Kemuhammadiyah subjects. Sources of data were obtained from teachers, students, and vice curricula. Observation, interviews, and documentation carry out data collection techniques. Data analysis was done by data reduction, presentation, and conclusion. Implementing the independent curriculum in Al-Islam and Kemuhammadiyah subjects differs from the 2013 curriculum in planning, implementing, and assessing learning activities. As in the Al-Islam and Kemuhammadiyah learning plan, which uses teaching modules, Al-Islam and Kemuhammadiyah lesson hours are set annually so that the time allocation for reaching them is flexible. In implementing the lesson, apply diagnostic assessment, differentiation approach, and strengthen the profile of Pancasila students. As well as in the learning assessment, which focuses on formative assessment. The implementation of the independent curriculum in the subject of al-Islam and Muhammadiyah is by the provisions of the independent learning curriculum. However, the success of an education system concept depends on the teacher's application in his learning, and the success of implementing the independent curriculum in Al-Islam and Kemuhammadiyah subjects also requires support from children as active learners.

Keywords

Independent curriculum; Islamic education; SMA Muhammadiyah 2 Sidoarjo.



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INTRODUCTION

The independent curriculum is one of the Ministry of Education and Culture's programs, namely the Independent Learning Independent Campus (MBKM), which was only inaugurated in early 2022 after the Covid-19 pandemic hit Indonesia. This curriculum was launched by the government as an effort to boost education in Indonesia, which has been left behind after online learning. The independent curriculum is a curriculum with various learning activities, and the learning content is highly optimized to make it easier for students to understand concepts and strengthen their learning competencies (Prianti, 2022). In Independent learning, there is a policy of simplifying the preparation of lesson plans, which have three core components: learning objectives, learning activities, and assessment. This is intended so that teachers are more flexible in choosing, creating, and developing lesson plan formats that are tailored to the needs and interests of students. Teachers also get more time to prepare and assess the learning process (Afista et al., 2020).

The implementation of the independent curriculum places great emphasis on student-focused learning, while the teacher acts as a companion who directs and encourages students' curiosity in teaching and learning activities. As revealed by Nadiem Makarim, school culture should not only focus on administrative approaches but also be able to focus on innovation and learner-centered learning, with the hope that the graduates produced can become quality, applicable, progressive human beings (Ineu et al., 2022). Teaching and learning activities will have a new nuance. That is, learning is no longer only carried out in the classroom, and learning is more emphasized in developing student character. This character development is realized by applying the discussion method during teaching and learning activities. Discussion activities are considered to be able to make students more courageous in their expression and no longer afraid to express their opinions (Marisa, 2021a).

SMA Muhammadiyah 2 Sidoarjo is a senior high school under the auspices of the Muhammadiyah organization and one of the superior Islamic schools that received the title of First Batch Driving School in 2021 from the Ministry of Education and Culture, Research, Technology, and Higher Education. As a Driving School, 20–30% of learning at SMA Muhammadiyah 2 Sidoarjo is in the form of projects to strengthen the profile of Pancasila students. This project provides an opportunity for students to explore important issues and take real action to respond to them according to their learning stages. There are seven themes determined by the Government to strengthen the profile of Pancasila students: sustainable lifestyle, local wisdom, Bhinneka Tunggal

Ika, building Their Soul and Body, Voice of Democracy, Engineering, and Technology to Build the Unitary State of the Republic of Indonesia, and entrepreneurship.

To welcome the successful implementation of the Independent Curriculum, SMA Muhammadiyah 2 Sidoarjo formed a learning committee consisting of the principal and class X teacher representatives who attended In-House Training (IHT) training on the Mobilizing School Curriculum held by the Ministry of Education and Culture for ten days. After that, members of the learning committee disseminated what they had learned while participating in the IHT by becoming resource persons at the school IHT, which was attended by all class X teaching teachers. In training, one of the class X teacher representatives was an Islamic Religious Education teacher. Islamic education is an effort made to convey religious appeals through preaching, teaching, exemplary acting practice, motivating, and creating a conducive social environment for the implementation of the idea of forming a Muslim personality (Rozi, 2020).

Al-Islam and Kemuhammadiyah subjects are modern Islamic education that integrates religion and life, faith, and holistic progress based on the educational philosophy of Muhammadiyah. As stated by AR Fakhruddin, quoted by Malik Fadjar, when asked about the nature of Al-Islam and Muhammadiyah education, "The essence of Al-Islam and Muhammadiyah education is Islam that gives joy, Islam that loves, Islam that is open-minded, Islam that is awake and moving" (Muhammadiyah, 2013). AIK subjects place great emphasis on the lives of students as Muslims who are dynamic towards the development of the times and Muslims who stand firm on the Qur'an and Sunnah. In the AIK subject, there are five main components: Al-Qur'an Hadith, Aqidah, Morals, Fiqh, and Kemuhammadiyah (Astutik, 2020). As a subject that has a variety of materials and emphasizes the constant application of the material, the independent curriculum will be aligned with the learning objectives of AIK in schools. Whereas in the independent curriculum, teachers are facilitated in teaching the subject matter with independent and fun learning methods, in the independent curriculum, learning is no longer focused on the teacher explaining in front of the class using the lecture method but more on real experience and student activity by applying the discussion method.

As for several studies related to the previous independent curriculum, namely the results of research by Ineu Sumarsih, Marliyani Teni, Hadiyansah Yadi, Herry Hernawan Asep, and Prihantini related to the Analysis of the Implementation of the Independent Curriculum in Primary School Mobilizing Schools, which argued that the existence of an independent curriculum as a reference for

learning in mobilizing schools can give birth to various positive things such as students becoming civilized, critical reasoning, and mutual respect for differences, Principals and teachers work together to create various inspiring innovations (Ineu et al., 2022). Furthermore, Yeyen Afista, Ali Priyono, and Saihul Atho Alaul Huda's research related to the Analysis of PAI Teacher Readiness in Welcoming the Freedom of Learning Policy shows that PAI teachers have high readiness for the policy of trimming lesson plan formats to be concise but also have things that PAI teachers have. Low readiness for the implementation of student character assessment as a substitute for the national exam and also the implementation of AKM (Afista et al., 2020).

Research by Ade Ayu Oksari, Devy Susanty, Gladys Ayu Paramita Kusumah Wardhani, and Lany Nurhayati related to the Analysis of the Implementation of the Independent Learning Independent Campus (MBKM) for the Biology Study Program at Nusa Bangsa University said that the implementation of the MBKM program at Nusa Bangsa University was well implemented and it was better to carry out evaluations to review the implemented program (Oksari et al., 2022). Then research by Restu Rahayu, Rita Rosita, Yayu Sri Rahayuningsih, Asep Herry Hernawan, and Prihantini related to the Implementation of the Free Learning Curriculum in Driving schools The results of this study indicate that the implementation of the curriculum in driving schools has been carried out optimally and is ongoing, although there are still many shortcomings and obstacles. The key to success in implementing the curriculum in driving schools is that the principal and teachers must have the will to make changes. The principal, as a leader, must be able to change the mindset of the human resources in the school to want to make changes so that the independent curriculum can be implemented (Rahayu et al., 2022). Furthermore, the research of Abdul Kholik, Hasan Bisri, Zahra Khusnul Lathifah, Berliana Kartakusuma, Mustolah Maufur, and Teguh Prasetyo related to the Implementation of the Independent Learning Independent Campus (MBKM) based on the Perceptions of Lecturers and students shows that there are four main obstacles to implementing the independent learning curriculum: curriculum adaptation, funding, evaluation of partnerships, and adaptation of academic information systems. However, previous research has not shown the implementation of the independent curriculum in PAI subjects in senior high schools (Kholik et al., 2022).

Therefore, After attending the In-House Training (IHT) training on the Mobilizing School Curriculum held by the Ministry of Education and Culture for ten days, Islamic Religious Education teachers can align planning, implementing, and assessing the independent curriculum in al-Islam

and Muhammadiyah subjects at SMA Muhammadiyah 2 Sidoarjo. The purpose of this study was to analyze the implementation of the independent curriculum in Al-Islam and Kemuhammadiyah subjects at SMA Muhammadiyah 2 Sidoarjo.

METHOD

This type of research is qualitative research with a case study approach, which focuses more on studying social action, namely meaningful action aimed at a person or group of people through an intensive process of interaction and communication whose meaning is understood from the interpretation of the stimulus (Anshori, 2018).

This research was conducted at SMA Muhammadiyah 2, Sidoarjo. The research data is in the form of the Implementation of the Independent Curriculum in Al-Islam and Kemuhammadiyah Studies at Muhammadiyah 2 Sidoarjo High School. Sources of data were obtained from teachers, students, and vice curricula at SMA Muhammadiyah 2 Sidoarjo. Data collection techniques are carried out through observation, interviews, and documentation. The observation phase began in March, and the observation was completed at Muhammadiyah 2 Sidoarjo High School in May 2023. Respondents in the research interview were teachers, curriculum deputy heads, and students at Muhammadiyah 2 Sidoarjo High School. The documentation in this research is the teaching module for Al-Islam and Kemuhammadiyah subjects.

Several efforts were made to ensure the credibility of the data, namely extending the observation period, carrying out observations consistently, carrying out triangulation, and discussing with colleagues. Data analysis was performed through data reduction, data presentation, and conclusion. In data reduction, the researcher reduced some data related to the implementation of AIK in SMA Muhammadiyah 2 Sidoarjo. Then, in presenting the data, the researcher presented the AIK subject-independent curriculum data in tabular form. Then, in drawing conclusions, the researcher conducted a critical-interpretative analysis of data from the AIK subject-independent curriculum at Muhammadiyah 2 Sidoarjo High School, then paired it with curriculum development discourse and theory. The researcher also dialogues the results of these findings with several other relevant findings to form a dialectical discourse.

FINDINGS AND DISCUSSION

Findings

The Al-Islam and Kemuhammadiyah curriculum in Muhammadiyah schools is determined and designed by the Muhammadiyah Regional Leaders (PWM), who are mandated by the PWM DIKDASMEN assembly. The curriculum is based on Muhammadiyah ideology, which is based on the values contained in Surah Al-Ma'un. The essence of the letter Al-Ma'un in question is that Islam is not only about worshipping Allah but also about the problems of human life, such as improving education, social welfare, and health (Bariyah Nurul Oneng, Candra Septa, Rohmah Siti, 2022).

Meanwhile, in the independent curriculum policy, there are three main points that are the focus of its achievements, namely numeracy, which is intended to improve the ability to use numbers. Two, literacy is to improve the ability of individuals to understand and analyze reading. Three: the Pancasila learner profile, which intended for students to have character and competence based on the noble values of Pancasila (Marisa, 2021b). As Regulation of the Minister of Education and Culture No. 22 of 2020 concerning the Strategic Plan of the Minister of Education and Culture for 2020-2024 states, the profile of Pancasila students has six characteristics: faith, fear of God Almighty, noble character, independence, critical thinking, creativity, mutual aid, and global diversity (Rusnaini et al., 2021).

Implementation of the independent curriculum in Al-Islam and Kemuhammadiyah subjects has several differences from the 2013 curriculum in planning, implementing, and evaluating learning activities, as shown in Table 1 below:

Table 1. Al-Islam and Kemuhammadiyah Curriculum Components

SMA Muhammadiyah 2 Sidoarjo				
No.	Curriculum	Planning	Implementing	Evaluating
1.	Curriculum 2013	RPP Class hours are set per week for weekly routine time allocation.	Scientific learning approach -	Formative and summative assessment -
2.	Independent Curriculum	Teaching Module Class hours are set per year, and time allocation is flexible. -	Implementation of diagnostic assessment Differentiation learning approach Strengthening the Profile of Pancasila Students	Focus on strengthening formative assessments. - -

Implementation of the independent curriculum in AIK subjects at Muhammadiyah 2 Sidoarjo High School brought several changes in lesson planning, one of which was that the teacher no longer made lesson plans but instead made teaching modules. In the teaching module, learning objectives are formulated in learning outcomes arranged per phase. The components in the AIK subject teaching module at SMA Muhammadiyah 2 Sidoarjo include general information, which includes the name of the author, institution, year of preparation, level, class, and time allocation.

Learning objectives, which include phases, elements, learning objectives, keywords, core questions, and initial competencies. Pancasila student profiles, facilities, and infrastructure, student targets, availability of materials, learning models, teaching materials, tools and materials, main learning activities, assessment, preparation for learning, sequence of learning activities, differentiation, teacher reflection, diagnostic assessment, reflection for students, list libraries, student worksheets, student and teacher reading materials, enrichment, and remedial materials. The components of the teaching modules in the independent curriculum are more concise than the lesson plans in the 2013 curriculum. Al-Islam and Muhammadiyah lessons at SMA Muhammadiyah 2 Sidoarjo are set per phase, as in Al-Qur'an material, which is set at 3 JP (135 minutes). Between the teaching modules and lesson plans, there are several differences that are of particular concern to AIK teachers, namely diagnostic assessment and differentiation learning.

One teaching module is not for one meeting or lesson implementation but for several meetings. Because one class meeting is usually intended for discussion, presentation, or question and answer sessions, While the implementation of learning activities in the classroom generally includes initial activities (introduction), core activities (submission of material), and final activities (closing), The implementation of learning: At the beginning of the meeting, the teacher conducts a diagnostic assessment. The teacher usually divides one AIK material into several sub-chapters as an example of corpse care material, which is divided into four sub-chapters, that is, bathing, shrouding, praying, and burying the body. Then the teacher asks several diagnostic questions to determine the competence of the students related to the material for caring for the bodies that will be studied. From these diagnostic questions, the teacher found information related to students' understanding: there were students who understood how to shroud the corpse, there were those who understood about praying for the corpse, and there were also students who did not understand was regarding the care of the corpse. After that, the teacher takes conclusions about the competence of the students and

classifies them. In one study group, students with different understandings and competencies This is intended so that students are active in discussing, seeking, and finding knowledge. Then the teacher creates questions to be discussed and answered by the study group.

During the learning process, especially when students carry out discussion activities, presentations, or written reflections, the teacher carries out formative assessments. This presentation is usually carried out after a discussion meeting, and then it is continued with practice using the knowledge students have gained. At the next meeting, questions and answers are implemented between students and the teacher, followed by concluding the material together. The implementation of learning in the independent curriculum emphasizes freedom for students and teachers in determining appropriate learning methods. One of the implementations of differentiation learning is that when one learning method does not suit students, and these students have not mastered AIK learning material, the teacher and students look for other learning methods so that these students can achieve the learning objectives that have been determined. For example, when the learning achievement is fluency in reading the Qur'an fluently according to the rules of recitation and Makharijul letters, but there are students who are not yet fluent in reading the Qur'an, the teacher provides several learning methods, such as repeating or imitating Al-Qur'an reading. A teacher, studying with peers, or studying with ustadz in the environment where they live. In the implementation of this differentiation in learning, students explore more, print, and create according to their abilities while the teacher tries to direct them. So that when students and teachers understand each other's competencies and know their learning objectives, they can agree on appropriate learning methods and achieve learning goals.

In the application of the independent curriculum to Al-Islam and Muhammadiyah subjects, there are three assessments: a diagnostic assessment, which is carried out at the beginning of learning; a formative assessment, which is carried out during the teaching and learning process; and a summative assessment, which is an assessment of learning outcomes. In the teaching module for Al-Islam and Kemuhammadiyah subjects at SMA Muhammadiyah 2 Sidoarjo, the summative assessment is divided into two points: assessment carried out individually and assessment in groups. Teachers usually use oral and written tests in individual assessments; for example, in written tests, the teacher uses individual socratic, i.e., students actively express their opinions in written form. While the assessment in the teacher's group usually uses the practical method, The teacher first forms several groups and then determines the theme of fiqh learning, such as prayer

material, funeral care, or wedding material. So that in each chapter of Al-Islam and Kemuhammadiyah subjects, there is testing either individually or in groups. In the testing process, the teacher can also find out and assess the attitudes of students.

Discussion

The implementation of the independent curriculum for Al-Islam and Kemuhammadiyah subjects underwent several changes, one of which was in the framework of preparing lesson plans that used teaching modules. To welcome success in its implementation, SMA Muhammadiyah 2 Sidoarjo has formed a learning committee that attends training on these changes. In developing teaching modules, several criteria need to be considered, including 1) essential, namely that each subject is based on learning experience across disciplines. 2) interesting, challenging, and meaningful; namely, the teacher can foster student interest and involve active students in learning. 3) relevant and contextual, that is, related to cognitive elements and experiences previously obtained per the conditions of time and environment of students. 4) continuous, namely, learning activities must have a relationship with the learning stages of students (Maulinda, 2022).

In the preparation of teaching modules, two points are of particular concern to Al-Islam and Kemuhammadiyah teachers, namely diagnostic assessment and differentiation learning. A diagnostic assessment is an assessment carried out before learning and intended to determine the characteristics, learning styles, interests, and readiness of students. Diagnostic assessment has also been implemented in the 2013 curriculum. However, in this independent curriculum, assessment is more focused on developing projects that can be applied across learning content (Supriyadi et al., 2022). In differentiation learning, the teacher facilitates students according to their needs and characteristics. In differentiation learning, each student is not given the same action, so the teacher must prepare learning strategies or methods that will be applied in class so that all students can achieve learning outcomes. Differentiation learning is also interpreted as a teacher's process of inviting students to actively participate in learning activities and be able to discover their knowledge independently (Pitaloka & Arsanti, 2022). Formative assessment is the teacher's process of collecting information about the individual needs of students as well as other information from various sources to analyze learning according to the needs of students so that it can help them develop and learn consistently (Hamdi et al., 2022).

The implementation of learning activities in the independent curriculum is systematically arranged, which is complemented by alternative learning or learning options but within a predetermined time limit (Maulinda, 2022). In teaching and learning activities, not all students have the same competence. Because God created man by providing him with different potentials, it is necessary to have a process for further growing and developing that potential (Khairunnisa et al., 2023). Behavioral approaches such as how to learn, values, and self-confidence are very important to develop learning into innovative learning (Suryaman, 2020). In the implementation of learning, teachers are required to be more creative and innovative. Teachers are no longer the only source of knowledge in the learning process, so they longer only place students as objects of study but also as subjects of learning. At the end of the day, it is a fun, joyful, and democratic learning process that values every opinion so that the substance of learning is truly lived (Ujang Cepi Barlian, Siti Solekah, 2022). The teacher is the main key to determining the success of the concept of independent learning because the concept of independent learning requires that the teacher liberate himself and provide a sense of pleasure and comfort to students during the teaching and learning process (Rosadi & Mukhlisah, 2022).

According to the AIK teacher at SMA Muhammadiyah 2 Sidoarjo, implementation of the independent curriculum in Al-Islam and Kemuhammadiyah subjects has advantages and disadvantages, positive and negative impacts. And he took advice from his teacher, namely *at-thoriqotu ahammu minal maddah, wal mudarris ahammu minat thoriqoh, wa rukhul mudarris ahammu minal mudarris nafsihi* (Falah, 2015). The method is more important than the material because when the material is observed the same way, using different methods will have different chances of success as well. And what is more important than the method is its mudarris; its methods change, but if the teacher has no intention to apply, no purpose to change, no intent to develop, then it is the same and will be in vain. And the more important part of the teacher is the soul of Mudarris, the spirit of his teacher. It can be concluded that the successful application of the independent curriculum in each subject requires the support of the child as an active student and the teacher as an educator who remains overseeing and providing guidance in the implementation of learning (Salamah, 2020). Thus, even though the concepts in the independent curriculum give students the freedom to find their knowledge, the teacher does not necessarily leave all the searching for knowledge to the students. With teachers and students who synergize with each other in the implementation of learning, it will be easier to achieve learning outcomes, and the implementation of the independent

curriculum will become more efficient.

CONCLUSION

Based on the results of the analysis and discussion described above, it can be concluded that after following the training in the House Training (IHT) on the Curriculum of the School of Mobility held by the Kemendikbud for ten days, the teacher of Islamic Religious Education can coordinate between the planning, application, and assessment of the curriculum independently on the subjects of al-Islam and Muhammadiyah High School 2 Sidoarjo. The implementation of the curriculum on Islam and Islamic religion subjects has also been following the terms of the Curriculum of Islamic Studies. However, it should be emphasized that the success of a concept of the educational system depends on the implementation of the teacher in his learning, and the successful application of an independent curriculum on subjects of Islam and Islamism also requires the support of the child as an active student. In this way, the curriculum becomes efficient.

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