

Implementation of Independent Learning Curriculum in Teaching The History of Islamic Culture At Madrasah Aliyah Alkhairat Biromaru

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ABSTRACT

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This study aims to find out how effective the implementation of the Independent Learning Curriculum is in Madrasah Aliyah (MA) as an educational unit that is on par with high schools, and also to find out the various challenges to implementing the curriculum, as well as to analyze the good and bad impacts of implementing the Independent Learning Curriculum, as a model of learning at school, especially in Islamic Cultural History lesson units. The main focus and objects of the research took place at Madrasah Aliyah Alkhairat Biromaru, Sigi District, Central Sulawesi Province.

The research method is descriptive qualitative using a case study approach. Meanwhile, the collection of research data and information used instruments of observation, interviews, and documentation. The results of the research show that most of the students of Madrasah Aliyah are able to understand the history of Islamic culture which is presented through the development of the historical traces of Islamic culture in a good and proportional manner. To achieve the desired learning objectives, a new concept is needed in the form of an independent learning curriculum as a tool that can direct students to be able to understand the development of the history of Islamic culture as a whole. With this research, the authors expect teachers to be able to implement the independent learning curriculum as a whole.

1. Introduction

Madrasah Aliyah is a formal educational institution under the auspices of the Ministry of Religion. Among the religious subjects is the subject of Islamic Cultural History. The subject of Islamic Cultural History in the madrasah Aliyah curriculum (Asrofudin, 2010) is a part of Islamic religious education subjects which is directed to know, understand, live Islamic Cultural History which then becomes the basis of his way of life through guidance activities, teaching, practice, use of observation and habituation. Substantially the subject of Islamic Cultural History has a contribution in motivating children to practice religious values in everyday life.

¹Hasra Ratni is a Student of Islamic Religious Education Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 2nd International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2023, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

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In line with that, Maunah (2009:9) reveals that the purpose of education is the changes that are expected to occur in student subjects after experiencing the educational process. Furthermore, Maunah explained more clearly that these changes include in individual behavior, individual personal life, as well as community life and the surrounding environment in which the individual lives. Educational goals will not be achieved without a good and appropriate learning process.

The ability of professional teachers is required to be able to develop the fields of knowledge occupied in accordance with the curricular context and the needs of students. Through the regulation of the Minister of National Education (Permendiknas) No. 41 of 2007, concerning process standards which among other things regulates the planning of the learning process which requires educators in the Education unit to develop Learning Implementation Plans (RPP). The problem that is often faced by teachers is determining appropriate learning materials in order to help students achieve competence.

The concept of Independent Learning is the latest policy in the world of National Education. The Independent Learning Curriculum is an educational concept that aims to give freedom to students in determining their own learning path and can assist teachers in developing competence. The Independent Learning Curriculum provides more space for students to develop their interests and talents, as well as gives freedom to schools and teachers in determining learning methods and strategies that suit the characteristics of students and the learning environment.

The 2013 curriculum is more structured and provides clearer guidelines in its implementation, while the Independent of Learning curriculum places more emphasis on adaptive, creative, and innovative learning. The learning objectives of Islamic religious education in the Independent Learning curriculum are to fully develop students' potential, namely intellectual, emotional, social, and spiritual. It is also developing students' awareness of the importance of practicing Islamic values, and equipping students with knowledge about the history of Islamic development and the important role of Islamic figures.

Changes to the 2013 curriculum towards, the Independent Learning curriculum will also be applied to the Aliyah Alkhairaat Biromaru madrasah which will certainly affect the learning process in achieving student learning goals. The implementation of the Independent Learning curriculum is expected to increase the competence of teachers and students in critical thinking. This is in line with Usriyah and Prayogo (2018) revealing that there are problems in implementing the 2013 curriculum which includes the use of learning methods and approaches, classroom management, and media use. Based on this background, this study aims to determine the implementation of the Independent Learning curriculum in teaching Islamic Cultural History at Madrasah Aliyah Alkhairaat Biromaru.

2. Literature Review

According to Haliza Goli and Achadi, UIN Sunan Kalijaga, in the Journal of Islamic Education Management Education, Vol. 3 No. 3, 2023, p. 127, in their research entitled Analysis of the Independent Learning Curriculum in the subject of Islamic Cultural History (SKI) in grade 10, it is stated that the purpose of learning Islamic religious education in the Independent Learning Curriculum is to develop all the potential of students, namely intellectual, emotional and social. Islamic cultural history subjects are usually taught at the senior secondary education level as well as at the MA level (Madrasah Aliyah) and one is taught in grade 10 at MA 1 Yogyakarta.

Referring to Wirjayanto and Garin Oschela Anggraini, State University of Surabaya, in the Education Research Journal, Vol 15, No 1, 2021, pp. 43-44, concludes that the formation of the Freedom to Learning Curriculum has relevance to the humanistic education of Ki Hajar Dewantara which is implemented through several Freedomness to Learning Policies. Ideas and thoughts have values that are still very relevant to the conditions of the times and culture in the digital technology era as it is today.

Nurdin Usman in his book entitled Context of Curriculum-based Implementation (2002:170) explains that implementation will end on to activities, actions, or the mechanism of a system. Implementation is not just an activity, but also some works that are planned and to achieve the objectives of the activity.

3. Methodology

This research is a case study approach using descriptive qualitative method. This research was conducted at the Madrasah Aliyah Alkhairaat Biromaru, Sigi District. Data collection uses observation instruments, in-depth interviews, and documentation. Using a purposive sampling technique, in-depth interviews were conducted with the main data source,

namely students and supported by madrasa tools, such as research supporting documents. Data analysis aims to interpret the data obtained through a series of observations, interviews and documentation.

4. Results and Discussion

The history of Islamic Culture is one of the Islamic religious education (PAI) subject groups taught at the Aliyah Madrasah level whose scope discusses the history of the journey of Islam's first entry to its development period.

In order for students to be able to understand the process of developing Islam through learning the history of Islamic culture, a concept of a learning tool is needed that can direct these students to be able to understand the development of Islamic history.

In this case, the concept of the Independent Learning Curriculum is needed to help teachers as facilitators in directing and facilitating students how they can be innovative and creative to achieve goals.

5. Conclusion

Based on this research, the purpose of implementing the Independent Learning Curriculum in studying The Islamic Cultural History is to help and develop the full potential of students, namely intellectual, emotional, social, and spiritual

With the Independent Learning Curriculum, it is able to equip students with skills and knowledge in understanding the history of Islamic development in the early days to the present and increasing students' understanding of Islamic teachings and Islamic values.

I would like to thank all those who helped me in this research process, especially the students who became informants, the teachers and the head of madrasah and their beloved families.

That this research only aims to conduct a case study to find out how capable of implementing the Independent Learning Curriculum organized by Madrasah Aliyah Alkhairat Biromaru, Sigi District, Central Celebes Province.

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