

The Role Of The Teacher In Implementing Independent Curriculum Policies In Islamic Religious Education Subjects

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ABSTRACT

The teacher is an educator who has an important role in creating quality human resources with several demands that must be faced to create an effective, creative and innovative learning process. The process of learning the independent curriculum at schools refers to the profile of Pancasila students which aims to produce generations who are competent and uphold character values. As for the background of the writer's interest in writing this article, there is the implementation of the independent curriculum without exploring the teacher's role in the policy of implementing the independent curriculum first. The curriculum, which is always changing according to the demands of the times, is a challenge for teachers where every change must be adapted first. So it is necessary to know the actual role before implementing the latest curriculum. Based on the results of the analysis of the author's literature, the teacher's role in implementing the independent curriculum is demanded as a mover, facilitator, mentor, and evaluator. Must be able to deepen the ability to carry out an effective, creative, and innovative learning process. Train students to think critically and enable students to learn independently.

1. Introduction

Education has an important role in the agent of change. One important component in education to create a good learning atmosphere and learning process is the curriculum. Based on its understanding, the curriculum is a series of plans to expedite the teaching and learning process in which the plan is prepared by a responsible educational institution. The curriculum has an important role in education, where the curriculum becomes a guide and direction for the realization of a good learning process.

Some of the policies carried out by the government to make education a means for the birth of a new, better generation, one of which is evaluating the education system by changing the curriculum from the 2013 curriculum to an independent curriculum or known as independent learning. Independent learning puts forward a learning process that is able to foster students' creativity, through approaches and methods that can train students' thinking skills. The independent learning curriculum provides flexibility for teachers to choose various learning tools that can be adapted to the learning needs and interests of students so that learning can run effectively and efficiently.

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Paper Title

The curriculum change policy that occurs is a challenge for educators/teachers and must be able to adapt to the existence of an independent curriculum change policy. In facing these challenges, teachers should have strategic investments with different understandings of the teacher's role in the learning process in the independent curriculum. The teacher as the driving force in the independent learning curriculum means that the teacher is required to be active and passionate, creative, innovative and skilled in becoming a facilitator of change and the role of the teacher in general, especially in the implementation of the independent curriculum. So the teacher's role in the policy of changing the independent curriculum is an important matter to be discussed in the world of education. The role of the teacher in the independent curriculum should be a teacher who is professional and a facilitator for driving change in learning the independent curriculum, especially in Islamic religious education subjects.

2. Literature Review

Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals (Rusman, 2012). It can be said that the curriculum plays an important role in the learning process as a guide for teachers, the curriculum will provide direction in teaching to achieve an educational goal.

Learning without a curriculum will be difficult to run well, because the curriculum is set out in such a way that the lesson plan is needed by students to increase their knowledge. This can be understood through the notion of curriculum based on the educational context. "Curriculum" comes from the Greek language which was originally used in sports, namely *currere* which means running distance, namely the distance that must be covered in running activities from *start* to *finish*. This understanding is then applied in the field of education. In Arabic, the term "curriculum" is defined as *Manhaj*, namely the bright path, or the bright path traversed by humans in the field of their lives. In the context of education, curriculum means the bright path that is traversed by educators/teachers (H. Muhaimin, 2009).

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 (2022) as a form of full support for curriculum improvement in Indonesia to realize an advanced Indonesia that is sovereign, independent and has personality through the creation Pancasila students who reason critically, are creative, independent, have faith, fear the Almighty God, and have noble character, work together and are involved through the implementation of an independent curriculum (Dewi Rahmadayanti & Agung Hartoyo, 2022).

The independent curriculum is closely related to independent learning, independent learning is a new policy program implemented by the Ministry of Education and Culture of the Republic of Indonesia which was initiated by Mr. Nadiem Anwar Makarim, Minister of Education and Culture of the Republic of Indonesia Advanced Indonesian Cabinet whose concept is to create a pleasant learning atmosphere (Nasution, 2022).

In the independent learning program, teachers will present themselves as movers. The teacher as a driver of independent learning, means a teacher who is required to be active, creative, and innovative as well as skilled in order to become a facilitator for driving change in schools. The role of the teacher and challenges to curriculum change policies are a major concern because in the learning process the teacher plays an important role in improving the quality of learning. Teachers are required to be professional teachers, able to create effective, meaningful, and quality learning.

Through updates related to the policy of changing the independent curriculum, all educators need to measure and introspect themselves so that they can adapt to the times like today. Motivator teachers must be able to instill good values in the midst of rampant changes that can occur quickly due to access and use of technological media which are increasingly easy to use (Mulyasa, 2021).

Seeing the demands of the teacher as a driving force in the independent curriculum is something that must be used as a reference for all educators to always improve their quality as professional teachers so that teachers can deepen their role as drivers as well as educators who can create a fun and skilled learning atmosphere, especially in subjects Islam.

Teachers are defined as professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. So teacher readiness can be interpreted as the condition of a teacher who has sufficient competence or ability both physically, socially and emotionally. The teacher's task in general is to educate, operationally educating is a series of teaching processes. While the specific duties of the teacher are:

1. As a teacher (Instructional): Planning teaching programs and carrying out programs that have been prepared and assessments after the program is implemented.
2. As an educator (Educator): Directing students to a level of maturity with perfect personality.
3. As a leader (Managerial): Lead and control yourself, students, and the community concerned, regarding efforts to direct, supervise, organize, control, participate in the program being carried out.

3. Methodology

Type research used in study This is use method qualitative descriptive, that is purposeful research describe the data or results the findings presented by authors in the field, in order for these data served in a manner accurate. Furthermore Imron Arifin put forward that study qualitative that is research. In data collection, author apply three type technique data collection including namely :

3.1 Observation

Observation or observations made researchers on stage This that is researchers will come down direct to location to be researched the For see situations and conditions. Researcher see direct what is the implementation process curriculum independent taking place, the technology used and some supportive thing researcher For collect research data.

3.2 Interview

Researchers conducted an interview process to obtain information or descriptions about the problem to be studied. The research instrument used in observation is a writing instrument to record things that need to be recorded as research data material.

3.3 Documentation

Documentation is a data collection technique obtained through documents that are relevant to the object of research. In this data collection technique, researchers collect data by collecting a number of official documents or archives related to research data and in this documentation also use cellphones as proof that this research is true.

4. Results and Discussion

The existence of a curriculum change policy cannot be separated from a challenge that must be faced by teachers this is an important point in the curriculum change policy to become an independent curriculum. Where the role of the teacher as a mover, is required to be a facilitator and mentor in the learning process. Teachers have an important role in both curriculum development and implementation, a teacher must be involved in curriculum development to align curriculum content with the needs of students in class. As a teacher, you must be able to know the psychology of students and some of the learning methods and strategies needed by students. The teacher also acts as an evaluator for the assessment of student learning outcomes.

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The role of the teacher is basically in accordance with the demands of the curriculum, namely as a teacher, mentor, and educator. As a teacher, the teacher must be able to educate and create a fun and effective learning atmosphere. As a mentor, the teacher must be able to guide students to be able to recognize and solve the problem. As an educator, a teacher must be able to facilitate the process of recognizing and maturing students through learning.

The curriculum change policy that was implemented made teachers have to adapt to the new curriculum, namely the independent curriculum. As professional educators, a teacher must be able to apply a quality learning process and be able to produce generations who are educated and have good morals. When the teacher succeeds in producing an educated generation, able to compete globally and has good morals, giving birth to a generation that is in accordance with the Pancasila profile, the teacher's role as a driving force in the independent curriculum is in accordance with the demands of the curriculum.

The teacher as the driving force in the independent curriculum must have free and independent thinking in designing learning according to the needs of students so as to create an enjoyable learning process. Teachers have the ability to choose elements from the curriculum to be developed so as to make students have the ability to think critically in solving various problems, able to foster creative creativity and good character in establishing communication. So to realize the independent learning program, a teacher must know his role as a driving force in the implementation of the independent curriculum. So this article is expected to be able to provide information about the teacher's role in the policy of changing the independent curriculum.

5. Conclusion

The curriculum change policy that is implemented makes it a challenge for teachers who have to adapt to any changes in the curriculum based on the demands of the times and in order to create a quality learning process. So that in implementing the independent curriculum, the teacher should know his role in advance so that the direction and learning objectives can be carried out properly. There for the teacher's role in implementing the independent curriculum in Islamic religious education subjects is as a driving force in accordance with the demands of the curriculum. Where teachers should have free and independent thinking, have the ability to be a facilitator, mentor and evaluator and create a quality learning process and can produce generations who are educated and have good morals.

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