

IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN MI TAHFIDZ AL FATIMIYAH YOGYAKARTA

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Abstract. *The curriculum is a set of rules that include objectives, content, and lesson materials as a guideline for organizing class activities and aims to be the foundation for every teacher in implementing teaching and learning guidelines. The implementation of the independent curriculum has been implemented in schools in Indonesia in the 2022/2023 academic year. This study aims to find out how the implementation of the Merdeka curriculum, what obstacles are faced and how to overcome the obstacles that occur at MI Tahfidz Al Fatimiyah. The method used in this research is qualitative. Data in this study were collected through interviews, observation, documentation. The results of this research are that MI Tahfidz Al Fatimiyah implements an independent curriculum in terms of creating teaching modules, The practice of strengthening the Pancasila Student Profile is carried out with activities that resemble project activities in the form of crafts and implementation of science and science learning. The obstacles experienced were constraints on the facilities and infrastructure for procuring equipment and materials for the project. The obstacles that arise are tried to be overcome by searching for information on the internet or digital platforms, choosing projects whose materials are easy to find*

Keywords: *Independent Curriculum, Science Learning, Pancasila Student Profile*

1. INTRODUCTION

Education is a milestone for the government in building the nation and state. The 1945 Constitution clearly states that the Indonesian government has the responsibility to educate the lives of the Indonesian people(1). Education requires proper management in terms of implementation, planning and evaluation. Without proper management, education will not run as expected. The government's step in improving the quality of education is to continuously improve the curriculum(2). Education is one of the important aspects in national development. Good quality education is expected to create quality human resources, able to compete in the global world, and able to advance the nation. To achieve this goal, the Indonesian government has made various efforts including by developing a flexible and creative curriculum, namely the Merdeka Curriculum(3).

According to (Bahri, 2017) curriculum is a plan to facilitate the teaching and learning process under the direction and responsibility of schools or educational institutions and teachers(4). The

curriculum is always dynamic and constantly influenced by changes in the underlying factors. To continue to improve the quality of education in Indonesia, the curriculum applied is evolving, adjusting to education units, regional potential, and it is necessary to evaluate the extent of the effectiveness of curriculum implementation(5).

Curriculum is the main element of learning at all levels of education. There has been a curriculum change in the Indonesian education system which began in 1947 with a very basic curriculum and then ended with the 2013 curriculum and is now the Merdeka curriculum in 2022. The change of school curriculum will be very closely related to development, namely the fully digital era(6).

The Merdeka curriculum carries the concept of "Freedom to Learn" which is different from the 2013 curriculum, meaning that it gives freedom to schools, teachers and students to be free to innovate, learn independently and creatively, where this freedom starts with the teacher as the driving force(7). The Merdeka Curriculum is a new hope from the previous curricula, namely in responding to global competition that requires superior competence. There are three competencies that humans must have to face the 21st century, in the form of competence to think, act and live in the world. The competence of thinking power consists of reasoning creatively and being able to find a solution to the problem at hand. Meanwhile, competence in acting is in the form of interaction, cooperation, digital literacy and technology. Life competencies in the form of initiative, self-control, global understanding and having responsibility with others(8).

One of the learning strategies recommended by the Merdeka curriculum is differentiated learning, namely learning that is adapted to the needs and abilities of individual students. In the context of an independent curriculum, the application of differentiated learning is expected to provide significant benefits in increasing student learning outcomes and motivation. However, in the application of differentiated learning requires careful preparation and adjustment on the part of the principal and teacher, including an understanding of the characteristics of students, the use of technology, and learning planning that focuses on the expected results. Therefore, it is important to conduct a literature review to gain a better understanding of the application of differentiated learning in elementary schools in the context of the Independent Curriculum(3).

The Merdeka Curriculum is one of the options for implementing post-pandemic programs. Make a solution to Indonesia's education deficit (9). Because the educational process which is the main concern of elementary schools in Madrasah Ibtidaiyah is of course facing serious problems. In this regard, the Ministry of Education and Culture has announced its policy to develop an independent curriculum for education units that have the right to choose, among other things, to improve education at Madrasah Ibtidaiyah in 2022-2024. The Ministry of Religion of the Republic of Indonesia issued a decision regarding the Independent Curriculum, namely in the form of guidelines for the implementation of the Independent Madrasah Curriculum regulated by the Ministry of Religion of the Republic of Indonesia number 347 of 2022. Based on these issues this journal is entitled: "Implementation of the Independent Curriculum for Madrasah Ibtidaiyah (MI) (KMA Policy Analysis Study) RI No. 347 of 2022).

Implementation of the Independent Curriculum (IKM) requires ongoing monitoring and evaluation to evaluate success and deal with emerging challenges (10). Implementation of the Independent Curriculum needs to be accompanied by strengthening teacher competence. The teacher is a key actor in carrying out the curriculum and providing meaningful learning experiences for students. Therefore, continuous professional training and development needs to be provided to teachers so that they have a deep understanding of the curriculum, effective teaching methods, and the ability to manage the classroom well (11).

This study aims to describe the implementation of the implementation of the independent curriculum at MI Tahfidz Al Fatimiyah. The reason the researchers chose this school to be used as a research location was because this school had implemented an independent learning curriculum in grades 1 and 4 and also because this place at the madrasa was our second internship

which researched curriculum studies, learning processes, learning tools and school administration.

2. METHOD

This study used qualitative research design with descriptive research type. In this study, researchers used a qualitative descriptive approach and obtained data in the form of words, both written and spoken and explained them in detail and detail (12). This type of descriptive research was chosen because this study seeks to describe learning practices at MIS Tahfidz Al Fatimiyah Panggunharjo, Sewon District, Bantul District, Yogyakarta. The source of data in this study is MIS grade I and grade IV teacher Tahfidz Al Fatimiyah because only grade I and grade IV apply an independent curriculum.

This study used a qualitative research design with a descriptive research type. Qualitative research is research that stems from an inductive mindset, which is based on participatory objective observation of a social phenomenon (13). This type of descriptive research was chosen because this research seeks to describe learning practices at MIS Tahfidz Al Fatimiyah Panggunharjo, Kec. Sewon, Kab. Bantul, Yogyakarta. The data sources in this study were class I and IV teachers of MIS Tahfidz Al Fatimiyah because only class I and class IV implemented the independent curriculum.

Data collection was carried out by interviewing school principals, class I teachers and class IV teachers at MI Tahfidz Al Fatimiyah. Data collection was also carried out through observation activities at school by observing the learning process in class I and class IV MI Tahfidz Al Fatimiyah. In addition, data was also collected through documentation, namely by taking document data at MI Tahfidz Al Fatimiyah related to the implementation of learning in grades I and IV which have implemented the independent curriculum. Qualitative data analysis can be carried out using the Miles and Huberman model. Data analysis was carried out through four stages, namely data collection, data condensation, data presentation, and drawing conclusions. The analysis process is carried out dynamically, if the data is still lacking, data collection activities can be carried out again, or repeating the condensation process and presenting data until a valid data conclusion is found (13). Data conclusions are drawn to verify data through an analysis process to become findings so that they become the final product of a study (14).

3. RESULT AND DISCUSSION

3.1 Result

The independent curriculum has been implemented at MI Tahfidz Al Fatimiyah in class I and class IV. Not all classes directly implement the independent curriculum in the 2022/2023 academic year. Implementation is carried out in stages from class I and class IV at SD/MI to class VII at junior high school and class X at the senior high school level. The implementation of the independent curriculum was carried out at the direction of the relevant agencies, almost all schools have implemented the independent curriculum in the 2022/2023 academic year. Schools can choose from 3 options, namely independent learning, independent change and independent sharing in implementing the Merdeka curriculum. At the time of category selection, MI Tahfidz Al Fatimiyah chose the independent category to change.

The implementation of the Merdeka curriculum in MI is seen from the implementation of learning that occurs in schools. In this study the core aspects of the independent curriculum were studied, namely the diagnostic assessment or early learning assessment, the preparation of teaching modules, the implementation of science lessons in grade IV and the implementation of a project to strengthen the profile of Pancasila students. The implementation of the diagnostic assessment at MI Tahfidz Al Fatimiyah has not been carried out properly because the teacher's

understanding of the diagnostic assessment is still lacking. Grade I and grade IV teachers simply use the previous grades for reference for further learning.

The learning process is the core of the educational process. Learning is a process that contains a series of teacher and student actions on the basis of reciprocal relationships that take place in educative situations to achieve certain goals (15). In the learning process, teachers and students are two components that cannot be separated. In learning, there are components related to the learning process, namely: teachers, students, objectives, methods, materials, learning tools (media), evaluation. And there are 3 stages in learning, namely: opening, core, and closing. The implementation of science learning in class IV MI Tahfidz Al Fatimiyah is carried out according to the teacher's book and student book from the Government. The grade IV teacher conveyed "Implementation of science learning at MI Tahfidz Al Fatimiyah according to instructions from the government, in this case books from the government". The Independent Curriculum that is applied in MI in science learning is learning related to nature.

The independent curriculum is a curriculum that aims to develop character through the concept of the Pancasila Student Profile (16). Characteristics of the Pancasila Student Profile formulated from Indonesia's national education goals Pancasila Student Profile has 6 character dimensions, namely faith, piety to God Almighty and noble character, mutual cooperation, global diversity, critical reasoning, creative and independent (17). The Pancasila Student Profile is realized through learning in schools including face-to-face (intracurricular), extracurricular and project-based co-curricular. The Implementation of the Project to Strengthen Pancasila Student Profiles at MI Tahfidz Al Fatimiyah has been implemented, but it is still at the refinement stage due to the transition from the 2013 curriculum to the Merdeka curriculum. So that the teachers are still studying and trying to understand the learning in the Merdeka curriculum. However, in MI the implementation of the Pancasila Student Profile Strengthening Project is carried out with activities that resemble Project activities in the form of crafts.

Obstacles experienced in implementing the Merdeka curriculum, namely, lack of socialization, teacher competence is constrained by facilities and infrastructure in procuring equipment and materials for projects. Obstacles that arise are trying to be overcome by searching for information on the internet or digital platforms, and choosing projects that are easy to find, there is socialization related to the Merdeka curriculum and teachers attend training related to the curriculum.

3.2 Discussion

The implementation of the independent curriculum at MI Tahfidz Al Fatimiyah is changing independently. Based on the Attachment to the Circular Letter of the Head of Education Standards, Curriculum, and Assessment Agency Number 2774/H.H1/KR.00.01/2022 the Independent category has changed, meaning that education units starting in the 2022/2023 academic year will implement an independent curriculum, using the teaching tools provided in the PMM (Platform Merdeka Mengajar), according to the level of the Education unit, namely teaching devices for grades I and IV at the SD/MI level.

Merdeka MI Tahfidz Al Fatimiyah's curriculum activities include diagnostic assessments. Assessment (Assessment) is a process or activity that is systematic and continuous to collect information about the process and learning outcomes of students in order to make decisions based on certain criteria and considerations (18). The diagnostic assessment used in the Independent Study Program aims to diagnose students' basic competencies and determine students' initial needs. This assessment is divided into non-cognitive assessment and cognitive assessment. Diagnostic assessment assessment of early learning is done only at the stage of cognitive diagnosis. The analysis was carried out by considering the value of the previous material as the basis for preparing the next material teaching module.

MI Tahfidz Al Fatimiyah has carried out a learning process that goes well according to the existing components, namely: teachers, students, objectives, methods, materials, learning tools (media), evaluation. And there are 3 stages in applied learning, namely: opening, core, and closing. mentioned above and according to the stages in teaching. But there are obstacles both from teachers and from students. The obstacle from the students is that because MI is based on a cottage, if there is a child who doesn't want to go to class, the child will return to his room and not want to go to class. And from the teachers there are many teachers who do not come on time for class. Because in MI, the teacher comes according to the teaching schedule. If there are no class hours, the teacher will not come to school.

Other activities that can be carried out are making teaching modules and implementing Science Science in grade 4. This activity can be done because there are already guidelines from the Ministry of Education, Culture, Research and Technology in making teaching modules. However, not all teachers make teaching modules because in MI the grade 1 and grade 4 teachers are still in the curriculum adjustment stage and they are making teaching modules by looking at the guidelines from the Ministry of Education, Culture, Research, Internet and Technology in making these teaching modules. Teaching modules are learning tools or learning designs that are based on the applied curriculum with the aim of achieving predetermined competency standards(19). Teaching modules have a major role to support teachers in designing learning. In the preparation of learning tools that play an important role are teachers, teachers are honed thinking skills to be able to innovate in teaching modules. Therefore making teaching modules is a teacher's pedagogic competence that needs to be developed, this is so that teacher teaching techniques in the classroom are more effective, efficient, and the discussion does not come off from achievement indicators. Basically, teaching modules are learning materials that are arranged extensively and systematically with reference to the learning principles applied by the teacher to students. According to Sungkono, teaching modules are unique and specific, which means they are aimed at specific targets in the learning process that are in line with their goals. While specific means that the teaching module is optimally designed to achieve indicators of success (20).

In this independent curriculum, learning between natural sciences and social sciences is to become an IPAS as stated by Agustina et al, (2022). While in the implementation of science learning, the teacher only needs to follow the class IV science books that have been provided by the Ministry of Education, Culture, Research and Technology. IPAS learning is learning that combines natural science and social studies material into one theme in learning. IPAS is a science that examines living and inanimate things in the universe and their interactions, and examines human life as individuals as well as social beings who interact with their environment. In this IPAs learning is related to natural phenomena, as in chapter 1 of plants, you can give direct examples of plants and their parts.

The Pancasila Student Profile has several elements. The 6 dimensions and their elements can be seen in the following table (13).

Table 1. Dimensions and profile elements of Pancasila students

1. Have Faith, Fear of God Almighty and Have Noble Character	<ul style="list-style-type: none"> • Religious Morals • Personal Morals • Morals To Humans • Moral To Nature • State Morals
2. Global Diversity	<ul style="list-style-type: none"> • Know and appreciate culture • K(13)intercultural communication and interaction

	<ul style="list-style-type: none"> • Reflection on and responsibility for the diversity experience • Social justice
3. Gotong Royong	<ul style="list-style-type: none"> • Collaboration • Concern • Share
4. Independent	<ul style="list-style-type: none"> • Self-understanding and situation • Self regulation
5. Critical Reasoning	<ul style="list-style-type: none"> • Acquiring and processing information and ideas • Analyze and evaluate reasoning • Reflect and evaluate their own thinking
6. Creative	<ul style="list-style-type: none"> • Generate original ideas • Producing original works and actions Having flexibility of thinking in finding alternative solutions to problems

For activities to strengthen the Pancasila student profile, it was carried out smoothly and went well. Activities that have been carried out at MI Tahfidz Al Fatimiyah grade 4 such as the activity of making salted eggs (teaching children how to make the process as well as direct practice and making pots of used goods (Utilizing used goods into useful items) from these examples we know that the lesson on strengthening the Pancasila profile apply it to the activity of producing the elements and dimensions of the Pancasila student profile in the table above.

In the process of implementing the independent learning curriculum it does not necessarily run smoothly, not least in the implementation of this independent curriculum there are still many shortcomings and many evaluations from various parties. There are still many obstacles encountered in implementing the curriculum that are not as desired, considering that the independent curriculum is still in the early stages of implementation. The internal inhibiting factor is due to limitations on the part of the school because the school is based on a boarding school. The obstacles experienced were constrained by facilities and infrastructure in procuring equipment and materials for the project. The obstacles that arise are being overcome by teachers by searching for information on the internet or digital platforms, and choosing projects that are simple and easy to find. So that the process of learning the Merdeka general curriculum at MI Tahfidz Al Fatimiyah is going well.

4. CONCLUSION

Curriculum is the main element of learning at all levels of education. The Madrasah Ibtidaiyah Independent Curriculum offers learning according to the abilities of its students, thus providing a wider space for the development of the character and basic skills of its number of students. Character skills that support more interactive learning by developing high moral abilities and character, diversity, independence, and critical and creative thinking. Focus on essential learning processes and learning according to the abilities of their students(8).

MI Tahfidz Al Fatimiyah has implemented the Merdeka curriculum for grades 1 and 4 which is going well. MI Tahfidz Al Fatimiyah implements an independent curriculum in terms of making teaching modules, learning processes, Practice Strengthening Pancasila Student Profiles which

are carried out with activities that resemble Project activities in the form of crafts and implementation of science learning.

In this madrasa, there are obstacles that occur in implementing the Merdeka curriculum, namely from teachers who are still in the adjustment stage about the Merdeka curriculum and inadequate infrastructure. Try to overcome the obstacles that arise by searching for information on the internet or digital platforms, and choosing projects that are dangerous, simple and easy to find.

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