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Comparative Study of PAI in Schools in The 2013 and Independent Curriculum

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Abstrak

Kurikulum 2013 bertujuan untuk mendorong peserta didik atau siswa agar lebih baik dalam melakukan observasi, bertanya, bernalar, dan mempresentasikan apa yang mereka peroleh atau mereka ketahui setelah menerima materi pembelajaran. Adapun obyek yang menjadi pembelajaran dalam penataan dan penyempurnaan kurikulum 2013 menekankan pada fenomena alam, sosial, seni, dan budaya. Berbeda dengan kurikulum sebelumnya, kurikulum 2013 lebih menekankan pada ketiga aspek, yaitu menghasilkan peserta didik berakhlak mulia (afektif), berketerampilan (psikomotorik), dan berpengetahuan (kognitif) yang berkesinambungan. Sedangkan kurikulum merdeka merupakan kurikulum yang memberikan kebebasan kepada sekolah untuk mengeksplorasi kemampuannya sesuai dengan sarana, input serta sumber daya yang dimiliki, serta memberikan kemerdekaan kepada guru untuk menyampaikan materi yang esensial dan urgen. Metodologi yang digunakan pada penelitian ini adalah deskriptif kualitatif dengan pengamatan langsung serta informasi actual dari berbagai jurnal ilmiah, bahwa implementasi kurikulum merdeka pada mata pelajaran PAI berjalan dengan baik sebab alur kurikulum merdeka sangat cocok dengan karakter PAI.

Kata Kunci: *Kurikulum 2013, Kurikulum Merdeka, Pendidikan Agama Islam, Merdeka Belajar*

Abstract

The 2013 curriculum aims to encourage students or students to be better at observing, asking questions, reasoning, and showing what they get or know after receiving learning material. The objects that become learning in structuring and perfecting the 2013 curriculum emphasize natural, social, artistic, and cultural phenomena. In contrast to the previous curriculum, the 2013 curriculum places more emphasis on the third aspect, namely producing students with high moral (affective), skilled (psychomotor), and knowledgeable (cognitive). Meanwhile, the independent curriculum is a curriculum that gives freedom to schools to explore their abilities according to the facilities, inputs, and resources they have and gives independence to teachers to convey essential and urgent material. The methodology used in this study is descriptive qualitative with language observations and actual information from various scientific journals that the implementation of the independent curriculum in PAI subjects is going well because the flow of the independent curriculum fits the character of PAI

Keywords: 2013 Curriculum, Independent Curriculum, Islamic Religious Education, Free Learning

INTRODUCTION

Education is the process of developing and forming one's knowledge, skills, values, and attitudes through various methods and experiences. Education aims to improve individuals' intellectual, emotional, social, and physical abilities to function as productive and responsible members of society. (Noor, 2018). Education can occur in a variety of contexts, including formal (such as schools and colleges), non-formal (such as training and courses), and informal (such as independent learning and everyday experiences). In addition, education can also involve teachers, instructors, or mentors who guide and teach students. In addition to transferring knowledge and skills, education aims to develop critical thinking skills and creativity and strengthen moral and ethical values. (Sukmawati, 2013)

A curriculum is a teaching and learning plan used in the educational process. It includes various elements, such as educational goals, program structure, lesson content, teaching methods, and assessment of learning outcomes. The primary purpose of the curriculum is to guide educators in designing compelling learning experiences for students. The curriculum determines what students must learn, how to teach, and how to measure student progress and achievement. (Hamdi1 et al., n.d.)

The purpose of the curriculum is to provide guidance and a framework for learning and teaching in an educational institution. These goals vary depending on the context and level of education but generally include the following: Facilitating student development: The curriculum aims to facilitate the overall development of students, both in cognitive, emotional, social, and

physical aspects. (Nuraini & Muhtarima, 2016)

RESEARCH METHODS

The method used in this research is the descriptive qualitative method. The illustrative process examines the status of a community group, object, or class in the present. The purpose of using a qualitative descriptive technique in this research is to make a systematic description or description of the implementation of the independent learning curriculum in schools, especially in the subject of Islamic Religion in schools. (Firmansyah, n.d.). The data source in this study is the primary data source, namely, in the form of direct observation, journals, and other scientific works. And also take secondary sources, namely various articles on the internet. The data source is processed and analyzed so that a conclusion is valid and can be accounted for. (Rijali, n.d.)

RESULTS AND DISCUSSION

1. Curriculum 2013

The 2013 curriculum was introduced by the Indonesian government in 2013. This curriculum replaces the previously used Education Unit Level Curriculum (KTSP). (Setiadi, n.d.). The 2013 curriculum has several significant changes in its approach compared to the KTSP. Adopting the Competency-Based Curriculum (CBC) approach is one of the most significant changes. In KBK, the main focus of education is the development of student competencies in various aspects, such as attitudes, knowledge, and skills.

This curriculum approach emphasizes active, creative, effective, and fun learning. Teachers are expected to be facilitators who help students gain knowledge through interaction, discussion, and exploration, not just relying on the lecture method. The objects that become learning in structuring and perfecting the 2013 curriculum emphasize natural, social, artistic, and cultural phenomena. Unlike the previous curriculum, the 2013 curriculum places more emphasis on three aspects, namely producing students with good morals (affective), skills (psychomotor), and knowledge (cognitive) that are sustainable. So it is hoped that students will be more creative, innovative, and productive. (Sinambela, n.d.)

- a. Application of the 2013 Curriculum to Elementary Islamic Education subjects (Sumarsih et al., 2022)

1) Lesson Hours in the 2013 Curriculum

Lessons in the 2013 Curriculum in Indonesia usually consist of 6 or 7 hours of classes in one day, with the duration of each task being 40-45 minutes. The following are details of lesson hours generally used in the 2013 Curriculum.

SD = 35 minutes

Junior High School = 40 minutes

SMA = 45 minutes

While the number of study hours per week is: SD Class 1 = 30 hours

SD Grade 2 = 32 hours

SD Grade 3 = 34 hours

Elementary Classes 4,5,6 = 36 hours Junior High School = 38 hours

SMA = 39 hours¹³

So in the PAI subjects, the SD KTSP only has 2 hours of study per week. In the 2013 Curriculum, the PAI SD subjects have 3 hours of study per week.

2) Terms in the 2013 Curriculum

The 2013 curriculum is an educational curriculum implemented in Indonesia. The following are some terms related to the 2013 Curriculum: (Nuraini & Muhtarima, 2016)

- a) Thematic learning: A learning approach that integrates various subjects into a particular theme or topic. Thematic learning is designed to develop a holistic understanding of students.
- b) KTSP (Educational Unit Level Curriculum): This is the curriculum before the 2013 curriculum based on the education unit level. KTSP provides flexibility for schools to develop curricula according to the conditions and needs of students.
- c) Syllabus: A document detailing a lesson plan for a particular subject or topic. The syllabus includes learning objectives, teaching material, learning methods, and assessment.
- d) RPP (Learning Implementation Plan): Document the steps for implementing learning in a session or meeting. RPP includes an introduction, learning objectives, learning activities, assessment, and closing.
- e) Basic Competency (KD): Detailed descriptions of what students are expected to know, understand, and do in a subject or learning topic. KD is used as a reference in designing learning and assessment.
- f) Learning Cycle: The learning approach in the 2013 Curriculum consists of four stages, namely

planning, implementing learning, assessing, and reflecting. This cycle emphasizes a continuous and continuous learning process.

- g) Authentic Assessment: The assessment approach in the 2013 Curriculum emphasizes collecting authentic evidence about student competency achievement. Accurate assessment involves various forms, such as portfolio, observation, and project evaluation.
- h) Scientific Approach: A learning approach that encourages students to think critically, creatively, and innovatively in solving problems. This approach emphasizes observing, asking, trying, and communicating student findings.
- i) Literacy: The ability to read, write, and do arithmetic which includes understanding, using, and reflecting on information and knowledge. The 2013 curriculum also emphasizes literacy in various subjects.
- j) Competency-Based Curriculum: A curriculum approach that emphasizes the development of student competencies according to the needs of the times. Competence includes the knowledge, skills, and attitudes necessary to succeed personally, socially, and professionally.

3) 2013 Curriculum Evaluation

Curriculum evaluation is carried out at the national and regional levels involving various parties, such as the government, educators, and the community. Therefore. Here are some general points that are often evaluated in the 2013 Curriculum: (Firdaus et al., 2022)

- a) Implementation: An evaluation is conducted to understand how far the curriculum has been implemented in schools throughout Indonesia. This evaluation includes the teacher's understanding of the curriculum, the use of relevant textbooks, and other supports.
- b) Relevance: The 2013 curriculum was evaluated to see its relevance to students' educational needs and development. This evaluation includes questions about whether the curriculum comprises relevant subjects, the skills needed to face future challenges, and whether the curriculum promotes the desired character and values.
- c) Learning Effectiveness: Evaluation is carried out to assess the extent to which this curriculum achieves the learning objectives that have been set. This evaluation involves observing the teaching methods used, the evaluation strategies applied, and the learning outcomes achieved by students.
- d) Assessment: Evaluation also pays attention to the assessment system used in the 2013 Curriculum. Emphasis is given to assessment methods that are fair and objective and can describe the progress and achievements of students.
- e) The evaluation also evaluates the sustainability of the 2013 Curriculum, namely whether some changes or adjustments need to be made to improve this curriculum to remain relevant and

practical.

It should be noted that curriculum evaluation is an ongoing and subjective process. Evaluation results may differ from one region to another, depending on local conditions and local education policies. Therefore, it is essential to refer to official sources regarding Indonesia's latest evaluation of the 2013 curriculum.

4) 2013 Curriculum Learning Model

Based on Permendikbud number 65 concerning process standards, the learning models prioritized in implementing the 2013 curriculum are: (Mohamad Agung Rokhimawan, Jami Ahmad Badawi, n.d.)

a) Inquiry Learning Model

The inquiry learning model is a learning activity that maximally involves all students' abilities to seek and investigate something systematically, critically, and logically so that they can formulate their findings.

b) Discovery Learning Model

The teaching method regulates teaching so that the child acquires knowledge he did not previously know without notification, partially or wholly discovered by himself.

c) Model-Based Learning

A teaching method characterized by real problems as a context for students to learn critical thinking and problem-solving skills and acquire knowledge.

d) Project Based Learning Models

Project-based learning is a student-centered learning model for conducting an in-depth topic investigation.

5) Strengths and Weaknesses of the 2013 Curriculum

a) The advantages of the 2013 Curriculum:

(1) Holistic approach: The 2013 curriculum adopts a holistic approach to education. That means education does not only focus on mastery of academic material but also on the development of character, social skills, and emotional and life skills that are important for students in everyday life.

(2) Active learning: The 2013 curriculum encourages active and collaborative learning. Students are encouraged to be actively involved in the teaching and learning process, not just to be passive listeners. This can improve students' understanding, critical thinking skills, and problem-solving abilities.

(3) Integration between subjects: The 2013 curriculum emphasizes the importance of Integration between subjects. This means that concepts and skills from various issues are integrated into

learning. This helps students understand the interrelationships between multiple aspects of knowledge and apply them in real-life contexts.

(4) Character development: Apart from focusing on academics, the 2013 Curriculum also emphasizes developing students' character. Through extracurricular activities and counseling, students are encouraged to develop positive values such as integrity, discipline, teamwork, honesty, and responsibility.

b) Weaknesses of the 2013 Curriculum:

(1) Excessive curriculum load: The 2013 curriculum has many subjects and competencies students must master. This often causes an excessive learning burden for students. Students often feel pressured and have difficulty dealing with the number of assignments and material they must learn.

(2) Lack of teacher understanding: Implementation of the 2013 Curriculum requires deep knowledge and adequate training of teachers. However, in many cases, teachers do not fully understand the concepts and approaches taught in this new curriculum. This can hurt a teacher's ability to provide effective learning to students.

2. Independent Curriculum

a. Understanding

Merdeka Curriculum is an approach to curriculum development that promotes students' independence and freedom of learning. This approach aims to develop students' full potential and allow them to choose, define and manage their learning process. Merdeka's curriculum is based on liberation, empowerment, and enhancing students' creativity.

This approach seeks to change the traditional paradigm of teacher-centered education to a more student-centered approach, in which students have more control over their learning. In the Independent Curriculum, students are encouraged to become active learners and fully involved in education. They can choose topics, methods, and learning resources according to their interests and needs. Students are encouraged to take the initiative, develop self-skills, and learn collaboratively. The Merdeka Curriculum aims to produce graduates who have holistic skills, including academic skills, social skills, and life skills. This approach aims to equip students to think critically, adapt to change, work together, and continue learning throughout life.

Implementing the Independent Curriculum may vary across educational institutions and involve curriculum structure, teaching methods, and assessment changes. This approach places students as active subjects in their learning, with the hope that they will become independent, creative, and competitive individuals in facing future demands.

b. The process of implementing the independent curriculum.

The Independent Curriculum can be implemented in the following steps: (Restu Rahayu, Rita Rosita, Yayu Sri Rahayuningsih, Asep Herry Hernawan, n.d.)

- 1) Preparation: Preparation is carried out by socializing and training teachers and principals regarding the concept of the Independent Curriculum. Guidelines and supporting materials were also prepared for schools to develop their curricula during this stage.
- 2) Curriculum Development: After teachers and principals understand the concept of the Independent Curriculum, the next step is to develop a curriculum that fits the school's characteristics and students' needs. Curriculum development involves all school stakeholders, including students, parents, and the local community.
- 3) Implementation: After the curriculum has been developed, the next step is the implementation of the curriculum. At this stage, teachers and principals must ensure that the curriculum developed can be implemented properly and effectively.
- 4) Evaluation: Evaluation is carried out periodically to evaluate the effectiveness of the curriculum that has been implemented. In this stage, teachers and principals must conduct data analysis and make necessary improvements to improve the quality of the curriculum.
- 5) Adjustment: The adjustment stage is carried out when changes are needed to the curriculum that has been developed. This change can be made with input or feedback from students, parents, and the local community.

In implementing the Independent Curriculum, it is essential to ensure that curriculum development and implementation are carried out based on the needs and characteristics of schools and students and involve all school stakeholders. This will ensure that the developed curriculum meets the needs and provides optimal student benefits.

c. Advantages and disadvantages

1) Excess.

Some of the advantages of the Independent Curriculum are as follows: (Hamdi1 et al., n.d.)

- a) Freedom to Choose Subjects: In the Merdeka Curriculum, students can choose the subjects they want to study. This allows them to follow their interests and talents. Students can explore a variety of disciplines that they find exciting and relevant to their future.
- b) Development of Critical Skills: With the freedom given in the Merdeka Curriculum, students will be more encouraged to develop critical skills, problem-solving, and creative thinking. They will learn to make decisions and be responsible for their choices. This helps increase students' independence and personal development.
- c) Accommodate Individual Differences: Every student has unique learning needs. The Merdeka

Curriculum allows recognition of these differences by providing flexibility in learning methods. Students can choose the most effective way of learning for them to reach their maximum potential.

However, it is essential to note that implementing the Independent Curriculum must also pay attention to aspects such as adequate supervision and evaluation to ensure that students receive a balanced education and achieve the standards set.

2) Lack

There are several deficiencies in the independent curriculum: (Almarisi, n.d.)

- a) Lack of Standards: The Merdeka Curriculum may lack clear, well-defined standards. Without clear standards, ensuring consistency in teaching and assessment across different schools or educational institutions can be difficult.
- b) Limited Resources: Successfully implementing the Merdeka curriculum requires adequate resources, including facilities, equipment, textbooks, and qualified teachers. The Merdeka curriculum may not be implemented effectively if these resources are limited.

3) Independent Curriculum Evaluation

The Merdeka curriculum can be evaluated using various methods and evaluation tools that cover several aspects, including: (Hardanie, n.d.)

- a) Educational Goals: This evaluation relates to how the Merdeka curriculum achieves the desired educational goals. Relevant educational purposes to be evaluated include developing life skills, increasing creativity, strengthening character, and developing multiple intelligences.
- b) Material Relevance: This evaluation involves assessing the suitability of learning materials with students' times and needs. The material provided in the Merdeka curriculum should be relevant, up-to-date, and capable of facing future challenges.
- c) Assessment of Learning Outcomes: This evaluation relates to the measurement and assessment of the achievement of student learning outcomes. Assessment of learning outcomes in the Merdeka curriculum should cover various aspects of students' abilities, including cognitive, affective, and psychomotor.

CONCLUSION

The 2013 curriculum is the national education curriculum introduced in Indonesia in 2013. This curriculum aims to improve the quality of education and develop students' competencies in cognitive, affective, and psychomotor aspects. One of the 2013 Curriculum's critical points is the Holistic approach: This curriculum proposes a holistic approach to education, focusing on developing students' attitudes, knowledge, and skills. Competency-

based learning: This curriculum emphasizes competency-based learning, where students can develop practical skills and an in-depth understanding of concepts. The Merdeka curriculum gives students more opportunities to develop their interests, talents, and potential. They can choose subjects, research projects, and extracurricular activities that suit their interests. The Merdeka Curriculum also encourages an active, collaborative, and exploratory approach to learning. Students are encouraged to think critically, explore new ideas, and develop higher-order thinking skills. This curriculum also promotes the use of technology and digital resources in learning.

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