Islamic Religious Education (PAI) Learning Based on The Independent Curriculum of Elementary School at Yogyakarta

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Abstract: The purpose of this study was to reveal the implementation of Independent Curriculum-based PAI learning and the obstacles encountered in its implementation in SDN Semarangan 4, SDN Semarangan 5, SDN Pengkol, SDIT Ibnu Abbas, SDN 2 Godean, SDN Timon. The method used in this study is qualitative descriptive with a phenomenological design. Data collection was carried out through in-depth interviews with 6 PAI teachers as key informants, as well as observations. The results of the study show that the implementation of learning begins with greetings, apperceptions, basic activities with various methods and approaches used. Assessment is done in different ways, not only relying on exams, but reflection on learning activities is an important aspect of the assessment instrument. Freedom in achieving PAI learning is an important point in this independent curriculum, teachers and students have the freedom to master certain material until it is completed in one semester. Developing an attitude of independence is part of Pancasila's student profile building project. Obstacles encountered in the implementation of the Independent Curriculum, namely the teacher's difficulties in translating the curriculum to strengthen the profile of the Pancasila student into project activities outside of learning.

INTRODUCTION

Education is an entity that cannot stand alone, but is a system whose existence is strongly influenced by other external factors. Changes in economic, cultural, social and even political aspects are external factors that can affect the development of education in a country. (Salim, 2018). The implications of external changes can affect the educational component both in the aspects of teachers, students, subject matter, facilities and others. The components in education must be adaptive to changes in society in order to produce graduates who can respond to the developments of the times that are sure to occur. (Cheville, RA, & Heywood, 2019).

In order to produce competent graduates, education absolutely requires appropriate management in the context of planning, implementation and evaluation. Through this standard management, it is hoped that the process of achieving competent graduates can always be measured and controlled with the right instruments. The government's effort to improve the quality of Indonesian education is to continuously update and improve the curriculum, because the curriculum is a very important factor for the progress of education (Sopiansyah, at all, 2022). Curriculum change becomes a reality that cannot be avoided in order to adapt to the multi-dimensional changes in life that are always evolving. Indonesia has experienced many curriculum changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and 2013 (Hidayah et al., 2022).

Each curriculum change has characteristics attached to each applicable curriculum, for example the 2013 curriculum is different from the 2006 curriculum and others. Even though there are characteristics in each existing curriculum, the essence of the curriculum includes 3 dimensions, namely, educational goals as the ultimate goal of the established program, learning materials and learning assessment instruments. (Muth’im, 2014).

Conceptually, the curriculum has been widely discussed by experts. Taylor (Raph Taylor, 1949) states that the curriculum is all student learning activities that are designed and planned by schools to achieve predetermined learning goals. (Tylor, 1949). The curriculum is also interpreted as a form of social group to reveal the educational experience of students at school. (Beauchamp, 1972). Hilda Taba is more direct that the curriculum is all the efforts made by the school to achieve the goals set both inside and outside the school. (Klohr, 1963).

Furthermore, Daud (Daud, at all, 2012) states that the curriculum is all programs and plans for students under the control or control of the school. (Daud, D., Ahmad, H., & Johari, 2012). Print (Print.M, 2020) argues that curriculum is a learning experience according to what is planned by educational institutions or programs, embodied in documents and also the experiences resulting from these documents. (Print, 2020).

Based on some of the opinions of curriculum experts, it can be concluded that the curriculum is all the activities carried out by teachers and students in order to achieve the learning objectives that have been determined in certain educational institution units. The curriculum is a guide in carrying out learning activities. Learning activities are not only limited to those carried out in the classroom, but also activities carried out outside the classroom in order to achieve the goals set within the school's control.
Curriculum implementation cannot be separated from the teacher's role in carrying out learning both in class and outside the classroom.

In the current context, one of the curricula that is being pursued is called the independent learning curriculum. The independent curriculum places more emphasis on learning designs that provide opportunities for students to learn in a relaxed, calm, not feeling pressured, happy without stress and paying attention to the natural talents of students. The advantages of the Independent Curriculum explained by the Ministry of Education and Culture (2021b) focus on essential material and develop student competence in its phases so that students can learn more deeply, meaningfully and have fun, not in a hurry. Learning is far more relevant and interactive through project activities providing wider opportunities for students to actively explore actual issues such as environmental, health, and other issues to support character development and competency profiles of Pancasila Students -(Hartoyo & Rahmadayanti, 2022). This means that the main focus of the independent curriculum is student-oriented with an emphasis on the growth and development of students as a whole with more importance on the competence and character of students.

Independent learning curriculum is a realignment of a national education system in Indonesia with the aim of welcoming change and progress of the nation so that it can immediately adapt to changing times and technological developments. The concept of independent learning curriculum is suitable and acceptable considering the vision and mission of Indonesian education in the future for the creation of quality human beings and able to compete in various fields of life.

Islamic Religious Education (then written by PAI) has a very important role in human life. It becomes the standard norm to lead a meaningful, peaceful and dignified life. How important the role of Islam is for human life, therefore, the internalization of Islamic religious values in the life of every individual becomes a necessity, which must be pursued through good education in the family, school and community environment. In the context of Islamic Religious Education schools it is embodied in the form of subjects that must be studied and internalized by Muslim students.(Abdullah, 2019).

As a subject, Islamic Religious Education is a subject that has been taught in Indonesian educational institutions, from elementary to tertiary level. It is hoped that Islamic education can enhance intelligence and ability to advance science and technology along with its benefits and applications and can improve the quality of life by maintaining and developing culture and the environment, broadening the view of life as a human being who is communicative to family, society.(Mujib, 2006). The existence of Islamic Religious Education subjects is one of the parts that must adapt to the independent curriculum because these subjects are the subject of the curriculum itself. Curriculum implementation lies in the implementation of subjects at an educational level, so that a study of the curriculum will certainly discuss the learning of a subject, one of which is Islamic Religious education.

The implementation of the independent curriculum in the subject of Islamic Religious Education has been implemented in several schools, including elementary schools in Yogyakarta. The application of the curriculum in PAI learning is based on the Decree of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia No. 56/M/22. Based on this regulation, PAI lessons in elementary schools apply an independent curriculum. This curriculum is considered to provide freedom for students and teachers in achieving learning outcomes and providing reinforcement on the character side needed in the era of society 4.0 and facing society 5.0.
Learning must fulfill several steps, namely planning, implementing and evaluating learning. (Sanjaya, 2008). Lesson planning focuses more on identifying learning objectives, selecting materials, strategies, and determining the sequence of learning. Implementation of learning is the core of learning which usually begins with an introduction, the core of learning and evaluation or strengthening of material for students. (Astuti, Arafat, & Furkan, 2023). Learning evaluation focuses more on assessing how well students learn or achieve the expected learning outcomes.

The problem of implementing learning based on the new curriculum can occur in the teacher, the school, or it also be occurs in the subjects in an educational institution. Problems with teachers are related to the level of teacher competence in adjusting to curriculum reform, related to schools related to the availability of facilities that support curriculum changes, while related to subjects related to the level of specificity and complexity that exist in existing subjects. Curriculum change requires a homogeneous response from the school as a system for carrying out existing changes, without an established readiness from the school, curriculum changes will become a burden for schools, so that the goals of change will be difficult to achieve.

Many studies on the curriculum in Indonesia have been carried out, for example Dewi's research (Anggi.U Dewi, 2021) which discusses curriculum reform in Indonesia has not produced substantial returns in terms of improving learning outcomes, although there has been an increase in increased innovation from teachers and students in learning . (Goddess, 2021). Mahdi (Mahdi at all, 2021) explained that curriculum development at SD Turen Malang is based more on the vision and mission of the school, but still refers to regulations issued by the education office.

Hidayah (Ratna, hidayah, 2022) shared the results of her research related to elementary school teachers' perceptions of curriculum changes in Indonesia. The results of his research confirm that there are 3 phases of perception namely selection, organization and interpretation, and elementary school teachers are more dominant in the selection phase in responding to changes in the curriculum in Indonesia. (Hidayah et al. 2022).

Research on the implementation of the independent curriculum was carried out by Syah Aji (Syah Aji, Iswandi Putra, 2021) who explained the implementation of the independent curriculum at UIN Jakarta in non-religious programs. The findings explain that students at UIN prefer to choose entrepreneurship programs, student exchanges as programs offered by the government. Some of the programs attended by these students encourage them to develop the skills needed when they graduate.

Much research has been carried out on the implementation of the independent curriculum as described above, but many of the targeted segments are still carried out in tertiary institutions. Research on the implementation of the independent curriculum in Islamic religious education subjects in elementary schools has never been carried out.

Based on the reality as explained above, this study is very important to done. This study will reveal the planning, implementation and evaluation of PAI learning based on the independent curriculum at elementary school in Yogyakarta. The study will also touch on several factors that are obstacles to the implementation of PAI learning based on the independent curriculum in elementary schools in Yogyakarta.

METHOD

This research is a descriptive qualitative method. Qualitative research will be conducted on natural objects that have evolved as they are and are not manipulated.(Sugiyono, 2017). The research design used is phenomenology. The phenomenological approach is related to knowledge about everyday life and the
intersubjective world (world of life) of participants (Creswell, 2003). Based on this opinion, the purpose of this study is to analyze and obtain data related to Islamic education courses based on the Independent Curriculum in elementary school district Yogyakarta. The sources of data in this study were 6 Islamic education course teachers of elementary school from SDN Semarangan, SDN 4, SDN Semarangan 5, SDN Pengkol, SDIT Ibnu Abbas, SDN 02 Godean SDN Timom, Bantul Regency of Yogyakarta Province as main respondent, because the schools has been applied the independent curriculum (pilot project) as the best school at Yogyakarta region. The data collection techniques were carried out by mean of interviews, direct observation in the location of research, and documentation. As data collection in the implementation of Islamic education based on independent curriculum it is equipped with interviews, observations, and documentation guidelines, to strengthen and check the validity of the data. (Yin, 2012). Qualitative research uses triangulation techniques to obtain data from various sources and run it continuously until the data is saturated or complete. The data analysis technique in this study used Spradley model, namely data analysis and the data collection process were carried out simultaneously, consisting of analysis to obtain conceptual domain information, exploring important domains and subdomains by referring to library materials in order to gain understanding in-depth, contrasting elements in the obtained domains and subsequent relevant categorizations, and theme analysis. (Spradley, 1997)

RESULT AND DISCUSSION

Result

PAI Learning Planning

Schools are given the freedom to implement an independent curriculum with the option of implementing an independent curriculum for certain classes, continuing to implement the 2013 curriculum with the development of an independent curriculum. The implementation of the independent curriculum is based on the Decree of the Minister of Culture, Research and Technology No. 56 of 2022. Through this regulation, schools are given 3 options, namely, independent learning, independent change and independent sharing. Independent learning means that the implementation of learning is still implementing the 2013 curriculum coupled with the introduction of a project to strengthen the profile of Pancasila students. Independent changes, namely the application of the independent curriculum and the 2013 curriculum together in one school. The independent curriculum is implemented only in grades 1 and 4. Independent sharing means that all classes in the school have implemented the independent curriculum. The 6 elementary schools in Yogyakarta that were the object of the study chose to implement the independent curriculum in grades 1 and 4 in each of the existing subjects. The main axis of learning lies with the teacher starting from planning, implementing and evaluating learning. The teacher becomes a planner as well as an executor or actor from the previous planning, so the teacher is required to have sufficient competence to plan and carry out learning. (Supriadi et al., 2021)

Based on the respondents' answers, it can be described that the PAI learning plan at 6 elementary schools in Yogyakarta is based on the vision, mission, goals and learning outcomes in the subjects of the schools concerned. Observation of classroom conditions at each school was also carried out by the teacher to select methods, strategies and materials appropriate to each existing level. PAI teachers also discuss with other PAI teachers or class teachers to design PAI learning plans. Professional teacher organizations provide training, workshops and seminars related to PAI learning based on the independent curriculum. In these activities a
A lot was discussed about various problems, especially related to how to design lesson plans. Professional organizations such as Islamic Religious Education teacher working groups often provide workshops by presenting education practitioners or experts to provide explanations about the independent curriculum learning teaching modules. The education office and the Ministry of Religious Affairs are also active in providing training on the independent curriculum.

The preparation of PAI learning plans is the responsibility of the PAI teacher, over the supervision of the school principal. (Khaleel, N., Alhosani, M., & Duyar, 2021). Teachers are given freedom and flexibility in choosing and determining various teaching tools so that learning can be adapted to the interests and learning needs of students. The lesson plan implemented by the teacher must be realized in the form of a well-known learning tool in the world of education called the lesson plan. In the context of an independent curriculum, the form of learning planning is known as the teaching module. This teaching module is considered simpler than the lesson plans in the 2013 curriculum. Teaching module is a type of teaching device that contains a learning implementation plan, to help direct the learning process to achieve learning outcomes. Education institution can uses teaching modules provided by the government, then these teaching modules can be compared with Lesson plans plus, because these teaching modules have more complete components than lessons learned.

In the context of lesson planning, PAI teachers do not only choose and determine learning methods, materials and strategies. PAI teachers design independent activities in an unstructured manner and give assignments to students in a structured manner that is tailored to the stages of achievement and student characteristics. This activity is carried out to help or expedite the project to strengthen the profile of Pancasila students. In the 6 elementary schools that were the locations of this research, the project activities to strengthen Pancasila student profiles were focused on the activities of utilizing waste around schools to make it into something more useful, either in the form of fertilizer, ornaments or souvenirs from waste. This strengthening project is carried out to help achieve projects in grades 1 and 4.

Determining summative and formative assessments is also a planning activity carried out by PAI teachers. There are 5 assessment principles that are considered in lesson planning, namely assessment as an integrated part of the learning process, in accordance with the function of discretion to determine the technique and time of implementation, fair, proportional, valid, and reliable, simple and informative and can be used by students, educators, and parents. This evaluation plan is very useful for teachers to measure students' mastery of the material that has been taught. This evaluation can also be used as a basis for planning lessons at the next meeting.

The next step after the teacher designs a lesson plan or teaching module, is to determine plans on a half-year and one-year scale. The determination of the number of learning meetings known as promissory notes is based on the academic calendar in each school and the academic rules issued by the government. Determination of promissory notes in state-status schools is based more on the academic calendar from the government. For private schools, apart from basing the promissory note on the government's academic calendar, they must also pay attention to the academic calendar belonging to the school foundation concerned. Promissory notes must consider the design of academic and non-academic activities from each school.

**Implementation of PAI Learning based on the Independent Curriculum**

The essence of learning lies in the implementation of learning which consists of
preliminary, core and closing activities. The implementation of learning carried out in grades 1 and 4 at 6 schools in DI Yogyakarta is based on an independent curriculum with reference to lesson plans which are called teaching modules. The allocation of time for PAI learning is 4 hours/week with an allocation of 35 minutes for each meeting, with details of 3 hours for learning activities carried out in class and 1 hour for strengthening projects to strengthen Pancasila student profiles.

The results of interviews with 6 Islamic elementary school teachers, namely Siti Nur Aisyah, Sumartini, Agus Purwoko, Estri Jumiati, Khanifudin, Ahmad Hidayatullah in Yogyakarta showed homogeneous results related to the implementation of learning. The teacher starts the lesson by greeting, and continues with a prayer together in one class. Prayers before delivering the material are led by the class leader or sometimes the PAI teacher and read together by all students. Although there are differences in the sentences of prayer in each school because they reflect the characteristics of the existing schools, especially at Ibnu Abbas Elementary School, the prayer activity before learning begins is a mandatory activity for PAI lessons. In grade 1 the teacher led a study prayer and students imitated the text read by the teacher. The teacher greets students in a friendly manner by asking how they are doing and who is not present during the lesson. Students take part in an initial ability assessment related to the subject matter that has been previously presented.

The teacher conveys the learning objectives that will be carried out to the teacher and students and do apperception activities. Apperception is carried out by PAI teachers to ensure the readiness of students to carry out learning. The activity that is most often carried out by the teacher at approximation time is to ensure students' mastery of the material that has been delivered by the teacher at the previous meeting by asking students. The teacher can choose students to ask questions related with understanding of the material that has been studied before, not all students have to be asked about the material. This activity aims to bring together the material that has been taught with that which will be taught by the teacher so that students are ready to carry out learning activities.

After the teacher has finished carrying out the apperception, the teacher often provides a lighter or warm-up by showing pictures or videos about the material to be studied. For example, in Friday prayer material, the teacher shows pictures of people doing congregational prayers, and the teacher asks students to comment on the picture. Through these activities, students have been stimulated by the material to be studied so that students will be able to determine what material and abilities they will master. Answers from students to pictures or videos shown by PAI teachers can be the basis for knowing how deep students' understanding of the material to be studied.

In the core learning activities, students carry out a series of active learning activities, while the PAI teacher plays more of a role as a facilitator while still supervising the learning process in class. PAI learning applies the student active learning approach as in the material about Friday prayers in grade 4. In the context of delivering this material the teacher forms small groups consisting of 4 groups and each group determines a group leader. Students in groups discuss the themes in the group activity rubric. Some of the things discussed in the group related to the privileges of Friday prayers, students' experiences in carrying out Friday prayers, preparations that must be made before carrying out Friday prayers, procedures for Friday prayers in student areas and differences from other regions.
After carrying out group discussions, each group must present the results of the group and students receive reinforcement from the teacher regarding the material that has been discussed. PAI teachers carry out material reinforcement by explaining material that students have discussed in groups, with various methods and lectures are methods that are often used by PAI teachers to explain and reinforce material that has been discussed. Explanation of material about the Friday prayer begins with the concept or understanding of the Friday prayer, the pillars and conditions for the Friday prayer, Muslims who are required to perform the Friday prayer, how to perform the Friday prayer, and the benefits of performing the Friday prayer.

Activities to strengthen learning material are not only carried out using the lecture method, but PAI teachers also use the game method as implemented by PAI teachers at Pengkol Elementary School, namely by using games. The teacher prepares 4 station centers, namely literacy, visual, game and applied learning stations. Each group of students takes turns stopping and doing activities at each station center. Students listen to the song and sing together the song with the title "ride the train". Groups that stop at literacy stations are required to look for information related to the features of Friday prayers, the reasons for holding Friday prayers, when the Friday prayers were established by Muslims, anyone who is obliged to perform Friday prayers, women, children, and people on long journeys. The group that stopped at the visual station watched a video about Muslims doing Friday prayers. Students who stop at game stations are required to compile pictures about the procedures for carrying out Friday prayers. Students who stop at the applied learning station are required to practice Friday prayers.

After all groups have had their turn to stop at all station centers, students are required by the teacher to attend Friday prayers around the school. Besides working on Friday prayers students are required to make a report on the results of the experience that has been carried out. The teacher gives an explanation of the results of observations that have been carried out by students.

The teacher provides reinforcement on the part of the material that students deem need an in-depth explanation of Friday prayers. Strengthening activities carried out by PAI teachers focus a lot on the benefits of Friday prayers for a Muslim, as well as several worship activities that can be carried out by Muslims for the perfection of Friday prayers, such as carrying out prayers before Friday, reading prayers when the preacher sits between the two sermons.

PAI teachers use a variety of learning media to convey learning material, both modern and traditional, depending on the material presented and the readiness of the students. At Pengkol Elementary School, PAI teachers used projectors to show videos of Friday prayers, at Semarangan 5 Elementary School, PAI teachers used media in the form of paper, markers and blackboards when delivering material about simple living in grade 4. Most Islamic Education teachers in the 6 schools that were the locations the research uses simple learning media in the form of blackboards, markers and paper, and modern learning media in the form of projectors to link videos or images designed by PAI teachers. Teachers are required to have creativity in choosing learning media that are in accordance with the material and learning outcomes specified in the lesson plan.

PAI teachers use various forms of learning methods in conveying material to students. Talk or Lecture, discussion and question and answer methods are some of the methods that teachers still use in learning, although in different portions or sizes. PAI teachers use more questions and discussion methods and reduce the talk or lecture method. The discussion method is mostly carried out by PAI teachers in grade 4 with various
creations made by the teacher. The teacher still provides more stimulation to students so that students can carry out discussion activities to discuss the material being studied. The questioning method emphasizes more on material that requires in-depth study in order to reveal the quality of student mastery of the material. This teacher activity is carried out with the reason to create more activeness from students as learners. Students are given many questions and challenges by the teacher so that students are more active in the learning process that they carry out.

In the closing activity, the PAI teacher reflects back on the material that has been delivered to all students, with the aim that the material can be understood, internalized and worked on by students. The teacher gives students the opportunity to ask the teacher about the material that has been studied, or the teacher asks students randomly about the material that has been studied. Answers from students become the basis for teachers to carry out lesson plans on other materials. The completeness of the material that has been studied by students is based on the ability of students to describe the material that has been studied. The teacher gives advice to students to master the material that has been taught and implement the concepts in it.

**Evaluation of PAI Learning based on the Independent Curriculum**

Evaluation of PAI learning is an important part of all learning activities that have been carried out. Learning based on independent learning in its assessment, does not implement a ranking system from either the school or the teacher. In the 6 schools that became the location of this research, the evaluation was not based on the accumulation of the number of assessment scores one by one aspect and the three aspects were simply described. This provision is implemented with the reason to avoid the perception of students with smart and stupid qualifications. The main principle in independent-based evaluation is that there is no generalization of student abilities. That is, each student has their own strengths and weaknesses, there are aspects that they are weak and aspects that they have strengths.

The results of interviews with 6 PAI teachers showed that the teachers did not only use an evaluation in the form of an assessment of three aspects on a test daily assessment, midterm assessment and final semester assessment. PAI teachers actually put more emphasis on the material and carried it out together. The purpose of this activity is for students to be more critical and easy to remember the material they have learned. If students are found who do not understand toward certain material, they will evaluated by many sharing methods. There are two questions made by the teacher, namely: open and closed questions. The entire series of PAI learning evaluation activities is more aimed at understanding and applying concepts to students’ daily activities, not solely to pursue grades.

Related to the evaluation of strengthening the profile of Pancasila students, it is carried out through reflection on project activities to turn used goods into quality. There are 4 dimensions that can be seen in the activities of this project, which are related to mutual cooperation, critical reasoning, creativity and the last is cooperation. The 6 schools that were the research locations carried out homogeneous activities towards strengthening the profile of Pancasila students. This activity is not part of the PAI subject program, but is a school program that is carried out by all teachers in each school.

**Discussion**

Based on the interview and the observations of the 6 research location schools namely SDN Semarangan, SDN 4, SDN Semarangan 5, SDN Pengkol, SDIT Ibnu
Abbas, SDN 02 Godean SDN Timom, it can be explained that PAI learning based on the independent curriculum has been carried out by selecting the independent changing option. Independent changes have consequences for the integration of the 2013 curriculum with the independent curriculum in schools, and the independent curriculum is only applied to grades 1 and 4. The new policy related to the independent curriculum influences the emergence of innovation and creativity of teachers and students in the teaching and learning process that is carried out.

At the planning stage the teacher can freely design teaching modules according to the potential that exists in the school and the students' competence in the material to be studied. Teachers can choose learning strategies and approaches that suit the conditions of students. Learning planning is directed towards the competencies that students must master based on the competencies mastered by students. Learning outcomes do not have to be based on one semester, but are adjusted to student competencies. (Sanjaya, 2008). At the learning implementation stage, PAI teachers focus more on creating a comfortable classroom atmosphere so that students can master the material being studied. In this way, students are expected to become active and independent learners to master a particular material. (Ministry of Education and Culture, 2020).

The teacher provides more reinforcement of material that has been previously discussed by students through several games or watching pictures and videos provided by the teacher. Learning resources are not only based on books from teachers, but students can access them from a variety of sources online by being provided with the assistance of a PAI teacher. Open access to information via the internet facilitates PAI teachers to take advantage of this convenience. (Sunhaji, 2017). Even though students are given the freedom to access teaching materials from various media including online, the teacher must provide assistance in the search process or explanation of the material that has been found in the online media. In dogmatic material, for example in the realm of faith, PAI teachers need to provide adequate explanations regarding the material being studied, freedom of thought and opinion in this realm must be directed to the true context of monotheism, monotheistic teachings that do not conflict with Islamic values.

In the context of worship and muamalah material, the teacher provides several alternative differences of opinion from the scholars regarding additional worship procedures, for example differences in how to carry out the series of Friday prayers, terawih prayer. An understanding of the differences in the way of worship needs to be given to students. (Salim, 2020). Variations in the learning methods used by PAI teachers in delivering material facilitate students to be more active in understanding and deepening the material being studied. Students are encouraged to understand learning material in an independent way, not limited to lectures that are more inclined to the authority of the teacher. Discussion and asking methods will further stimulate students to develop students' confidence in expressing their ideas to other students. This activity is important to train students to have the ability to speak in public so that students have the stability of independence in holding fast to the ideas they believe in. Students have the opportunity to practice and familiarize themselves with a variety of different opinions and perceptions, so that they are expected to have a moderate view of a value or behavior that occurs in society. Students will have a wise and proportional view in seeing and determining a choice that exists in society. (Sutomo, 2014).
Students’ ability to express independent ideas based on critical and creative thinking in understanding an issue including PAI problems is a real form of independent learning. The concept of education that is more directing the output of students who are able to think independently based on the correct concept of PAI teachings, not only based on empty rationality built from a wild understanding of ever-changing social reality. The idea of an independent curriculum places more emphasis on changing perspectives in mastering material and being able to apply it to students’ daily contexts. The teacher acts as a facilitator and guide in students’ search for meaning in the material being studied, not as the sole authority for the truth of knowledge.

Strengthening student morals is emphasized through role models carried out by the teacher in carrying out teaching activities, for example greeting activities, praying before learning, greeting students in a friendly and gentle manner. Some of the activities carried out by the teacher continuously are able to be imitated by students so that they become characters that are inherent in students. This role model strategy is more effective than giving explanations to students regarding morals that must be carried out continuously. (Salim & Mustakim, 2021). This moral strengthening strategy is in line with the character strengthening concept initiated by (Lickona, Thomas, 2003) which states that strengthening character must be carried out through 3 stages, namely, moral knowing, moral feeling and moral acting. Role models are a form of internalization that places more emphasis on moral feeling and acting so that students can easily carry out values without having to know or understand the full meaning of values.

In the context of learning evaluation, the teacher provides assessments based on various activities, not only centered on written exams conducted during the midterm and the end of semester assessments. Reflection when students take part in learning actually gets a bigger position. The summative test is only a small part of the evaluation process carried out. All parts of the learning activity can be evaluated and graded based on the assessment instrument prepared by the PAI teacher. The results of the learning evaluation are not intended to determine the level of intelligence of students in one class, but only to measure how well students understand the material that has been studied. This evaluation gives freedom to students to master the material that has been studied, Evaluation is not intended to provide an assessment of the level of intelligence of students, but only to measure how far students understand the material that has been studied. Views about smart and stupid students can be avoided through the implementation of this evaluation. (Hasan Baharun, at all, 2022). Zulfi & Khairat (2023) stated that in the independent learning curriculum policy, teachers are given the freedom to determine when to conduct evaluations which can be carried out at the beginning of learning.

Independent curriculum-based PAI learning gives freedom to students to master and understand learning material in their own way. Students are guided to become independent students in thinking critically, creatively and dare to express their ideas to other students. The teacher cannot force students to master learning material in the same way, but the teacher must realize that each student has a different style in carrying out learning activities. (Yusuf & Arfiansyah, 2021). Learning is directed at humanizing humans based on cognitive, affective and psychomotor competencies, so that students are able to become learners who are able to face the life of a society that is constantly experiencing developments and changes. Student success in learning does not only focus on the value achieved, but rather on students’ efforts to become lifelong learners. (Baharun, 2018). It is hoped that PAI
learning can create creative, innovative, and productive human beings who adhere to the teachings of the Islamic religion which can be achieved based on an independent curriculum.

This statement is based on the fact that the independent curriculum approach is conceptual (natural), focused, and ends with students for the growth and development of the various competencies that students have. PAI learning can be the basis for developing various other abilities, such as solving problems in everyday life, in a certain job having an expertise and mastery of science, and developing several aspects that are carried out as optimally as possible based on certain competency standards. (Bobyreva, at all, 2019). The principle of education must be able to liberate society from the inability that shackles itself and must be value-free. PAI can be one of the subjects that can bridge this ideal as long as it is carried out with the right approach, but emphasizes the development of students' critical abilities and rationality, not only emphasizing a strict dogmatic approach. (Akhsanul Fuadi, 2020). There is no curriculum that suits the needs of all teachers and students in the school. However, flexibility in terms of teaching and developing learning strategies contained in the curriculum provides space for teachers to provide contextual learning in favor of students. A flexible curriculum and honing creativity can improve student learning outcomes. In the future, this curriculum can also answer the challenges of the times that continue to develop because teachers can flexibly change learning strategies according to the needs of students and the times. (Irawati, at all, 2022).

The PAI learning based on independent curriculum brings into freedom students learning. The meaning of learning that emphasizes changes in mental process resulting from stimulation of environmental interactions. In general, it has been stated that learning is change in an individual that occurs through experience and not because of the growth of his body or characteristics of a person from birth. Therefore independent learning is freedom in determining how to behave process, think, act creativity for each student’s self-development individuals by determining his own destiny (Sanjaya, 2010). The implementation of PAI learning based on the independent curriculum in 6 elementary schools which were the research locations still left various problems encountered, especially related to strengthening the profile of Pancasila students. In this aspect the PAI subject project is still part of other subjects in schools. PAI teachers are still experiencing difficulties in translating strengthening Pancasila profiles into work programs independently. The policy adaptation of implementing the independent curriculum as a new curriculum into a rationalization of this reality still occurs in the 6 schools that were the research locations. As a current policy, the implementation strategy of the independent curriculum in the context of PAI learning need to assistance and support for curriculum implementation is carried out comprehensively, as is the ecological system so that interventions are carried out to influence factors that are directly and indirectly related to curriculum implementation.

CONCLUSION

Independent curriculum-based learning at 6 elementary schools in Yogyakarta is implemented in grades 1 and 4 including for PAI subjects. PAI teachers carry out learning starting with making plans in the form of teaching modules by considering the learning outcomes to be achieved. Implementation of learning begins with greetings, apperception, followed by core activities with various methods and approaches used. In the core activities the teacher gives more flexibility to students to understand and master the learning material. Evaluation is carried out in various ways, not only pivoting on midterm assessments and end of semester assessments,
reflection on learning activities that have been attended by students is also an important aspect of the evaluation instrument. As the new curriculum, the implementation of this curriculum still faces the main obstacle in the teacher's ability to translate the Pancasila student profile strengthening program into project activities outside of learning. Teacher adaptation to the new curriculum is still being carried out. This research has limitations on the evaluation aspects of PAI learning based on the independent curriculum in elementary schools in Yogyakarta, because the search for evaluation formats based on the independent curriculum is still ongoing.

REFERENCES


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