

Implementation of Islamic Education Learning (PAI) Design Based Independent Curriculum at Namira Islamic High School Medan

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Abstract

One of the presences of the Independent Curriculum is a form of curriculum innovation carried out by the Minister of Education and Culture of the Republic of Indonesia to improve the quality of education. Curriculum innovation refers to using potential part of the curriculum to propose new curriculum ideas or practices in order to solve educational problem or achieve certain goals. This is the case at Namira Islamic High School Medan. Since 2022, it has implemented an independent curriculum based on the demands of being a driving School/pilot School. The research aimed to find out: (1) Independent Curriculum-based PAI Learning Planning at Namira Islamic High School Medan (2) Implementation of Independent Curriculum-based PAI Learning at Namira Islamic High School Medan (3) Evaluation of Independent Curriculum-based PAI Learning at Namira Islamic High School Medan (4) Challenges and Obstacles to Implementing PAI Learning Design at Islamira High School Medan. This research is a type of Qualitative research using observation, interview and documentation methods. Furthermore, the analysis uses a qualitative descriptive method, namely reducing the data that produces findings and then analyzing them to produce conclusive conclusions using an inductive approach. The results of this study generally show that the implementation of Merdeka Curriculum-based PAI learning design at Namira Islamic High School can be carried out well even though it is still in the Learnig by doing adjustment stage. The design begins with consensus (Annual Meeting, Training and Socialization), teaching modules, and determining learning strategies and methods that are PAIKEM GEMBROT (Active Innovative Creative Effective Learning Fun and Totality) and Multimedia. Learning implementation is facilitated by educators as facilitators. Educators are the key to creating independent learning by understanding the totality of the Independent Curriculum learning concept itself. Learning evaluation uses the concept of diagnostic, formative and summative assessments, all of which become a measuring tool for the achievement of student learning outcomes.

Keywords: Implementasi, Learning Design, Islamic Education, dan Curriculum.

INTRODUCTION

In late 2019, the COVID 19 pandemic outbreak has brought about significant influences and changes in various aspects of human life (Putrawangsa, 2018: 45) As the researchers quoted from the expression of Yusra Tebe as the National Consultant for Education in Emergency Situations UNICEF-RFD he stated that Covid 19 also had an influence on the declining quality of education. This degradation makes students lose the opportunity to learn properly like normal learning. The same thing was also emphasized by the Director of Primary Schools at the Ministry of Education and Culture, namely Mrs. Sri Wahyuningsih on E Paper Media Indonesia, stating "indeed we cannot demand the quality of education against the curriculum objectives during the pandemic. Because the goal is no longer about learning objectives alone, but rather maintaining safety until finally distance learning must be held with the creativity of educators. (quoted from <https://mediaindonesia.com>, accessed on Friday, September 19, 2022, at 08.55 WIB).

The reality that exists in educational institutions today, there are still many educational institutions that carry out monotonous learning that places students as objects of education and

educators as authoritarian holders in learning. This has implications for the mentality of the weak role of students in the teaching and learning process (PBM) and positions the educator as the center of PBM. (Elihami, 2019).

Therefore, the many problems in education at this time were responded to by the Minister of Education and Culture (short author with the Ministry of Education and Culture) who launched the concept of Merdeka Belajar policy. Nadiem Makarim explicitly said that the concept of Merdeka Belajar that he came up with was a form of effort to realize independence in thinking. This policy is carried out by improving the quality standards of educators (Arifin et al., 2021).

The presence of the Merdeka Curriculum is evidence of curriculum innovation by the Minister of Education and Culture of the Republic of Indonesia to strive for better quality education. Curriculum innovation is an idea or implementation of a new curriculum by taking potential parts of the curriculum, it aims to solve problems or achieve certain goals. In the realm of school institutions, the school curriculum is the scope of learning and its tools which are guidelines in the implementation of education and learning at school. (Ananda & Amiruddin, 2017 : 40).

The curriculum is a plan of learning activities and experiences that are conceptualized and implemented by a school, both in the classroom and outside the classroom in order to achieve learning and education goals. (Syafaruddin, Pasha, et al., 2014: 92)

Learning is defined as an activity that is structured and designed to provide facilities for student learning, where students play an active role in realizing mental and behavioral changes. (Putrawangsa, 2018 : 16).

In Islam, learning is the first commandment among other commands in the aspect of worship. As the first revelation revealed in the Quran surah al-Alaq verses 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ
الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: "Recite in the name of your Lord Who created, (1) He has created man from a clot of blood. (2) Read, and your Lord is the Most Gracious, (3) Who teaches [man] by means of the kalam. (4) He teaches man what he does not know(5)"(Departemen Agama, 2022: 597).

Design is a term derived from the word design in English which means planning. Some interpret it as "preparation" in the science of education management or education administration. Planning is referred to as planning, which is "the preparation of a decision in the form of steps to solve a problem or process a structured work on achieving certain goals. Learning design according to the term can be defined: The process of determining what learning methods are best implemented so that changes and skills arise in the learners in the desired direction (Reigeluth).(Kurniawati, 2021)

A good learning design must fulfill the educational process standards as a basic reference in developing learning, especially PAI learning. Educational process standards relate to the implementation of learning which means that in the standard learning process takes place. The design of educational process standards is needed to design learning activities carried out by teachers as an effort to achieve graduate competency standards. Therefore, process standards can be used as a guide for every teacher to be able to process learning and determine what components can affect education.(Sanjaya, 2018 : 49).

Education process standards relate to the implementation of meaningful learning in the ongoing learning process standards. The design of education process standards is needed to determine the learning activities that educators implement in an effort to achieve graduate competency standards. Therefore, process standards can be used as a guide by educators in

managing the learning process and determining the components that affect education. (Sanjaya, 2018: 49).

Standards in UUSPN No. 20 of 2003 are given the meaning of minimum criteria. Standards mean limits, benchmarks, requirements that must be achieved in the quality improvement process. These limits must be measurable so that the indicators must be clear. According to the General Indonesian Dictionary, a standard is something that is used as an example or a valid basis for measures, doses, and scales (W.J.S Poerwadarminta, 2017 : 1145).

The basis for implementing the Merdeka Curriculum refers to the decree of the Minister of Higher Education No. 56 of 2022 regarding the guidelines for implementing the curriculum aimed at restoring learning as a simplification and improvement of the previous curriculum. This decree was determined by the Minister with 16 provisions, namely as follows: 1). Education unit institutions are required to develop the curriculum through the principle of diversification in accordance with the conditions that exist in the Education unit. 2). Curriculum development refers to the 2013 curriculum which is simplified into the Merdeka curriculum. 3). The curriculum refers to SNP (National Education Standards) to achieve national education goals. 4). The 2013 curriculum is applied according to legislation. 5). The simplified 2013 curriculum is determined by the head of the main unit in charge of curriculum, assessment, and bookkeeping. 6). The Merdeka Curriculum is regulated in the appendix of the Minister of Education, Culture and Research Decree. 7). Fulfillment of workload and structuring the linearity of certified teachers in applying the 2013 curriculum and the simplified 2013 curriculum are carried out in accordance with statutory regulations. 8). The fulfillment of the workload and linearity arrangement of certified teachers in implementing the Merdeka Curriculum is regulated in appendix II to this Decree. 9). Participants in the driving school program and the SMK Center of Excellence program use the Merdeka Curriculum and fulfill workload and linearity according to the two attachments to this Decree. 10). The simplified 2013 curriculum can be applied from grade I to grade XII. 11). The Merdeka Curriculum is implemented in stages with the following provisions. 12). Year 1: Age 5 & 6 years (grades 1, 4, 7, and 10). 13). Year 2: Age 4-6 years (grades 1, 2, 4, 5, 7, 8, 10, and 11). 14). Year 3: Age 3-6 years (grades 1-12). 15). Implementation curriculum process using the main textbook selected by the book center. 16). This decision revokes the following 2 regulations. a. Decree of the Minister of Education and Culture Number 719/P/2020 regarding the guidelines for implementing the curriculum in an education in special conditions. b. Curriculum provisions as well as workload and linearity in the driving school program and the SMK Center of Excellence program. (Kepmendikbud, 2022)

This is the case at SMA Islam Namira Medan. Since 2022, it has implemented an independent curriculum based on the demands as a driving school / pilot school (said the Principal, Waka Curriculum and PAI Teacher at SMA Islam Namira Medan). Not all schools are able to be selected as driving schools, because there are several stages of selection carried out by KEMENDIKBUD to determine which ones deserve to be driving schools and become schools that try to implement the Independent Curriculum.

SMA Islam Namira being able to be selected as a driving school is an achievement (Interview with the Head of Curriculum, March 01, 2023, at 09.00 WIB) because not all schools are able to, and only a few schools are selected. To be able to become a driving school, the principal must register his school to participate in the selection and be ready to attend the Operational Management Working Group (PMO) training every month with several teachers. In the Operational Management Working Group training, the principal and a few selected teachers will follow some materials and projects related to the curriculum and learning design in the curriculum that must be learned from the training under the supervision of the local Education

Office. As for the advantages, it becomes one of the promotions because not all schools can become a driving school.

According to the researchers, SMA Islam Namira Medan is a science and technology-based school with Islamic values and is a school that is always up to date in following developments and innovations in education, especially the latest policies from the ministry of education and culture. As one of the indicators, SMA Islam Namira Medan has implemented the independent curriculum since 2022 which is implemented in class X, while classes XI and XII are still implementing the 2013 curriculum. On the other hand, SMA Islam Namira Medan is still classified as a young school, which was established in 2016 (Quoted from an interview with the Principal, February 28, 2023, at 10.00) but the development and innovations in learning development can always be done and followed by SMA Islam Namira Medan with various achievements both from the achievements of management and teachers, as well as the achievements of students. This is one of the things that is an indicator that researchers want to research Namira Islamic High School as a good and inspiring phenomenon, especially in the implementation of Merdeka Curriculum-based learning.

Especially in Islamic Religious Education learning, as quoted from the opinion of the Islamic Education teacher of SMA Islam Namira Medan in the initial observation, he said that SMA Islam Namira Medan has implemented an independent curriculum-based Islamic Education learning design with various challenges and obstacles faced such as: 1). It takes time to reintroduce changes to learning tools such as lesson plans that are replaced with the name of teaching modules, KI KD replaced with TP (Learning Objectives), CP (Learning Outcomes), ATP (Flow of Learning Objectives). 2). The independent curriculum focuses more on teachers to develop PAIKEM learning designs. When viewed from the title of this independent curriculum, independence in this case is that the teacher has the trust in designing his own learning but there are still learning tools that have been determined by the Ministry of Education and Culture, and in learning students as the center of learning where all learning activities are dominated by students / while the teacher is a facilitator in PAIKEM learning.

Based on the description above, the researcher conducted a study that focused on the Implementation of Independent Curriculum-Based PAI Learning Design at Namira Medan Islamic High School. The problem formulations in this study are: Independent Curriculum-Based PAI Learning Planning, Implementation of Independent Curriculum-Based PAI Learning, Evaluation of Independent Curriculum-Based PAI Learning and What Challenges and Obstacles in Implementing Independent Curriculum-Based PAI Learning.

RESEARCH METHODS

This research uses a qualitative method, which is scientific research aimed at tracing and observing a phenomenon in prevalent in natural social aspects by promoting a critical interview communication interaction process between the researcher and the object under study (Moelong, 2017). The flow of this research begins with the pre-field stage, then the work stage and ends with analyzing the data findings in order to produce findings that are concluded as Sugiyono's theory of research procedures. (Sugiyono, 2015)

The primary data sources in this study are the Principal, Islamic Religious Education Subject Teacher, and Vice Principal for Curriculum. The secondary data sources in this study are from documentation, archives, photos, videos, social media, writings, recordings, and notes related to the object of research.

Instruments and procedures in collecting data used are using observation, interview, and documentation guidelines. data analysis is carried out by descriptive analysis, which starts with

data reduction. In reducing the data, the researcher summarizes the data obtained in the field and maps which are general findings and specific findings. (Sukardi, 2013)

RESULT AND DISCUSSION

Independent Curriculum-Based PAI Learning Planning at Namira Islamic High School Medan

Based on an interview with Mr. Muzanni Lubis (Interview on February 28, 2023, at 10.00-11.00 WIB) as the principal of SMA Islam Namira Medan, he explained that in preparing lesson plans that will be implemented based on an independent curriculum, SMA Islam Namira starts with activities:

a. Annual Meeting (Annual Work Meeting)

The Annual Meeting is a forum for schools and foundations to evaluate and reflect on the learning that has been carried out in the previous school year, and reflect for improvement in order to be able to create better learning for the next school year. Mrs. Fratiwi as Deputy Head of Curriculum (Interview 01 March 2023: at 10.00) emphasized that in the Raker we present the results of the management evaluation and future plans for better learning in the next school year. Continuing from the explanation of the PAI teacher (Interview of PAI teacher, 02 March 2023, at 10.00-11.00 WIB), namely Mr. Arib Muaimin, he explained that in the Raker activity, the PAI teacher as the religious division presented an evaluation of religious activities that had been carried out in the previous year, and explained that the religious activities that had been carried out in the previous year had been evaluated. religious design that will be part of the intracurricular, co-curricular and extracurricular learning activities at SMA Islam Namira Medan.

In connection with the Raker (Work Meeting) as a form of reflection and evaluation to plan a better plan. Of course this is in accordance with various theories of previous studies as researchers quote from (Putra & Ar, 2017) that the Annual or monthly Work Meeting is one of the strategies in improving the quality of education with reflection and evaluation until there is an idea and solution obtained by consensus. Along with the same thing in the research results (Sibuea et al., 2017) explained that the meeting is one of the steps to improve the quality of education to evaluate the results that have been passed.

b. Competency and Quality Training

Management regularly strengthens the competence of educators by conducting training or workshops to improve the competence of educators to be able to manage quality learning with Gembrot PAIKEM. The training carried out to improve teacher competence and quality is such as IKM training (Implementation of Merdeka Curriculum), Digital Media in Learning, Learning Strategies, Tahsin and Tahfiz workshop and webinar trainings by teachers to develop their competence.

Workshop activities are mandatory in improving the quality and human resources in an organization. Namira School as an integrated school starts all learning activities by requiring educators and employees to be active in training activities held per semester in their respective fields of expertise. This is in line with the opinion of (Ardiansyah et al., 2020) that training for teachers will be a means of increasing the competence of educators as learning facilitators. As per (Amra, 2016) Teachers must master science, technology, and art, not halfway, because if it is not complete, they will be left behind and scattered without direction and cannot keep up with developments that occur. In addition, teachers must have a strong personality as a role model for their students (digugu and ditiru), have the willingness and ability to develop the interests of

students, have the ability to be able to teach students so that they are able to learn independently. So this training is one way to improve the competence of educators which has implications for the quality of education.

c. Diagnostic Assessment

Namira Medan Islamic High School applies diagnostic assessments in the form of basic academic ability tests and psychological tests. the purpose of holding diagnostic assessments in the form of basic academic ability tests is to find out how the cognitive abilities of students in entering the high school level. While the diagnostic assessment in the form of a psychological test of students aims to find out the talents and specializations of students and to find out how the learning styles and learning interests of students as an initial capital for educators to design effective learning. Mr. Muaimin as a PAI teacher (PAI teacher interview, March 02, 2023, at 10.00-11.00 WIB) explained that the purpose of diagnostic assessment at Namira Medan Islamic High School is as a first step in learning an independent curriculum in order to design effective learning collectively by taking into account the learning styles of differentiated students. Moreover, diagnostic assessment is an indicator for educators to be able to map each learner's unique abilities. Therefore, it is important for educators to conduct diagnostic assessments for initial capital in designing effective learning. Hal diatas sesuai dengan pnejelasan (Supriyadi et al., 2022) Cognitive diagnostic assessment refers to a set of diagnostic procedures that are cognitively based, showing learners' strengths and weaknesses in relation to their knowledge structures and processing skills.

Before designing learning as a learning experience for students, it is necessary to test at the beginning to find out information about students who will be taught and educated. This is mardianto (2014: 15) explains that the teacher's ability for this operational activity is the ability to design, develop and evaluate learning. An educator in designing learning really needs information from the recipients of learning, especially their psychological conditions.

d. Making Learning Tools

Learning tools in the perspective of an independent curriculum are not much different from the K13 Scientific curriculum. Not that the pretext of the name of the independent curriculum shows that teachers are free without learning tools, but the meaning of independence is only an understanding of teachers and students who are more entrusted in being creative when designing learning and implementing learning.

Mrs. Fratiwi (Interview Deputy Head of Curriculum, 01 March 2023: at 10.0011.30) explained that educators are required to make differentiated teaching modules as a guide in carrying out learning. Teaching modules are compiled based on: 1). Taking into account the Education Calendar, 2). Understanding the Syllabus / Learning Outcomes which can be downloaded on the Merdeka Platform, 3). Analyzing Learning Outcomes into a Flow of Learning Objectives, 4). The flow of Learning Objectives becomes an indicator for learning achievement in order to consider the strategies and methods to be applied so that learning can be carried out as effectively as possible, all of which are compiled in an Teaching Module. In compiling a differentiated teaching module as a learning plan based on an independent curriculum, which must pay attention to students' abilities, students' interests, and talents. Because in the independent curriculum, students are given the freedom to determine their scientific focus and specialization.

In the Merdeka Curriculum, learning tools are simplified by the existence of Teaching Modules, which when reviewed at points are almost the same as the lesson plans in the 2013 curriculum. The difference between the lesson plan and the Teaching Module is that the Teaching Module is simpler, shorter and more complete in the design points set to be a guide in carrying out learning.

As for the PAI teacher's strategy in implementing the lesson plan that has been made, to be implemented in PAI learning, it needs several things, namely Formulating Specific Learning Objectives for PAI, Selecting Learning Experiences that Students Will Receive, Determining Teaching and Learning Activities, Determining the People Involved in the Learning Process, Determining Tools and Materials for Learning, Taking into account the availability of physical facilities, preparing diagnostic assessment instruments, testing diagnostic assessments to find out how students' learning styles (audio, visual, psychomotor), preparing teaching modules at each meeting to be a reference for each lesson, determining digital media (Internet and TV) and motivating oneself to be consistent.

From the findings above, according to the researcher, it has similarities with the theory of research results (Purnawanto, 2022) which explains that there are several components in the teaching module, namely: 1) Learning objectives / learning achievements, 2) Learning steps or activities, 3) Assessment plan for the beginning of learning along with instruments and methods of assessment, 4) Assessment plan at the end of learning to check the achievement of learning objectives along with instruments and methods of assessment 5) Learning media used such as worksheets, videos, learning applications, websites, links or other media.

e. Determine learning strategies, methods and projects

SMA Islam Namira Medan always encourages its educators to be able to process PAIKEM learning with fun and totality. Therefore, it is necessary for educators to always use strategies and methods that are student centered, namely active learner-centered learning such as peer tutor strategies, Active Learning, Problem Based Learning, Project Based Learning and Active Learning methods such as Discussion methods, Panel Discussions, Group Learning and Think Pair Share (TPS) based on multimedia according to existing school facilities.

f. MGMP Program (Inter-subject Teacher Discussion)

SMA Islam Namira Medan is active in organizing teacher and management discussions called MGMP (Musyawarah Guru Mata Pelajaran). As researchers found in an interview with Mr. Muzanni (Principal Interview on February 28, 2023, at 10.00-11.00 WIB) explained that SMA Islam Namira Medan actively conducts MGMP which aims to Sharing and Caring share knowledge and insights to improve professional and paedagogic competencies among teachers in order to improve the quality of learning. The topics of discussion include things that develop in school learning and new things from existing educational innovations.

Mrs. Fratiwi also explained (Interview Deputy Head of Curriculum, 01 March 2023: at 10.00-11.30) that the purpose of this MGMP is for teachers to actively explore their academic and pedagogical knowledge in terms of learning. Each subject teacher has a different time opportunity to become a resource person at the MGMP that is held.

MGMP is a very productive activity to improve the competence of educators in the implementation of education. As in the results of research by Gunawan (Gunawan & Asrifan, 2020) MGMP empowerment can improve the pedagogical competence of teachers through MGMP group work activities for high school economics in Sidenreng Rappang district in preparing lesson plans. This is based on the results of the assessment through the Learning Implementation Plan (RPP) Assessment Rubric in cycle I the number of active teachers 28 (70%) of 40 teachers, in cycle II the number of active teachers 39 (97.5%) of 40 teachers, there was a significant increase from cycle I to cycle II by 27.5%, or in the category of very good.

g. Socialization to Guardians of Students (Collaboration of Management, Teachers and Guardians).

Namira Medan Islamic High School routinely begins the beginning of the new school year by conducting socialization to the guardians of new students in order to establish good collaboration and communication to jointly build the learning process to develop the potential of

students. Because education is not only learning in the classroom, but learning outside the classroom both in the community and in the family environment will greatly affect the growth and development of students' potential.

Based on the results of observations made that Namira Islamic High School plans for learning Islamic religious education and ethics refers more broadly than just lesson preparation. A planning in learning because education is a system, SMA Islam Namira Medan starts with an Annual Meeting to evaluate and reflect, Workshop or Training on curriculum and teacher competencies, Forming the activeness of educators in MGMP discussion forums, Conducting Diagnostic Assessments of students, Making learning tools according to implemented curriculum procedures, Selecting and considering strategies and methods to be applied according to the results of diagnostic assessments as initial clues about the potential and learning styles of students, and building collaboration with students' guardians to jointly guide and support learning programs so that they can be achieved effectively.

To support the success of Merdeka curriculum-based learning, it will not be enough if only teachers and students play a role, but also parents have a role in the success of learning. As in the results of previous research conducted by (hastiani et al., 2023) that the process of socialization and parent collaboration in supporting the implementation of the Pancasila Student Profile Strengthening Project (P5) involves several important steps. (1) Identifying P5 goals and objectives so that messages can be clearly conveyed, (2).Developing informative socialization materials invites parents personally, (3). Organizing interactive socialization events, and encouraging collaboration between parents, teachers and schools. (4). Involving parents' participation by providing input and building joint commitment. (5). Evaluation is conducted to improve the socialization process, while monitoring the progress of collaboration ensures ongoing support. It is hoped that through these steps, parent socialization and collaboration can be successful, support the implementation of P5, and have a positive impact on the development of the Pancasila learner profile. This is also the basis for SMA Islam Namira Medan to hold a socialization about the school, vision and mission, rules, rights and obligations, and about the learning program that will be implemented.

Implementation of PAI learning based on the independent curriculum at Namira Islamic High School Medan

As explained by Mr. Arib Muaimin as the PAI teacher (Interview with PAI teacher, March 02, 2023, at 10.00-11.00 WIB), the implementation of PAI learning based on the Merdeka Curriculum at Namira Islamic High School is as follows:

a. Intracurricular Activities of PAI Learning

Mrs. Fratiwi as the Deputy Head of Curriculum Interview, 01 March 2023: at 10.00-11.30) explained that intracurricular activities are all learning activities for each subject carried out at school to achieve learning objectives based on existing provisions in the curriculum.

As explained by Mr. Arib Muaimin as a PAI teacher (Interview with PAI teacher, March 02, 2023, at 10.00-11.00 WIB) explained that Intracurricular activities are learning carried out in a structured classroom to achieve learning objectives according to the curriculum. The intracurricular activities of PAI learning begin with:

1) Introduction of Learning Activities

As for learning, the teacher opens the class by: (a). Entering the class to say greetings, (b). Instructing students to tidy up the class and prepare learning tools so that learning is orderly and comfortable, (c). Starting learning by praying and reading short chapters of juz amma together, (d).taking attendance of students, (f). Delivering material titles and learning objectives, (g). Motivate and relate to the urgency of the material to be learned, (h). Review or ask about the material that has been learned in the previous meeting, (i). Raising problem topics (Problem

Based Learning) with various problems related to the reality of life related to learning material as a learning stimulus.

2) Learning Core Activities

As for the core learning activities, the teacher as a facilitator carries out learning activities as follows: (a). Conveying the theme of learning material, (a). Conveying learning objectives, (c). Stimulating students with questions, (d). Calling students randomly, (e). to appear to present the day of material that students have prepared regarding the theme of the lesson discussed. (f). In learning, at least 3 students who appear to present the results of the material prepared, (g). After the presentation, there is a question and answer for the material that has been presented by students (activeness between students), (h). Followed by participants who have presented will choose other participants to come forward, (i). After the presentation session is complete, the educator shows a video to start learning, the video is related to the reality of life associated with the material, then gives feedback to students, (j). Learning using Smart Tv Media, Youtube, equipped with direct Wifi facilities, (k). Educators lead discussions / discussions related to learning material. (Discussion, Question and Answer), (l). After the discussion, the educator provides an explanation to strengthen the understanding of the material studied, together with the students summarize the main points of the essence of learning (conclusion).

3) Closing Learning

The PAI teacher in closing the lesson is as follows: (a). Educators provide direction and advice to internalize learning outcomes in everyday life, (b). Educators randomly select students to come forward and explain the conclusions of learning, (c). Review of mandatory material by students who are panatu by educators, (d). Educators instruct home assignments to prepare literacy and material for the discussion of the next material at the upcoming meeting. (e). Providing conditional exercises at certain meetings for learning evaluation materials. (g). Educators close with prayer after learning (prayer kafaratul majlis).

For PAI learning based on the independent curriculum that is applied, it usually uses peer tutoring strategies, problem-based learning and Project Based Learning. Seeing the condition of the class which consists of active and creative students. So the peer tutor strategy according to educators is quite relevant and requires them to prepare material to learn at home before they take part in learning at school. Based on this finding, Problem Based Learning does have a positive value to develop students' critical thinking pattern. As the conclusion of the research (Sujana, 2023) shows that the Problem Based Learning model can improve higher order thinking skills for students and increase motivation and enthusiasm because it is based on a problem stimulus that wants to be solved by finding out certain knowledge.

As the opinion of (Purnawanto, 2022) Principles of meaningful learning: The knowledge to be learned should make sense to learners (the concepts learned and the activities performed can be connected to real conditions, including showing real problems to be solved); Learner-centered approach (when learners are more involved in the learning process, they will have a better understanding of the lesson objectives). Educators ask open-ended questions, encourage collaboration and group projects, and give tasks that exercise reflection and synthesis skills; Involve multiple references and learning resources (learning from various books, magazines, research journals, TV programs, the Internet, resource persons/professionals, etc.)

b. Co-curricular Activities of PAI Learning

Co-curricular learning is learning that is designed across disciplines collaboratively between focused subjects to achieve the strengthening of the Pancasila profile. Namira Islamic High School conducts collaborative learning designed and processed by teachers to achieve the co-curricular goals of the Pancasila profile by carrying out integrated learning between science and Islamic manners and values, creating local wisdom project learning and love of culture, then

all the learning results that have been carried out will be displayed at the P5 Pancasila Profile art performance event held at the end of the semester.

Co-curricular learning at SMA Islam Namira Medan is also implemented in learning activities outside the classroom such as religious activities MABID (Malama Ibadah), Islamic boarding school, community service in certain villages that school planning in the near future will be realized as well as the activeness of students in organizations, especially student councils at SMA Islam Namira in order to form the character of the Pancasila Profile itself.

c. Extracurricular Activities

SMA Islam Namira Medan has several extracurricular activities to support the specialization and talents of students. As Mrs. Fratiwi (Interview with the Head of Curriculum, March 01, 2023: At 10.00-11.30 WIB) explained that SMA Islam Namira Medan has extracurricular activities, namely: 1). Tahfiz/Tahsin Club, 2). Basketball, 3).English Club, 4).Hydroponics, 5).Paskibra, 6).Scout, 7).Futsal".

Evaluation of PAI Learning Based on The Independent Curriculum at Namira Islamic High School Medan

As explained by Mr. Muzanni (Principal Interview, February 28, 2023: At 10.00-11.00 WIB) evaluation is something that must exist in learning as a tool to measure and assess as an indicator of the success of a lesson. 3 aspects that must be measured in learning, as agreed with Mrs. Fratiwi (Interview WaKasek Bidang Kurikulum, March 01, 2023: At 10.00-11.30) also explained the same thing, namely: Cognitive Aspects, Affective Aspects and Psychomotor Aspects.

The cognitive aspect covers the content of the material provided by the student's understanding. Then, the material provided by the teacher can be known to what extent the students' level of understanding is through the correctness of the answers collected.

The affective aspect, knowledge and skills are the focus, while how to behave, student behavior, speech, is more emphasized in this affective aspect and in the effective domain the assessment of student actions is carried out during the KBM so that when doing a series of lessons this aspect is assessed by the teacher.

The psychomotor aspect is answering questions or questions from the teacher in this case in the realm of skills. These attitudinal skills in terms of learning PAI and ethics by paying attention to how students solve or answer questions or questions from a teacher and are able to come forward to present or work on projects given independent learning-based learning in their assessment. In addition, psychomotor assessment can also be seen from practical tests, especially the practice of worship.

To evaluate learners, the independent curriculum is called assessment. There are several types of assessments that are applied according to the purpose and objectives of the assessment, namely:

a. Diagnostic Assessment

To find out the readiness of students in entering the learning period, SMA Islam conducts diagnostic tests through basic ability tests and psychological tests to find out the learning styles of students who are dominant with their respective learning styles and find out their learning abilities and talents and interests. Of course, this assessment is the initial guidance material for educators, especially PAI learning at Namira Islamic High School to be able to design effective learning.

The above is in accordance with the explanation (Supriyadi et al., 2022) Cognitive diagnostic assessment refers to a set of cognitively based diagnostic procedures that attempt to pinpoint participants' strengths and weaknesses in relation to their knowledge structures and skills.

Before designing learning as a learning experience for students, it is necessary to test at the beginning to find out information about students who will be taught and educated. This is as mardianto (Mardianto, 2014: 15) explains that the teacher's ability for this operational activity is the ability to design, develop and evaluate learning. An educator in designing learning really needs information from the recipients of learning, especially their psychological conditions.

b. Formative Assessment

Formative assessment is carried out by PAI teachers during the learning process, especially when students conduct discussions, presentations, questions and answers and activeness as well as written reflections. This formative assessment can be said to be like a daily learning value, not only cognitive values are the benchmark for assessment, but the morals and skills of students can also be used as an assessment of learning achievements during learning. This was explained by the PAI teacher, that the formative assessment carried out is usually a written test of exercises or exercises, assessment of activeness, assessment of morals and manners, assessment of assignment sheets or summaries and assessment when daring to appear in front of presentations. This formative assessment also includes daily grades, said the PAI teacher.

c. Sumative Assessment

While summative assessment is an assessment to measure children's learning outcomes so that it can be known about the extent to which children's ability to understand lessons, both cognitive understanding and students' skills such as working on project assignments so that we can find out to what extent their level of creativity and understanding of learning There are two types of summative assessment assessments carried out at Namira Medan Islamic High School, namely:

- 1) Knowledge Assessment, namely by providing written exercise questions to measure students' cognitive understanding.
- 2) Skills Assessment, which is by giving tasks or opportunities for students to be able to make a work or apply an understanding that he has gained from learning to be able to measure his understanding and intelligence of learning and his attitude.

The implementation of evaluation or assessment in learning based on the Merdeka curriculum is indeed simpler by maintaining the validity and credibility of measurable assessments of students. So in the assessment, it is called the best 3 assessments, namely diagnostic assessment, formative assessment and summative assessment. These three assessments are carried out without any demands for KKM (Minimum Completeness Criteria) and without ranking order. This is as in the research (Barlian et al., 2022) revealed the assessment of the implementation of the Merdeka curriculum as follows: (a). In the Teaching Module, at the beginning of learning, there must be a diagnostic test (divided into 2, namely cognitive tests for learning and non-cognitive tests to find out the background of students), and to find out the character of children (happy / unhappy students) at the end of learning. (b). KKM is eliminated (c). Teaching modules are now more numerous, can be made 1 week 1 module, and in it there are formative tests, summative tests. (d). Long-term project learning outcomes expect more character / attitude changes, not the skills. (e) In the learning assessment of the implementation of the Merdeka curriculum, there are two report cards, namely the academic assessment report card and the project assessment report card. (f). Learning outcomes in the form of report cards will be reported and approved by the principal and also reported to parents/guardians of students.

Challenges and obstacles in the implementation of PAI learning design based on the independent curriculum at Namira Islamic High School Medan

Challenges and Obstacles for School Management, this independent curriculum is a curriculum that invites us as educators and managers of educational institutions to want to be more active in advancing education that is innovative, flexible, more free to create and innovate for the success of learning. The challenge is to return to ourselves, whether we want to learn and learn again for quality education or not. In terms of other challenges, teachers are still adjusting to all aspects summarized in the independent curriculum, both in terms of learning tools, administration, and evaluation. However, in general, the learning system based on this independent curriculum requires us to want to advance to become educators who are up to date with the times, the learning style is not rigid with only cognitive aspects. The existence of differentiated learning, namely learning that pays attention to the potential of students according to the talents and interests of students, is a very challenging thing of course for educators. In independent curriculum-based learning also does not demand teachers in one goal, and learning outcomes are more concrete in terms of learning projects based on Pancasila profile projects, and learning is more directed towards participants who are not only cognitively smart but also balanced with the morals and skills aspects of students.

As for the obstacles that have been felt seriously so far according to school management, there are none, it's just that the most important thing in implementing this independent curriculum is the need for school facilities that support or support learning, especially when there are projects that must be produced by students in one semester of learning, sometimes there are student guardians who object on the pretext of funds or the economy that requires students to be bothered with projects. However, it all goes back to the educator so that they can determine the project and students effectively and economically.

CONCLUSION

Based on the results of research on the implementation of independent curriculum-based PAI learning design at Namira Medan Islamic High School, it can be concluded that:

1. Islamic Education Lesson (PAI) Learning Planning based on independent curriculum at SMA Islam Namira Medan is an organized effort to design meaningful learning for the achievement of effective learning outcomes according to the vision and mission of the school and the learning objectives of the national curriculum. The planning begins with the annual meeting of the foundation and all school units to reflect and discuss the learning design, conduct diagnostic assessments, MGMP teachers and competency training, compile teaching tools, prepare strategies and methods and socialize education programs to students' guardians.
In the administration of learning planning, it is mandatory for students to have several learning tools such as, Educator calendar as the basis for compiling programs, CP (learning achievements), TP (Learning Objectives), ATP (Flow of Learning Objectives), and Teaching Modules. To equalize perceptions and broaden insights, the activities of the students for this are facilitated by the MGMP forum under the auspices of management for sharing is caring.
2. The implementation of independent curriculum-based PAI learning at SMA Islam Namira Medan is carried out with various strategies and methods that are PAIKEM (Active, Innovative, Creative, Effective and Fun Learning) accompanied by media. Educators are only facilitators and project instructors in learning in order to direct students to achieve learning objectives. The concept is that students are active in learning

and learning does not only focus on the theory of material, but can develop the theory of material on aspects of the reality of life. In other words, concrete learning with real learning outcomes.

3. Evaluation of PAI learning based on the independent curriculum at Namira Medan Islamic High School is carried out with 3 assessment terms, namely diagnostic assessment, formative assessment, and summative assessment. The three assessments have different roles and purposes but are one unit to produce effective learning in PAI learning.

The challenges and obstacles in learning PAI based on an independent curriculum at Namira Islamic High School are the need for more time, literacy and facilities that must be improved and educators are required to be extra creative in learning. While the obstacles in learning PAI based on an independent curriculum are that there needs to be financial support in managing all learning projects and also the existence of funds that sometimes the parents' economy is not all the same as the upper middle class people. this is certainly very much something that must be considered in collaborating between teachers and people towards learning.

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