

Implementation Of the Independent Curriculum In Min 1 Pontianak

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Abstrak: This research is motivated by the decision of the Director General of Islamic Education Number 1443 of 2023 concerning Madrasahs Implementing the Independent Curriculum for the 2023/2024 Academic Year. MIN 1 Pontianak is one of the madrasahs included in the decision, so it must prepare to implement the independent curriculum. This field research uses a descriptive qualitative approach with data collection techniques using interviews, documentation, and observation. Based on the data analysis, the results of the study describe that MIN 1 Pontianak has carried out preparations for the implementation of the independent curriculum. The preparations carried out include: participating in the socialization of the implementation of the independent curriculum carried out by the Ministry of Religion, participating in technical guidance on the implementation of the independent curriculum through the Pintar web application of the Ministry of Religious Affairs training center, holding technical guidance, training and practice of implementing the independent curriculum by inviting resource persons, forming a madrasah curriculum development team, and planning the implementation of the independent curriculum..

Keywords: *Implementation, Independent Curriculum, MIN 1 Pontianak.*

INTRODUCTION

The education system in Indonesia until 2023 has experienced 11 curriculum changes (Sumarsih et al., 2022). The first curriculum was implemented in 1947, and the Ministry of Education, Culture, and Research finally launched an independent curriculum during the Covid-19 pandemic (Nurani et al., 2022). Followed by policies supporting the independent curriculum that was passed and socialized by the Ministry of Education, Culture, and Research.

The independent curriculum is a curriculum with diverse learning (Nurani et al., 2022). The independent curriculum, which is based on the National Education System Law, has a basic concept that aims to give schools the freedom to design and develop a curriculum that is in accordance with local needs and characteristics and strengthen the strengthening of students' character.

The independent curriculum policy documents that underlie the implementation of the independent curriculum include the Decree of the Minister of Education, Culture, Research, Technology (Kepmendikbudristek) Number 56/M/2022 on Guidelines for Curriculum Implementation in the Framework of Learning Recovery (Kepmendikbudristek, 2022). The document provides guidelines on the principles and steps for implementing the Merdeka Curriculum at various levels of education, including at the Madrasah Ibtidaiyah level.

In educational institutions under the auspices of the Ministry of Religious Affairs, the implementation of the independent curriculum is based on the guidelines for implementing the independent curriculum in madrasahs (Keputusan Menteri Agama Nomor 347 Tahun 2022 Tentang Pedoman Implementasi Kurikulum Merdeka Pada Madrasah, 2022). Educational

institutions including Madrasah Ibtidaiyah began implementing the independent curriculum on a limited basis (piloting) in 2022 according to the implementation guidelines in the KMA

In 2023, the Ministry of Religious Affairs through the Directorate of Curriculum, Facilities, Institutions & Student Affairs of Madrasahs (KSJK) issued a circular Decree of the Director General of Islamic Education on the implementation of an independent curriculum in madrasahs that will be implemented starting in the 2023/2024 academic year. Through this circular, the heads of the Ministry of Religious Affairs offices throughout Indonesia must socialize the circular to all Madrasahs in their working areas.

Through the decree of the Director General of Islamic Education of the Ministry of Religious Affairs, Madrasah Ibtidaiyah in Pontianak City must also start implementing the independent curriculum in the 2023/2024 academic year (Keputusan Direktur Jendral Pendidikan Islam, 2023). Madrasah Ibtidaiyah that must start implementing the independent curriculum includes MIN 1 Pontianak, MIN 2 Pontianak, and MIN 3 Pontianak. Meanwhile, private Madrasah Ibtidaiyah has not been instructed to start implementing the independent curriculum starting in the 2023/2024 academic year.

Based on this Decree of the Director General of Islamic Education, MIN in Pontianak City must immediately prepare everything related to the process of implementing the independent curriculum. As preliminary data submitted by the Supervisor of MI in Pontianak City, that this MIN must immediately prepare human resources who understand the regulations and regulations for implementing the independent curriculum, prepare documents, analyse learning outcomes, develop teaching tools, understand the principles of assessment of the independent curriculum.

The independent curriculum comes with a variety of learning approaches that are easier and can be applied more flexibly when compared to previous curricula. However, it still has a focus and refers to the main material that must be mastered by students. The independent curriculum has branded as a curriculum that provides freedom for educators in carrying out teaching and learning activities while still adjusting to the needs of students (Kadek et al., 2022).

It needs to be realized together that every school or madrasah and every student between one region and another certainly has differences (Usanto S, 2022). This difference is the basis that each teacher must be given freedom in carrying out learning so that the resulting learning can be adjusted to the characteristics of students and each school or madrasah. The independent curriculum is offered according to the readiness of teachers and education personnel in schools (Nurul, 2022).

One of the bases for the implementation of the independent curriculum implementation is the condition of the Covid-19 pandemic in 2020 which requires the curriculum to adjust according to changing conditions in all sectors. As the name suggests, the independent curriculum also frees schools to choose whether or not to implement the curriculum.

Schools or madrasahs should not close themselves to being ignorant and indifferent to the curriculum adjustments that occur in Indonesia. Schools must continue to improve and prepare to adjust so that they can produce graduates who are in accordance with the times. In June 2023, researchers received an invitation from MIN 1 Pontianak to attend the opening of the In-House Training activity with the theme "With Curriculum Changes, We Realize Merdeka Belajar". This activity became interesting to follow, because according to the information of the MI supervisory working group (Pokjawas) who at the event was present to give a speech. In his remarks, the Pokjawas explained that MIN 1 Pontianak was one of the MIs appointed by the Ministry of Religion to implement the independent curriculum in the 2023/2024 academic year. Based on this initial data, the researcher is interested in further exploring the preparation for the implementation of the independent curriculum at MIN 1 Pontianak.

METHODS

This research uses a qualitative method with a descriptive approach. This descriptive approach was chosen by considering the purpose of this research which will describe how the implementation of the independent curriculum of Madrasah Ibtidaiyah in Pontianak City. The data sources in this study were the head of Madrasah Ibtidaiyah and several class teachers at MIN 1 Pontianak. Data collection techniques in this study were interviews, observation, and documentation.

Data analysis is the process of searching and compiling systematically the data obtained from interviews, field notes, and documentation. obtained from interviews, field notes, and documentation, by organizing data into categories, describing it into units, synthesizing it into units, synthesizing, organizing into patterns, selecting what is important and what will be learned, and analyzing the data. which is important and which will be studied, and making conclusions so that it is easy to understand by oneself and others. easily understood by oneself and others.

The data analysis used in this research uses the Miles and Huberman model data analysis technique. There are three steps in conducting data analysis, namely: data reduction, data display, and conclusion drawing/verification (Miles & Hubberman, 1994). The analysis process was carried out dynamically, conducting an iterative analysis process at the condensation and data presentation stages if necessary until a valid conclusion was found.

RESULT AND DISCUSSION

MIN 1 Pontianak is the MIN with the largest number of students and teachers compared to other MINs in Pontianak City. This is evidenced by the existence of two different building locations. The situation aims to facilitate students who are across the Kapuas River so that MIN 1 is located in two different areas. In addition to the number of students, the number of teachers, and buildings that are more in terms of quantity, MIN 1 Pontianak is also the only MIN in Pontianak that has received A / superior accreditation from BAN S / M from the center. This shows that in addition to MIN 1 Pontianak paying attention to quantity, MIN 1 Pontianak also pays attention to and maintains the quality of education implementation.

Based on the decision of the Directorate General of Islamic Education (Keputusan Direktur Jendral Pendidikan Islam, 2023) that MIN 1 is one of three MINs in Pontianak appointed to start implementing the independent curriculum in the odd semester of the 2023/2024 school year. That means it will be implemented in July this year 2023. This must also be supported by preparing all the needs that support the implementation of the independent curriculum at MIN 1 Pontianak.

According to Dina, there are five technical steps that must really be prepared for the implementation of an independent curriculum (Tiraswati, 2022) including: understanding the regulations and regulations for implementing an independent curriculum, preparing documents, analyzing learning outcomes, compiling teaching tools, understanding the principles of assessment of an independent curriculum. The implementation strategy is explained more simply in the guide to implementing the independent curriculum in madrasah (Panduan Implementasi Kurikulum Merdeka Pada Madrasah, 2022), namely by participating in the socialization of the implementation of the independent curriculum, participating in technical guidance, training in implementing the independent curriculum and sharing good practices in implementing the independent curriculum, compiling and establishing a madrasah curriculum development team, planning the implementation of the independent curriculum, and implementing the implementation of the independent curriculum.

MIN 1 Pontianak is one of the Madrasah Ibtidaiyah that received instructions to implement the independent curriculum from the Director General of Islamic Education of the Ministry of Religion. Before the decree of the Directorate General of Islamic Education (Keputusan Direktur Jendral Pendidikan Islam, 2023) was issued, there were regulations related to policies issued by the Ministry of Religious Affairs for the implementation of the independent curriculum.

The implementation of the independent curriculum in educational institutions under the auspices of the Ministry of Religion is covered by the policy of the Minister of Religion Decree (KMA) Number 347 of 2022 concerning guidelines for implementing the independent curriculum in madrasas (Keputusan Menteri Agama Nomor 347 Tahun 2022 Tentang Pedoman Implementasi Kurikulum Merdeka Pada Madrasah, 2022).

The KMA explains several things, including: first, a reference for madrasahs and stakeholders in the strategy of organizing learning for all subjects in madrasahs. Second, about providing curriculum choices to madrasahs, which means providing choices that madrasahs may choose to implement the 2013 curriculum or choose to implement an independent curriculum with terms and conditions that must be carried out. Third, the implementation of the curriculum for madrasahs that choose the 2013 curriculum. Fourth, about the implementation of the curriculum for madrasahs that implement the independent curriculum. Fifth, about the implementation of the independent curriculum implementation which will be implemented in stages starting in 2022/2023, and the independent curriculum is applied to RA, MI, MTs, and MA, and MAK on a limited basis in pilot / piloting madrasahs determined by the Director General of Islamic Education. Sixth, the learning load and linearity of teachers who teach in madrasahs that apply the independent curriculum are determined by the Director General of Islamic Education.

In order to strengthen KMA Number 347, it is then derived into guidelines that can be practically understood independently by madrasahs implementing the independent curriculum. The guidelines in question include guidelines for implementing the independent curriculum in madrasahs, guidelines for developing the madrasa operational curriculum, learning and assessment guidelines, guidelines for developing projects to strengthen the Pancasila Student Profile and the Rahmatan Lil Alamin student profile, development guidelines and examples of teaching modules for Islamic Religious Education and Arabic Language subjects, and finally guidelines for developing the implementation of the independent curriculum in Raudlatul Athfal (Panduan Implementasi Kurikulum Merdeka Pada Madrasah, 2022). Through the guidelines that have been published by the Directorate of Islamic Education, it is hoped that Madrasahs can independently understand the regulations regarding the Independent Curriculum organized by Madrasahs.

In order to prepare the implementation of the independent curriculum at MIN 1 Pontianak, the first step taken was to conduct trainings on the independent curriculum. According to information from the head of MIN 1 Pontianak, his institution has conducted several trainings. The first training was in December 2022 with the theme of the activity Training on the Introduction & Implementation of the Independent Curriculum through the Teacher Working Group (KKG) by inviting resource persons Dra. Wafidah, M.Pd who is the MI Supervisor at the Pontianak City Ministry of Religion Office and Sirilindayuni who is a PasProv Literacy teacher (Sumiati, 2022). The second training was in June 2023 with the theme of activities With Curriculum Changes, We Realize Merdeka Belajar by inviting resource person Mahrani, M.Pd facilitator and national driving teacher of the Ministry of Education and Culture.

The first training was held for two days and was attended by all teachers at MIN 1 Pontianak City, the location of the first day of training at MIN 1 Pontianak in Saigon. The first

day of training was filled by the MI Supervisor of the Pontianak City Ministry of Religion Office Dra. Wafidah, M.Pd, in the training it was conveyed about the regulations or policies of the ministry of religion related to the independent curriculum in this case KMA Number 347 of 2022 and other discussions about the philosophy of the independent curriculum, as well as about the implementation of the independent curriculum if implemented in MIN 1 Pontianak (Sumiati, 2022).

In his presentation, the resource person explained that the independent curriculum is a learning method that refers to talents and interests. Students can choose any lesson according to the passion of the students themselves. The characteristics of the independent curriculum conveyed by the resource person include: project and character-based, focused on the core material, and flexible teachers and students. Another explanation of the teacher's strategy in preparing for the implementation of the independent curriculum. The strategies that teachers can implement in preparing for an independent curriculum include: learning through the independent teaching platform, learning the independent curriculum by participating in the webinar series, learning in the learning community, learning good practices through recommended resource persons, utilizing the helpdesk or help service center or working with partners.

The first training on the second day was held at the MIN 1 Pontianak Building in Jeruk Street, the material on the introduction of the independent curriculum associated with students with special needs by Sirilidayuni, a MIN 1 Pontianak teacher who is one of the PasProv Literasi. In the material presented that all schools should not reject the presence of students with special needs, besides not rejecting Schools must also prepare learning support facilities and infrastructure for students with special needs.

The second training was a follow-up to the first training, especially on teacher strategies to prepare themselves for the implementation of the independent curriculum by bringing in resource persons to learn practically about the implementation of the independent curriculum. The second training was made in the form of In-House Training (IHT), by inviting resource persons to provide training to all teachers and employees of MIN 1 Pontianak. This IHT was held on June 13, 2023 at Abdurrani Mahmud Hall IAIN Pontianak, this activity was held from 07.00 - 16.30 WIB. This activity was initiated by the Head of MIN 1 Pontianak with the aim of preparing teachers to understand the structure of the independent curriculum, to be able to analyze learning outcomes (CP), to understand the flow of learning objectives (ATP), and learning objectives (TP), and to understand the project of strengthening the profile of Pancasila students in implementing the independent curriculum.

In this second training, MIN 1 Pontianak City teachers learned to understand the structure of the independent curriculum. According to one of the teachers, the process of understanding the curriculum structure, analyzing learning outcomes, and understanding the flow of learning objectives, and learning objectives really needs a resource person, with the assistance of resource persons the process of understanding the independent curriculum is realistic and can be understood immediately. The resource person also provided an example of the Pancasila Student Profile Strengthening Project that has been implemented by elementary schools that have implemented an independent curriculum.

In addition to the activities programmed by MIN 1 Pontianak, according to the Head of Madrasah and several statements from MIN 1 Pontianak teachers, in addition to participating in the two programmed activities above, some teachers also participated in a series of webinars and training held by the Ministry of Religion through the Pintar Kemenag web application. There are five training periods with a mooc (massive open online course) model on the independent curriculum in the web application.

There are five training periods containing four sections, in the first section contains an explanation and welcome of trainees to the mooc program, an explanation of the material on the philosophy and foundation of the independent curriculum in madrasas, the training system and human resource development of the Ministry of Religious Affairs. In the second section, explain the material about partnerships and learning resources. In this section, it exemplifies the successful partnership between madrasah and universities in implementing the independent curriculum. The third section presents a discussion on religious moderation and national development, and discusses madrasah curriculum policies and strategies. In the last section, this is the core section that fully discusses the independent curriculum. The discussion includes: the paradigm shift in madrasa education which is divided into five sections, differentiated learning (learning management of the independent curriculum) which is divided into seven sections, learning assessment in the independent curriculum which is divided into five sections, the project to strengthen the profile of Pancasila students and the rahmatan lil'alamin student project (P5 PPRA) which is divided into four sections, the preparation of the madrasa operational curriculum (KOM) which is divided into five sections, and coaching and mentoring techniques which are divided into two sections.

MIN 1 Pontianak teachers who participated in several training series from the Ministry of Religious Affairs can be sure to have initial abilities regarding the implementation of the independent curriculum. This can be ascertained because the training program is very structured in which each Ministry of Religion HR who participates in the program must complete one by one the material presented in the Ministry's Pintar web application. In addition to having to complete one by one the material presented, each trainee must also work on an evaluation that will automatically appear after several discussions in each section. If the evaluation results do not meet the passing standards, the trainees cannot continue the material presented in the next section or section. The scheme that has been designed by the Ministry of Religious Affairs Pusdiklat is very systematic and has enormous benefits for teachers who take part in the training. The training also provides a 39 JP training certificate facility, besides that the teachers who take part in the training are also still allowed to open the material in the form of videos and download the material in the form of files even though the training time has ended. Of course, this is sufficient provision to repeat and understand independently the training materials on the implementation of the independent curriculum in Madrasah.

In the guide to the implementation of the independent curriculum in madrasas, it is explained about the content map in understanding the implementation of the independent curriculum (Panduan Implementasi Kurikulum Merdeka Pada Madrasah, 2022), as presented in the figure below:

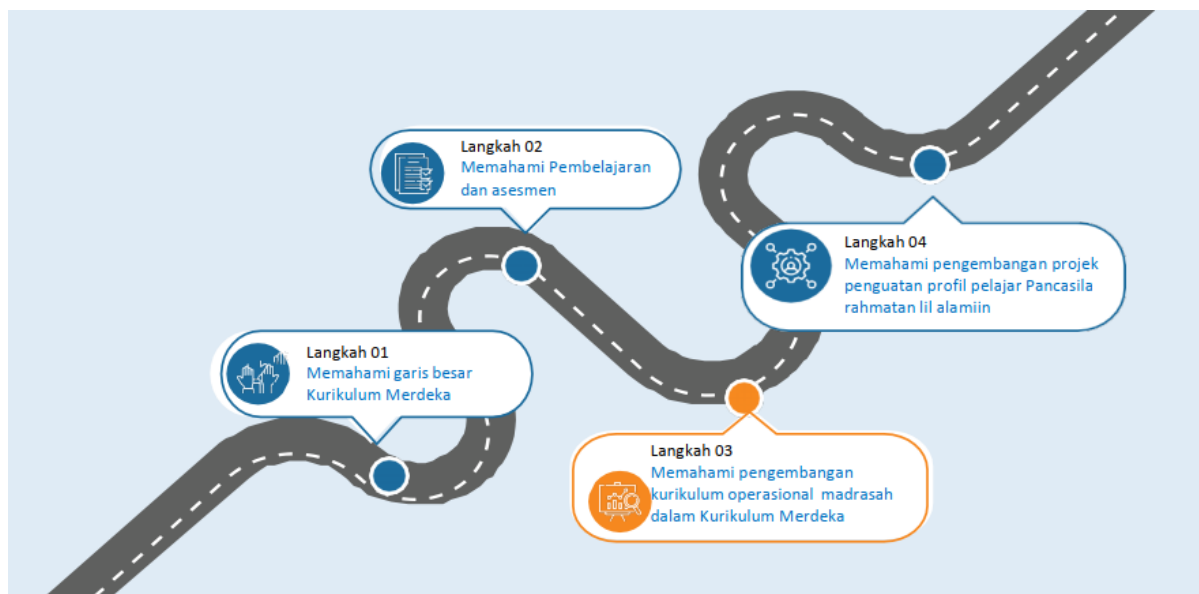


Figure 1: Content map in understanding the implementation of the independent curriculum

Based on the content map above, in understanding the implementation of the independent curriculum, there are 4 steps that must be carried out by madrasahs that will implement the independent curriculum. These steps are then explained in more detail into a preparation strategy that must be carried out by the madrasah.

According to the guidelines for implementing the independent curriculum in madrasahs, there are five series of preparations for implementing the independent curriculum in madrasahs, including: (1) participating in the socialization of the implementation of the independent curriculum, (2) participating in technical guidance, training on the implementation of the independent curriculum and sharing good practices in implementing the independent curriculum, (3) compiling and determining the madrasah curriculum development team, (4) planning the implementation of the independent curriculum, and (5) implementing the implementation of the independent curriculum (Panduan Implementasi Kurikulum Merdeka Pada Madrasah, 2022).

Researchers understand that the three major activities carried out by MIN 1 Pontianak, which include the Independent Curriculum Introduction Training, In House Training, and Training through MOOC in the Ministry of Religion's Pintar web application, are efforts by the madrasah head and teachers at MIN 1 Pontianak to participate in and carry out socialization activities for implementing the independent curriculum.

As stated in the Independent Curriculum Implementation guide, Independent Curriculum activities can be carried out by the Ministry of Religion, Ministry of Research and Technology, Regional Office of the Provincial Ministry of Religion, Regency / City Ministry of Religion, Madrasah Working Group (KKM), Subject Teacher Consultation (MGMP), Education Office, Education Professional Association and other related competent institutions (Panduan Implementasi Kurikulum Merdeka Pada Madrasah, 2022). The data obtained by the researchers show that MIN 1 Pontianak has carried out various trainings programmed independently by MIN 1 Pontianak in collaboration with the Ministry of Religion, and various resource persons from the Ministry of Religion itself and from the Ministry of Education and Culture with the material presented on the implementation of the independent curriculum. Socialization involving the madrasah head, teachers, education personnel, madrasah committee, and stakeholders, the researcher can understand that this can be used as an indicator that MIN 1 Pontianak has carried out socialization activities for implementing the independent curriculum

and can be used as an indicator that MIN 1 Pontianak is ready to implement the independent curriculum.

Technical guidance or training held by MIN 1 Pontianak and training held through MOOC by the Ministry of Religious Affairs Pusdiklat which was attended by the madrasah head, all teachers, and education personnel had the aim of making stakeholders at MIN 1 Pontianak City understand in depth about the implementation of the independent curriculum. Various trainings carried out at MIN 1 Pontianak can be understood by the author that provides a realistic understanding to the madrasah head, teachers, education personnel, and madrasah committee about the implementation of the independent curriculum.

The training model implemented by MIN 1 Pontianak is also like the IN-ON-IN pattern contained in the Independent Curriculum Implementation guide (Panduan Implementasi Kurikulum Merdeka Pada Madrasah, 2022). Researchers understand that the IN activities carried out by MIN 1 Pontianak, namely in training, are always delivered conceptual material about the independent curriculum. In the training in December 2022, training in June 2023, and training conducted through MOOC by the Ministry of Religion always begins with providing concepts about the independent curriculum by various resources.

In the ON activities carried out at the training in December 2022, the researcher understands that the training participants, in this case the madrasah head, teachers and education personnel, create an overview of the implementation of the independent curriculum through the guidance of resource persons, in this case MI supervisors from the Pontianak City Office of the Ministry of Religious Affairs and from PasProv Literacy and training in June 2023 the researcher understands that the training participants, in this case the madrasah head, teachers and education personnel understand the structure of the independent curriculum, can analyze learning outcomes (CP), understand the flow of learning objectives (ATP), and learning objectives (TP), and understand the project of strengthening the profile of Pancasila students in implementing the independent curriculum through the guidance of resource persons in this case the national facilitator of mobilizing teachers from the Ministry of Education, Culture, and Research.

In ON activities carry out the product process of analyzing the results of CP, ATP, and TP carried out at the training in June 2023 with direct facilitator assistance. So that researchers can understand that training activities for implementing an independent curriculum and sharing good practices for implementing an independent curriculum have been carried out at MIN 1 Pontianak using the ON-IN-ON model training, this is an indicator of the readiness of MIN 1 Pontianak in implementing an independent curriculum.

MIN 1 Pontianak established the madrasah curriculum development team prior to the implementation of the training held as described above. The implementation of the determination of the madrasah curriculum development team was determined based on the results of the independent curriculum implementation preparation meeting led directly by the madrasah head. The agreed meeting results were then used as one of the bases for determining the madrasah curriculum development team. The composition of the independent curriculum development team consists of the chairman, deputy and members. The head of the madrasah curriculum developers is responsible for Dra. Wizastuti, M.Pd. Deputy Chairperson 1 is responsible for Hendri Yusnardi, S.Pd. Deputy Chairperson 2 is responsible for Hj. Laila Pranita, M.Pd.I. Members of the curriculum developers are all teachers and all education personnel as well as several committee representatives at MIN 1 Pontianak.

The duties of the members of the madrasah curriculum development team above include: chairman, responsible for all activities related to the madrasah curriculum development process (planning, implementation, evaluation and follow-up), dividing jobdesk to deputy and all members of the madrasah curriculum developers. Vice chairman, has the task of studying

various policies, guidelines, and guidelines issued by policy makers related to madrasah curriculum development, and actively participating in workshops or the like to add references related to madrasah curriculum development.

The duties of the members of the madrasah curriculum development team above include: chairperson, responsible for all activities related to the madrasah curriculum development process (planning, implementation, evaluation, and follow-up), dividing job desks to the deputy and all members of the madrasah curriculum developers. Vice chairman, has the task of studying various policies, guidelines, and guidelines issued by policymakers related to madrasah curriculum development, and actively participating in workshops or the like to add references related to madrasah curriculum development. Members are tasked with assisting the chairperson and vice chairperson in collecting data and need in developing the madrasah operational curriculum and preparing supporting suggestions.

The existence of a legal madrasah curriculum development team, a development team that works according to its duties and responsibilities, then plans and implements a work program in the form of training and in-house training aimed at preparing for the implementation of an independent curriculum with a structure of activities in the form of designing a madrasah operational curriculum, designing learning objectives and flow of learning objectives, designing learning and assessment, developing teaching tools, designing the Pancasila Student Profile Strengthening Project and the Rahmatan Lil Alamin Student Profile (P5 PPRA), designing the implementation of P5 PPRA, designing student-oriented learning implementation, collaborating with all stakeholders, researchers can understand that all of these activities are indicators of the readiness of MIN 1 Pontianak in implementing the independent curriculum..

CONCLUSIONS

The implementation of the independent curriculum at MIN 1 Pontianak based on the Decree of the Director General of Islamic Education Number 1443 of 2023 concerning Madrasahs Implementing the Independent Curriculum for the 2023/2024 academic year must be implemented starting in the 2023/2024 academic year. Preparations for the implementation of the independent curriculum have been carried out, by participating in the socialisation of the implementation of the independent curriculum from the Ministry of Religion, attending technical guidance, training and practice of implementing the independent curriculum in the form of training on the introduction of the independent curriculum and in house training, forming a madrasah curriculum development team, then planning the implementation of the independent curriculum. The various preparations that have been carried out by MIN 1 Pontianak are capital and initial steps that are in accordance with the guidelines for implementing the independent curriculum from the Directorate of KSKK Madrasah, Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia.

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