



THE MODIFICATION OF ISLAMIC RELIGION LEARNING THROUGH SEKOLAH PENGGERAK CURRICULLUM

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Abstract: This study aims to reveal in depth about the modification of Islamic religious learning in the *sekolah penggerak* curriculum. This study uses qualitative research with a case study type. Data collection techniques through observation, interviews, and documentation. Test the validity of the data using source triangulation and technique triangulation. As well as data analysis techniques using the Miles and Huberman model, namely data reduction, data presentation, verification (drawing conclusions). The results showed that the Islamic religious learning curriculum used by SDN 02 Rejang Lebong was a modification of the *sekolah penggerak* curriculum. Which in terms of objectives, learning processes, and forms of evaluation are different from the 2013 curriculum. Modifications to Islamic religious learning in the *sekolah penggerak* curriculum in content or material can include adjusting learning achievement standards, the flow of learning objectives (ATP) has the same function as the syllabus, and teaching modules are the same as lesson plans. The evaluation of the modification of Islamic religious learning in the *sekolah penggerak* curriculum uses an early learning diagnostic assessment or assessment, formative assessment on going learning and a summative assessment, namely the final assessment. Destination of this research is to strive to produce superior, character and professional human resources so that they are able to support sustainable development in the future.

INTRODUCTION

Curriculum is very important in the realm of the world of education, because curriculum as the components used reference every unit in education, both by managers nor organizer. one curriculum tool for reaching destination education (Kusmawati & Surachman, 2019; (Wahid & Muali, 2021). Because that is curriculum as learning process reference especially in school possessor tanggung answer development results study with link one theme ie Profile Pancasila students (Patilima, 2022) . *Sekolah penggerak* expected Becomes initiator enhancement the quality of Islamic Religious Education in schools. *Guru Penggerak* is a teacher as an agent change in the world of designed education for could print as much possible agent transformation in ecosystem education roles

and positions important Islamic religious education. Islamic religious education became important and decisive many things, up to awakened presumption reciprocal that if Islamic religious learning is running well, then many Thing in relation society, nation, and state with itself will too rated good (Shafi'i, 2021) .

Policy *sekolah penggerak* in a manner explicit aim for develop in a manner holistic competence and character Pancasila students. So that thus, throughout eye lessons taught by teachers, including Islamic religious learning teachers leads to achievement destination the (Waruwu et al., 2022) . This is what Islamic religious education teachers have not quite enough answer in *sekolah penggerak* curriculum. Modify something curriculum be one tips realize vision development national and policy *sekolah penggerak*. Modification here refers to a creation, customization and display something tool or suggestions and infrastructure that are new, unique, and interesting to a learning process teach education (Aslan & Aybek, 2019). Where is the goal modification curriculum this later so that the material is there in the curriculum could conveyed and presented in accordance with stages development cognitive, affective, and psychomotor student age base could conducted in a manner intensive (Goodman et al., 2022).

Apparently, SD 02 Rejang Lebong is one school that has apply *sekolah penggerak* curriculum. Effort this conducted with switch from curriculum 2013 for an increase ability and character student since early. Problems that occur before applied *sekolah penggerak* curriculum ie exists discrepancy plot learning with needs as well as ability student. Like student demanded for an independent personally develop ability with enrich literacy and innovation with teacher only to be a supervisor without help the growth process student. Student tend made object in the learning process, temporarily presence and role student in study actually Becomes key main in movement active and creative learning.

Not only it, on the level religiosity student age base still low proven from careless with to do things despicable like make fun of friends, discriminate friendship until fighting at school. Student age base should already can introduced with teachings belief on Lord as its creator. Then from belief on exists God is involved in his life will capable make student take decision in act and behave commendable and avoid decision stupid can harmful self student. So from problem the innovation of SD 02 Rejang Lebong ie take step apply *sekolah penggerak* curriculum with modify it in learning Islamic religious education.

Form modification *sekolah penggerak* curriculum this will Becomes solution on dichotomy and weakness education Islam for child age base moment this. Should be, all knowledge in the world of education must can balanced implementation and achievement so that create multitalented students in a manner personal (Angga et al., 2021) . For Islamic religious education, *sekolah penggerak* curriculum and adaptive processes this no will too difficult remember room scope Theory focus on embodiment character religious in a broad sense, that is sturdiness belief, observance of worship, and implemented in two form life social, fine in interpersonal relationships (aspect moral character) as well in mover civilization (aspect character performance) (Musa et al., 2022) .

Study similar naturally has conducted by Javanisa et al. (2022) which shows *sekolah penggerak* curriculum this have difference with Where is the 2013 curriculum in assessment use evaluation holistic, which is more to results study participant educate that alone. Also explains in his research show that *sekolah penggerak* curriculum covers competence cognitive (literacy and numeracy) as well non-cognitive (character) prefixed with HR (head superior schools and teachers). Temporary Rahayuningsih & Rijanto (2022) put forward in his research about exists understanding enhancement knowledge Head *sekolah penggerak* about competency models school that consists from four category namely 1) development self and others, 2) leadership learning, 3) leadership management school and 4) leadership development school .

Study this Becomes distinguish and have score alone in the study compared a number of research above. Study this study form modifications made school in eye lesson Islamic religious education with reference *sekolah penggerak* curriculum. Study this different because not yet once there is study about how form variation *sekolah penggerak* curriculum for Islamic religious education lessons that become comparison with curriculum 2013. Of course, the Becomes originality study this and occupy novelty latest related *sekolah penggerak* curriculum. Study this Becomes exists vision Indonesian education for advanced, independent, character Pancasila and moderation religious as well as multicultural.

For each destination such, then he did modification lesson Islamic religious education with reference *sekolah penggerak* curriculum. Based on thing such, then researcher will browse more deep regarding *sekolah penggerak* curriculum force for improvement activity nor quality learning Islamic religious education. Then study this too maybe could give contribution for schools for operate *sekolah penggerak* curriculum.

RESEARCH METHOD

Study this use study qualitative with use approach studies case. Informant study this is head schools, curriculum representatives, and Islamic religious education teachers. Presence researcher in every on-site activities study role as observer, reflector and as reporter results research. This data collection technique use method observation, interview, and documentation. Data validity test was carried out with method use Triangulation Sources and Triangulation Techniques. and technique data analysis using the Miles and Huberman model, namely Data reduction, data presentation, verification (interesting conclusion).

RESULT AND DISCUSSION

Islamic Religious Education Learning in the 2013 Curriculum

Based on the findings at SD Negeri 02 Rejang Lebong, it was found that in Islamic religious education learning, the curriculum used before the *sekolah penggerak* curriculum was the 2013 curriculum. The objectives, the flow of implementation, and the assessment of learning outcomes were measured from the achievement of competence, that the learning objectives of the 2013

curriculum were to form dignified national character and civilization in in order to educate the life of the nation, develop the potential of students who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become good citizens. Theory learning has prepared before learning accordingly with syllabus and lesson plans that have been designed.

Table 1. 2013 Curriculum Islamic Religious Education Material

	Class Low	High Class
	Recognize, Read, Memorize letter hijaiyah	Get to know, Read, Memorize short surahs of the Qur'an
Accumulative Islamic Education Subject Materials	Knowing get along faith	Creed identification fundamental Asmaul Husna
	Knowing pillars of Islam	Getting to know morality commendable
	Getting to know he names of the Prophet	Fiqh of daily worship
		Getting to know stories of the prophet

Material class low (1-3) as presented in the table above teach students for recognize thing fundamental about Islam like knowing way know, read, as well memorize letters hijaiyah, harmony faith, the pillars of Islam, as well as memorize the names of the Prophet. Meanwhile matter class high (4-6) about the Qur'an cover surah or verse consistent short by level class, creed identification regularly fundamental about get along faith and asmaul husna, belief recognize morality should be commended implanted since early like honest, disciplined, trusting, loving helping and so on, jurisprudence of daily worship like way purification, ablution, prayer and fasting and history civilization Islam covering story some messenger & friend the prophet Muhammad SAW.

Learning process curriculum 2013 teachers must prepare especially formerly device learning with ripe for convenience desired goal achieve. In the learning process the teacher does not direct explain to student, however given Theory especially first. With so opinion Head School is father Kusniadi mention curriculum is set plans and arrangements about purpose, content, and materials lesson as well as method used as guidelines maintenance activity learning for reach destination education certain. Setyaningih (2018) put forward education character in the 2013 curriculum aims for increase process quality and results education, which leads to formation favor manners and morals glorious participant educate in a manner intact, integrated, and balanced, appropriate

with standard competence graduate in each unit education. In application education character that, no only not quite enough answer from school only, however not quite enough answer all party like parent's participant students, government, and society.

Thereby Sinambela (2018) understand that The 2013 curriculum is development curriculum that focuses on improvement and balance Among competence attitude, skills, and knowledge. Hasanuddin (2017) explained curriculum used as guidelines maintenance activity learning for reach competence basis and purpose education. Aim for increase process quality and results education, which leads to formation favor manners and morals glorious participant educate in a manner intact, integrated, and balanced, appropriate with standard competence graduate in each unit education.

Islamic Religious Education in *Sekolah Penggerak* Curriculum

From the results findings research at SD Negeri 02 Rejang Lebong obtained that curriculum used at the time this that is *sekolah penggerak* curriculum (KOSP). Ahmad et al. (2022) mention curriculum this developed as a framework more curriculum flexible, all at once focus on material essential and development character. Destination deep Islamic religious education by *sekolah penggerak* curriculum this in a manner explicit aim for develop in a manner holistic competence and character Pancasila students in realize vision development national and policy of *sekolah penggerak*. Representative of SDN 02 Rejang Lebong Curriculum explain inner Islamic religious education material *sekolah penggerak* curriculum same just with curriculum 2013. The process of Islamic religious education learning in *sekolah penggerak* curriculum teacher activator must always dominate ingredient or Theory lesson to be taught in the learning process as well as must develop it in the sense of increasing ability his knowledge.

In the learning process, the teacher is facilitator, everyone started from self student and student-centered. *Sekolah penggerak* curriculum have role for always develop existing potential in the himself to continue develop according to with development of the times and have high innovation (Marisa, 2021) . *Sekolah penggerak* curriculum this arranged aim for explore how Islamic religious education can in a manner positive contribute in realize vision development national and policy *sekolah penggerak* (Suryaman, 2020) . Ritonga et al. (2022) explain policy *Sekolah penggerak* in a manner explicit aim for develop in a manner holistic competence and character Pancasila student. Rachmawati et al. (2022) expose that for Islamic religious education, development curriculum and adaptive processes this no will too difficult remember from room scope Theory focus on embodiment character religious in a broad sense, that is sturdiness belief, observance of worship, and implemented in two form life social, fine in interpersonal relationships (aspect moral character) as well in mover civilization (aspect character performance).

As explained by Junaidin et al., (2022) that draft curriculum must rely on society , then curriculum characteristic interactive , and emphasizes teacher

participation, namely the teacher participates in *sekolah penggerak* curriculum. So that in *sekolah penggerak* curriculum teacher is not again fumbled in implementation in schools. Because if Thing this occur so curriculum no will walk as should. That's great no matter what program is launched will permanent begins and ends to the teacher. Because the teacher is the " movers " in the class. Definition this in line with Sinambela, (2018) stated that curriculum is plan organized teaching in a manner systematic needed Becomes condition an educational program certain. Opinion Fitriyah & Wardani, (2022) also confirmed that *sekolah penggerak* expected could To do change in a manner Keep going continuous and transforming Becomes printing school Profile Pancasila students.

From several view above, can pulled conclusion that about *sekolah penggerak* curriculum is a priority school development results study participant students who link one theme with Profile Pancasila students. *Sekolah penggerak* is curriculum Pancasila which includes one aspect important in life society, nation or state.

Aspects Modification Islamic Religious Education Learning Sekolah Penggerak Curriculum

Modify something learning especially Islamic religious education learning must be in accordance with characteristics school as well as student. Modification learning could be made as one alternative learning that can To do changes form appropriate development with characteristics school as well as student (Baharun & Adhimiy, 2018). However element modification no can let go meaning and purpose from learning actually. Destination modify Islamic religious education learning is something method or alternative for reach something destination noble and civilized Islamic education (Dhaifi, 2017). Destination modifications are also possible develop teacher creativity, learning that is not monotone, fun, and avoidance *gap-tech* (Wafi, 2017) .

In the process of modification need be prepared with ripe equipment learning form exists achievements learning, plot destination learning (ATP), and teaching modules. Inside *sekolah penggerak* curriculum in the learning process student more many work and teacher only confirmed, trained active as well as independent in learning. Modification in a manner general as effort for change or customize. However, in a manner special modification is something efforts made for create and display something something new, unique, and interesting. Ibu Mega, an Islamic religious education teacher, explains that about implementation curriculum school RPP driving force, Syllabus, Core Competencies, Basic Competencies and their indicators. Core Competency and Basic Competency are replaced with achievement learning, syllabus replaced with ATP (Purpose Flow Learning). In this ATP there is achievement learning, goals, allocation time, method, source and keywords. RPP replaced with module learning.

Achievement process destination deep Islamic religious education learning modification *sekolah penggerak* curriculum could seen from evaluation that is assessment Initial diagnostics learning like serving a pertinent questions

with material, assessment formative like observe learning currently takes place, and then assessment summative that is assessment at the end (End of Semester Assessment). Learning process Among curriculum previously with *sekolah penggerak*, goal learning and activities learn find something different. Namely achievements learning as replacement for KI and KD (Core Competence and Basic Competence) in K13, flow destination Substitute learning (ATP). Syllabus in K13, teaching modules to replace RPP in the K13 curriculum. On activity learning with focus to student. Student more many work while the teacher helps confirm where trained students for active as well as creative in learning. Application a *sekolah penggerak* program held through no free from strengthening capacity head schools and teachers who become key in to do education restructuring and reform. Pounder (in Surahman & Utomo, 2022) said Chief school is element important in improving governance and becoming the driving force every unit education so that will creation meaningful and fun learning through improvement system that supports upgrades quality education.

From explanation he on so could concluded that apply modification curriculum the in Islamic religious education learning at SD Negeri 02 Rejang Lebong for every eye lesson not except lesson Islamic religious education leads to achievement learning and profile Pancasila students. Following table difference 2013 curriculum and school activator at SD Negeri 02 Rejang Lebong.

Table 2. Differences 2013 Curriculum with *Sekolah Penggerak* Curriculum

No	Component Islamic Religious Education Learning	K13	KOSP Curriculum
1.	Destination	Forming character as well as civilization dignified nation in skeleton enlighten life nation, its development potential participants educate the faithful and pious to Almighty God Esa, moral noble, healthy, knowledgeable, talkative, creative, independent, and be good citizen .	Development results study student in a manner holistic with realize Profile Pancasila students
2.	Theory	Creed Akhlaq, Qur'an-Hadith, Fiqh and History Culture Islam (SKI).	<ul style="list-style-type: none"> - Theory divided per phase - Learning with paradigm new - Theory in accordance with and stage development - creed Akhlaq, Qur'an-

		Hadith, Fiqh and history culture Islamic (SKI)
3	Learning Process	<ul style="list-style-type: none"> - Core competence (KI) and Basic Competence (KD) - Syllabus - RPP - Student as receiver knowledge - Focus to activity academic - School as Duty - Activity study student exists accompaniment from the teacher
		<ul style="list-style-type: none"> - Achievements Learning - Goal flow learning (ATP) - teaching module - Learning student oriented _ - Focus to soft skills and development character - Digitization school more active - School as fun activity - Activity study student more active and independent
4	Evaluation	<p>Evaluation authentic, the assessment is done during the learning process based on 3 components that is evaluation competence attitude, competence knowledge, and competence skill.</p> <p>Evaluation learning could be seen from assessment or evaluation like assessment diagnostic beginning learning, assessment formative on learning currently taking place, and assessment summative end learning.</p>

Comparison in the table above require that Among curriculum 2013 with *sekolah penggerak* curriculum in aspect destination, grouping material, learning process as well as evaluation. Then, the expected transformation not only limited to the Education unit, but also for trigger creation ecosystem supporters change and collaboration component school so that could Becomes in a manner broad and institutionalized. Of course, in the intended purpose in order to produce superior human resources, with character and professionalism so that capable support development sustainable in the future.

CONCLUSION

Based on results research and discussion could obtained a conclusion that The Islamic religious education curriculum used by SDN 02 Rejang Lebong in results modification from *sekolah penggerak* curriculum. Which from facet objectives, learning process, as well form evaluation different with curriculum 2013. Islamic religious education learning in the *sekolah penggerak* curriculum this focus on effort explore Theory base with give discretion for educator for make Theory based on needs his students, however understanding more deep that is capable understand the learning process through find and and dominate knowledge. Modification deep Islamic religious education learning *sekolah*

penggerak curriculum in content or Theory this could covers adjustment standard achievements learning, plot destination learning (ATP) has same function with syllabus, and teaching modules are the same like RPP. Evaluation from modification deep Islamic religious education learning *sekolah penggerak* curriculum use assessment or evaluation diagnostic beginning learning, assessment formative on learning currently taking place and assessment summative that is assessment at the end. Destination study this strived to produce superior human resources, with character and professionalism so that capable support development sustainable in the future.

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