IMPLEMENTATION OF THE INDEPENDENT LEARNING CURRICULUM BY APPLYING THE PROJECT BASED LEARNING (PJBL) MODEL IN LEARNING ISLAMIC RELIGIOUS EDUCATION

Shofia Istiqomah[1,] Nur Aisyah[2]
[1,2]Universitas Nurul Jadid
Email: shofiaistiqomah7@gmail.com[1], nuraisyah@unuja.ac.id[2]

Abstract:

Project Based Learning is a learning approach that gives students the freedom to plan learning activities, carry out projects collaboratively, and produce work products that can be presented to others. This research explains the implementation of the independent curriculum by applying the basic learning project model for learning Islamic religious education. This research can be seen in terms of type and nature, so it takes the form of a descriptive qualitative approach. The results of this research are the research method used in this research, namely literature review. The project-based learning model is one of the appropriate models for using the independent curriculum, because this learning model can develop the potential of students in increasing their creativity in accordance with the Pancasila student profile which is one of the characteristics of the independent curriculum. In this project-based learning, it is in accordance with Islamic religious education learning by utilizing used goods and making wall magazines that are related to Islamic Religius Education material such as zakat, hajj, and others related to Islamic Religius Education material.

Keywords: *Project Basic Learning, Islamic Religius Education, Independent Curriculum*

INTRODUCTION

The curriculum is the heart of educational institutions. The curriculum is a guideline for educators in teaching to achieve learning goals. Education itself lasts throughout life and will experience changes at any time in accordance with demands and needs, one of which is progress and development of science and technology which requires a high way of thinking. In Indonesia alone, the curriculum has continuously undergone changes since 1947 until now. in 2021 there will be a total change under the name of the independent learning curriculum.

The independent curriculum provides freedom for students to be active in learning, learning is also student-centered and develops the character reflected by students so that it conforms to the Pancasila profile (Rahayu, 2022). The independent learning curriculum implies that learning plans made by teachers must be provided in a fun way so that students do not feel bored and stressed when learning. In this case, teachers must provide guidance and direction to students so that students' interests and talents will continue to develop. The existence of this independent learning curriculum is expected to be able to improve the quality of students in various fields, not only in academic terms, but also in non-academic terms (Vhalery, 2022).

Islamic religious education has a very important role in carrying out daily life.

Islamic religious education functions to shape, develop and guide the character of students so that they become individuals who are devoted to God Almighty, have good morals and are tolerant of one another. Learning Islamic religious education trains students to think critically regarding God Almighty and the universe, so that students are able to easily understand the material provided by the teacher. With Islamic religious education, students are able to implement it in their daily lives properly and correctly (Nurcahyono & Putra, 2022).

Education for children in the context of Islamic Religious Education requires a deep understanding of the characteristics of children's development (Nadziroh & Anshori, 2023). The Islamic learning process must be designed holistically, including cognitive stimulus to develop children's intelligence, development of social aspects to foster interaction skills in an Islamic environment, promotion of independence so that children are able to learn independently, as well as the formation of religious values which become the moral foundation for children. everyday life (Rasmani, 2023). Behind that, children's education is often faced with a number of problems related to conventional learning models (Nofitasari, 2023). So one of the main obstacles is the lack of active interaction in learning experiences which often cannot meet children's needs for concrete and relevant stimulation. Conventional learning tends to place less emphasis on developing creative and innovative skills in children, because basically these abilities are very important for facing future challenges.

One of the recommended learning models which is able to accommodate aspects of students' learning skills is project-based learning or known as Project Based Learning (PJBL). It is believed that project-based learning can encourage students to produce creative and contextual work at both individual and group levels. This project-based learning is learning that is carried out to answer problems. The task in project-based learning is in the form of an investigation starting from planning, data collection, organizing, processing and presenting data. The results of this learning are in the form of a project results report. and the assessment technique used in this lesson is a project assessment technique (Kana & Ubabuddin, 2022).

Based on the explanation above, it can be seen that this research is very important in developing students' abilities, because in essence project-based learning and students' creativity are two things that are very important and mutually sustainable. If these two things can be applied simultaneously, Islamic Religius Education learning will be more impressive and meaningful for students. So the focus of the discussion in this research is how to implement the independent learning curriculum in implementing Project Based Learning and its implementation in Islamic Religious Education subjects.

RESEARCH METHODS

Research methodology is an effort to investigate and trace a problem by using scientific methods carefully and thoroughly to collect, process, analyze data and draw conclusions systematically and objectively in order to solve a problem or test a hypothesis to obtain knowledge that is useful for human life. This research can be seen in terms of type and nature, so it takes the form of a descriptive qualitative approach. The research method used in this research is literature review. The literature review research method is an approach used to compile, evaluate and interpret literature or written sources that are relevant to the research topic (Maryanto et al., 2023).

The data source in this research is analyzing the results of qualitative data in the form of a literature review. Identification of literature sources was carried out through Google Scholar using relevant keywords, resulting in several articles. The data collection techniques in this research used reading techniques and note-taking techniques. The data analysis technique in this research is a non-statistical descriptive technique, which is used to analyze qualitative data. Data that is not in the form of numbers obtained from searching the internet and reading books related to the research raised. Data reliability testing takes the form of data reduction, data

presentation and drawing conclusions from the data obtained. This technique also uses the triangulation stage and discussions with colleagues and experts.

The theoretical benefits of this research are expected to increase insight and knowledge regarding the implementation of the independent learning curriculum by implementing the Project Based Learning model and it is also hoped that theoretical knowledge can be studied in the field of Islamic religious education learning. As for the practical tools for the author, it is hoped that this research can be a useful tool in implementing and developing Islamic religious education learning, as well as adding insight into learning methods and can be applied practically in teaching.

RESULTS AND DISCUSSION

Independent Curriculum. The essence of the independent learning curriculum was formed by PT Cikal which was then adopted and echoed by the minister of education and has now been thoroughly socialized to educational units. The independent curriculum is socialized and implemented in all educational units with the aim of renewing the learning process which is hampered by the pandemic. The government provides options in the process of implementing the independent curriculum in schools, including: (1) Freedom to learn (2) Freedom to share (3) Freedom to change.

The implementation of the independent curriculum has certainly brought significant effects and changes regarding teachers and teaching staff in schools in terms of learning administration, learning strategies and approaches, learning methods, and learning evaluation processes (Rahimah, 2022). In essence, independent learning means deepening the competence of teachers and students to innovate and upgrade the quality of learning independently.

The independent learning curriculum has four principles which have been transformed into new policy directions, including: (1) USBN has been changed to an assessment test, this is to assess students' competency in writing or can use other assessments that are more comprehensive in nature such as assignments, (2) The National Examination was changed to a minimum competency assessment and character survey, this activity aims to encourage teachers and schools to upgrade the quality of learning and student selection tests to the next level cannot be used as a basic reference. Minimum competency assessment to assess literacy, numeracy and character, (3) RPP is different from the previous curriculum in that RPP follows the general format. The independent curriculum provides flexibility for teachers to freely choose, create, use and develop lesson plan formats. What you need to pay attention to is that there are 3 core components in making a lesson plan, namely learning objectives, learning activities and assessment. RPP is now better known as teaching modules, and (4) Zoning Regulations for Admission of New Students (PPDB). In this regulation there is a draft regulation that makes PPDB policies more flexible to accommodate disparities in access and quality in various regions. There are 4 pathways, namely the Zoning pathway, affirmation pathway, transfer pathway, and achievement pathway. As for implementation, the region has the authority to determine the final proposal and determine the Zoning area. And equal distribution of access and quality of education needs to be accompanied by other initiatives by local governments, such as the redistribution of teachers to schools that lack teachers.

The Pancasila student profile is a characteristic of the character and competencies that students are expected to achieve based on the noble values of Pancasila. The uses of this Pancasila profile are as follows: (1) Translating educational goals and visions into a format that is more easily understood by all educational stakeholders, (2) Become a character development guide for Indonesian educators and students, and (3) The ultimate goal of all learning, programs and activities in the educational unit.

The independent learning curriculum has been used by most educational units at all levels. One differentiation between the independent curriculum and the previous curriculum is the creation of teaching modules or what was previously known as RPP

(Learning Implementation Plan). The important point in the independent curriculum teaching module is that there is a Pancasila student profile and it can be made according to the needs of students, teachers and schools (Utami, 2022).

Project Based Learning (PJBL). Model Project Based Learning (PJBL) is project-based learning using media. In this learning, students are guided to explore, assess, interpret, synthesize and then present information in groups that is useful for the students' learning process. The new discoveries in the project based learning (PJBL) learning model must be able to be solved by students in the process of discovering new things and students must be able to compose, make designs, complete projects, prepare presentations and evaluate. The process that students go through is what is able to develop critical thinking skills. Hosnan (2014:325) describes the steps of the project based learning learning model, these steps are: (1) Determine the project to be completed, the teacher guides students to be able to analyze the project, (2) Designing completion activities, students are guided by the teacher to prepare a project completion plan, (3) Develop a project completion schedule after a completion plan has been created, (4) Completion of projects guided by the teacher, (5) Preparation of project completion results to be presented, and (6) Evaluate the results of projects that have been carried out.

The Project Based Learning (PJBL) model is a learning model that provides educators (teachers) with the opportunity to manage learning in the classroom by involving project work. Project work is a form of work that creates complex tasks based on very challenging questions and problems so that it can guide students to design, solve problems, make decisions, carry out investigative activities, and provide opportunities for students to work independently. Project Based Learning is a learning approach that has characteristics, some of these characteristics are as follows: (1) Students make decisions about a framework, (2) There are problems or challenges posed to students, (3) Students design a process to determine solutions to the problems or challenges posed, (4) Students are collaboratively responsible for accessing and managing information to solve problems, (5) The evaluation process is carried out continuously, (6) Students periodically reflect on the activities they have carried out, and (7) The resulting product of learning activities will be evaluated qualitatively. Learning situations are very tolerant of errors and change.

Project Based Learning is a learning approach that gives students the freedom to plan learning activities, carry out projects collaboratively, and produce work products that can be presented to others.

Learning Islamic Religious Education. Basically, education is a medium for educating and developing primordial human potential. In fact, education is a gateway that will lead humans to a higher and more humanistic civilization based on the harmonious relationship between humans, the environment and the creator. Education is a domain which involves interpersonal dialectics in filling the spaces of life.

Education in the Islamic religion is a means towards moral perfection. Education in Islam functions to achieve moral nobility, while educational institutions are the material aspect to carry out this function. Islamic education is education that is based on the pattern of Islamic teachings because Islamic teachings are based on the Koran, Sunnah, opinions of scholars, and historical heritage so that Islamic education bases itself on the Koran, Sunnah, opinions of scholars, and historical heritage.

Islamic education theologically strongly respects human potential. Potential is born because humans carry out their duties as the manifestation of God in the world (Caliph). The concept of the caliphate in Islamic education lies in the view that every human being has positive values regarding intelligence, creative power and nobility of mind.

The transformation of Islamic values in Islamic education through learning materials is an important factor in instilling Islamic values. Remembering that learning material is a message conveyed to students. The message itself is the main substance of the material that can be transformed into the awareness space of the student subject so that it has an impact on the student's behavior. Learning Islamic Religious Education

must be able to stimulate students' critical attitudes.

Learning Islamic Religious Education must be related to the current context and its benefits. Learning Islamic Religious Education must be able to foster students' creativity. Learning Islamic Religious Education must be able to enable students to collaborate and communicate well and correctly. And Islamic Religious Education Learning is able to make students have self-confidence (Darise, 2021).

Project Based Learning or what is abbreviated as PJBL is a project-based learning model and is in accordance with the independent curriculum. In this case, the learning model using Project Based Learning in educational units has been implemented as an agenda for the independent curriculum, namely the P5 program (Strengthening Pancasila Student Profile Project). In this activity, students are taught to manage unused items into items/objects that can be reused. This is in line with Islamic religious education learning where Islam is Rahmatan Lil'alamin (grace for the entire universe), of course in terms of cleanliness and environmental management are also discussed in Islam. As in the slogan (النظافة من الإيمان) which means cleanliness is part of faith. Islam is a pioneer in environmental management as a form of manifestation of love for the universe.

Based on this explanation, this project-based learning model is one of the appropriate models in the practice of managing plastic waste in the P5 agenda (independent curriculum), because this learning model can develop the potential of students in an effort to increase students' creativity in accordance with The Pancasila student profile is one of the distinctive characteristics of the independent learning curriculum, so that students' creativity and talent interests can be channeled and developed.

There are steps that can be used in this project-based learning model by using plastic waste as a form of student creativity, these steps include:

Hold socialization on the implementation of P5 (Pancasila Student Profile Strengthening Project). This socialization is carried out by internal educators (teachers) at the school. This socialization activity can be carried out in classrooms, halls, fields and meeting rooms. In this case, the educator explains things related to the agenda, while students are encouraged to listen carefully and pay attention to the things explained by the educator.

There is socialization from the Department of Agriculture regarding how to plant seeds. In this case, it was delivered directly by an employee of the Department of Agriculture who explained about how to plant seeds properly and correctly, how to care for plants so that they can grow well so that the results can be reaped, and how to choose planting media that suits environmental conditions and environmental temperature.

Making pots as a planting medium using used glasses, bottles, gallons and pipes. In this step students can form groups. Students are free to create used glasses, bottles, gallons and pipes that they have prepared and collected at school. Utilizing plastic waste into handicrafts is a good solution for turning unused used items into useful and reusable items. Then the students make attractive pots according to the students' tastes and creativity which will later be used as containers for planting plant seeds that have been provided by the school.

Conduct discussions and create concept maps regarding the concept of what students want to plant and how they care for the plants provided by the school and arrange the plants they choose in the area provided by the school.

Students draw and paint the pot creations they have made. Students are given the freedom to paint the pots they have made and draw and paint them according to the students' creativity with materials provided by the school. In this case, students can work together with others to achieve common goals.

The next step is for students to plant the plants they have chosen. Plant seeds obtained by the school through the Department of Agriculture will be given to students to be planted in pots that have been made by students. In this step, educators only need to supervise and occasionally help students who experience difficulties.

The final step is arranging the plants. In this case, students arrange their plants in the area provided by the school, this is one of the uses of land at school. Students arrange their plants so they look neat. Students are also required to monitor the development of their plants so that the plants do not die easily and are always fertile so that the results can be reaped.

The above is one of the project-based learning models which is one of the appropriate models for using the independent curriculum, because this learning model can develop the potential of students in increasing their creativity in accordance with the Pancasila student profile which is one of the characteristics of from the independent curriculum.

There are still many project-based learning models that teachers can apply to students besides using recycled used goods. For example, making wall magazines (wall magazines) using Islamic religious education lessons. For example, making 3D wall coverings using the themes of zakat, hajj, etc. related to learning Islamic religious education. The basic learning project model for making 3D wall coverings is also almost the same as managing unused materials, where making 3D wall coverings also requires students' skills and creativity. In making 3D wall paper, there is also a need for assistance from educators.

This project-based learning is project learning, which is a collection of knowledge transfer activities to students through assignments and projects. This project-based learning is a learning model that demands students' skills and creativity during learning, based on the learning principle, namely learning by doing.

CONCLUSION

Based on the results of the discussion above, it can be concluded that the implementation of the independent learning curriculum in applying basic learning projects to students in Islamic religious education learning can develop students' creativity and skills through various kinds of Islamic religious education learning materials. The project-based learning model is one of the appropriate models for using the independent curriculum, because this learning model can develop the potential of students in increasing their creativity in accordance with the Pancasila student profile which is one of the characteristics of the independent curriculum.

REFERENCES

Anggelia, Dewi., Puspitasari, Eka., & Arifin, Sokhibul. (2022). Penerapan Model Project-based Learning Ditinjau dari Kurikulum Merdeka dalam Mengembangkan Kreativitas Belajar Pendidikan Agama Islam. Jurnal Pendidikan Agama Islam Al-Thariqah. 7 (2).398-408

Darise, G. H. (2021). Pendidikan Agama Islam Dalam Konteks "Merdeka Belajar". Journal Of Islamic Education: The Teacher of Civilization, 2 (2).

Hosnan, M., (2014). Pendekatan Saintifik dan Kontekstual Dalam Pembelajaran Abad 2, Jakarta: Ghalia Indonesia.

Maryanto, B. P. A, Muhammad, I., Rahmawati, Nur, L., & Sugianto Rahmad (2023). Kajian Literatur: Problematika Pembelajaran Matematika di Sekolah. Delta-Phi: Jurnal Pendidikan Matematika. 1 (1): 65-71.

Maulida, Utami. (2022). Pengembangan Modul Ajar Berbasis Kurikulum Merdeka. Tarbawi, 5 (2): 130-138.

Nadhiroh, Syifaun., & Anshori, Isa. (2023). Implementasi Kurikulum Merdeka Belajar Dalam Pengembangan Kemampuan Berpikir Kritis Pada Pembelajaran Pendidikan Agama Islam. Fitrah: Journal of Islamic Education, 4 (1), 56-68.

Nofitasari, N., Liftiah., & Mulawarman (2023). Kurikulum Merdeka di Sekolah Ramah Anak berbasis Islam dan Bilingual. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7 (5). https://doi.org/10.31004/obsesi.v7i5.5261

Nurcahyono, N. A., & Putra, J. D. (2022). Hambatan Guru Matematika dalam Mengimplementasikan Kurikulum Merdeka di Sekolah Dasar. Wacana Akademika: Majalah Ilmiah Kependidikan, 6 (3), 377-384.

Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hermawan, A. H., & Prihantini, P. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. Jurnal Basicedu, 6 (4) 6313-6319.

Rahimah, R. (2022). Peningkatan Kemampuan Guru SMP Negeri 10 Kota Tebingtinggi Dalam Menyusun Modul Ajar Kurikulum Merdeka Melalui Kegiatan Pendampingan Tahun Ajaran 2021/2022. ASIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam, 6 (1): 92-106.

Rasmani, U. E. E., Wahyuningsih, S., Winari, B., Jumiatmoko, J., Zuhro, N. S., Fitrianingtyas, A., Agustina, P., & Widyastuti, Y. K. W. (2023). Manajemen Pelajaran Proyek Pada Implementasi Kurikulum Merdeka di Lembaga PAUD. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7 (3), 3159-3168.

Rifa'i, A. Elis, N. Kurnia Asih, Fatmawati, Dewi (2022). Penerapan Kurikulum Merdeka Pada Pembelajaran PAI Di Sekolah. Jurnal Syntax Admiration, 3 (8) : 1006-1012.

Vhalery, R., Setyastanto, A, A. W. (2022). Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur. Research and Development Journal of Education, 8 (1): 185-21.