



THE APPLICATION OF THE INDEPENDENT LEARNING CURRICULUM AS A STRENGTHENING OF THE ROLE OF TEACHERS IN MADRASAH IBTIDAIYAH: A LITERATURE REVIEW

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Abstract

The application of the Merdeka curriculum at the madrasah Ibtidaiyah level is a form of recovery from the impact of the COVID-19 pandemic, with the Merdeka curriculum aimed at allowing students to develop. Grow courage, independence, enthusiasm for learning, self-confidence, and optimism, develop freedom of thought and accept successes and mistakes. This study aims to identify the application of the curriculum in Madrasah Ibtidaiyah so that it can answer the *problems* of students in this day and age who are left behind with existing technology because they are confined (confined) by monotonous formal school education with learning in the classroom without direct application so that the learning obtained is only temporary knowledge and then overflows just like that. This study used a *qualitative descriptive* approach. The data obtained is based on *literature reviews* of related *journals*. The application of this independent curriculum is essential to be applied to current learning with the launching of the era of *society 5.0*, which requires humans to understand the development of the times that should not be left behind by technology so that even from MI students are expected to be able to implement the learning obtained in schools but to realize the need for educators who can innovate and create knowledge that can deliver students to HOTS (*High Other Thinking Skill*). Educators must now be able to understand cognitively and *effectively*, and *psychomotor* must also be considered.

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INTRODUCTION

During the 4.0 revolution, education is required to apply innovations and compete with other educational institutions. To realize Human Resources (HR) that can advance, improve and learn the nation's ideals, institutions must be flexible in organizing and providing the latest learning systems in the Revolution 4.0 era ([Rahmansyah, 2021](#)). So that the application of an independent curriculum to education is currently very much needed with several existing problems. For example, students nowadays are left behind by existing technology because they are confined (confined) by monotonous formal school education with learning in the classroom without any direct application so that the learning obtained is only temporary knowledge then overflows out of thin air.

And it is with the freedom to learn that freedom of thought exists, where the essence of this freedom of belief must start from the teacher as the driver of national education. With this independent learning program, it is hoped that it will be able to increase the stimulation of the brain's motor work in understanding the subject matter or science by prioritizing character values to produce superior human resources. The essence of independent learning is to explore the most significant potential of teachers and students to continue to innovate and warn the quality of education independently ([Rahmansyah, 2021](#)).

According to Nadiem, the curriculum policy related to independent learning must be carried out first to educators before this is conveyed or applied to students. In addition, Nadiem also said that regarding the competence of teachers whose level is at any level, without the translation process of existing essential competencies and closely related to the curriculum, learning will not occur ([Marisa, 2021](#)). That the application of independent knowledge focuses on all aspects of education. This article aims to determine the application of the independent learning curriculum in Ibtidaiyah Madrasah as a form of output from the overall results of independent learning in Ibtidaiyah Madrasah throughout Indonesia. This research used the literature review method.

METHOD

This research uses a review approach to a literature review with qualitative methods. Literature review research is research that processes and collects research materials in the form of library data that can be obtained from books or journals. This research was conducted to examine theories related to independent learning to improve the quality of learning in schools/madrasahs. The data is obtained from various sources, including books, theses, dissertations, and scientific papers. Thus, all sources of data and information can be utilized to the fullest in building ideas relevant to research ([Snyder, 2019](#)).

RESULT

Implementing the curriculum is part of the preparation that will be faced the challenges of the times in the future. In the end, the world of work will be filled with educational actors who are currently learning to achieve their goals. They are students. Therefore, the curriculum reflects the formation of character education that contributes fully to the nation's future. Thus, whatever the policy, the curriculum must be in line with the goals that influence nation-building. This is because education is not used as an entity that occurs on a stand-alone basis. Still, education is a central development pillar and is closely related to other sectors (Marisa, 2021). The optimization of the application of independent learning in Madrasah Ibtidaiyah can be seen in the ability of its educators to carry out the learning process in the classroom, school environment, and community. The success of learning can be seen from several aspects of knowledge so that the teacher's view sees that students do not judge only on their cognitive but also the teacher's point of view below in the realm of character education whose output can touch the outside community.

To find out more about the teacher's understanding of the Independent Learning Implementation Plan, the following is presented a summary of the results of the data analysis of the level of teacher understanding both as a whole and in each indicator in Tables 1 and 2 below (Nyoman et al., 2020).

Table 1. Criteria for determining the level of understanding of the teacher

No.	Score	Criteria
1	0 - 55.00%	Less
2	55.01 - 70.00	Enough
3	70.01 - 85.00%	Good
4	85.01 - 100%	Excellent

Table 2. Criteria for determining the level of understanding of the teacher

No.	Question Item	Achievements (%)	Criteria
1	Mandatory Components in the Independent Learning RPP	76.60	Good
2	Understanding of the Principles used as a reference in developing RPP Merdeka Belajar	44.68	Less
3	Number of Pages on RPP Merdeka Belajar	55.32	Enough
4	Use RPP Merdeka Belajar in learning activities	62.77	Enough
5	Use RPP previously in learning	86.17	Excellent
Total		65.11	Enough

DISCUSSION

Curriculum implementation is the most essential part of the preparation that will be faced in the challenges of the times. Therefore, the world of work will be filled with educational actors. The curriculum reflects the formation of

character education that contributes fully to the nation's future, according (Harsono, 2005)—revealing that the curriculum is an educational idea expressed through practice. The understanding of the curriculum is growing, so what is meant by the curriculum is not only an academic idea but all planned learning programs from national educational institutions. Thus, whatever the policy, the curriculum must be in line with the goals that influence the nation because education is not used as an entity that occurs on its own, but education is a central pillar for development and is closely related to other sectors, (Rahmadayanti, & Hartoyo, 2022)

During the 4.0 revolution, education is required to apply innovations and compete with other educational institutions. To realize Human Resources that can advance, improve and learn the nation's ideals, institutions must be flexible in organizing and providing the latest learning systems in the era of revolution 4.0. So that the application of an independent curriculum to education is currently very much needed with several existing problems. For example, students nowadays are left behind by existing technology because they are confined by monotonous formal school education with learning in the classroom without any direct application, so the learning obtained is only temporary knowledge and then overflows (Rahayu et al., 2022). With this independent learning program, it is hoped that it will be able to increase the stimulation of the brain's motor work in understanding the subject matter or science by prioritizing character values to produce superior human resources. Quoting Daniel Kahneman in his book entitled *Thinking, Fast & Slow*, dismantles the workings of human reason with the use of two systems, namely System 1 and System 2. System 1 is fast, intuitive, and emotional; System 2 is slower, rational, more purposeful, and more logical. So, it can be concluded that the brain's work system is determined from the stimuli received in the form of the instillation of values that can determine the characteristics of a child (Kahneman, 2011).

The curriculum is an educational idea expressed through practice (Harsono, 2005). The understanding of the curriculum is growing, so what is meant by the curriculum is not only an educational idea but all planned learning programs from national educational institutions. Explaining that the development of curriculum has a significant impact on the learning system or educational pattern in an educational institution and also in the application of this independent curriculum, which is expected that the role of teachers will be able to adjust their abilities in designing learning in the classroom. And the theory from Daniel explains the brain work system, which is divided into two methods that can be seen from what is accepted. It can be said that the thinking system of a low or high learner.

As we all know, Indonesia has experienced at least more than 13 curriculum changes. The most recent is the issuance of an independent curriculum from the Ministry of Education and Culture of the Republic of Indonesia in 2022. However, of course, changing the quality of Indonesian education does not only come from the curriculum as the basic foundation. But

another thing that is no less important is how a teacher responds to such changes. This is because the teacher is a figure who later activates students in learning following the implementation of learning that follows the curriculum as a guideline.

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