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IMPLEMENTATION OF THE INDEPENDENT CURRICULUM TOWARDS IMPROVING THE CHARACTER OF DISCIPLINE AND HONESTNESS OF STUDENTS AT THE MUHAMMADIYAH DOLOPO MADIUN ELEMENTARY SCHOOL

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ABSTRACT

The independent curriculum is a new curriculum implemented after Covid-19. This curriculum is expected to be able to answer all educational problems that occur in Indonesia, including the problem of decreasing the character of discipline and honesty in students. One of the efforts made at Madrasah Ibtidaiyah Muhammadiyah Dolopo is to also use an independent curriculum which develops character, one of which is discipline and honesty. This research aims to determine (1) the implementation of the independent curriculum for improving the character of Discipline and Honesty of Students at the Muhammadiyah Dolopo Madiun Elementary School, (2) to determine the impact implementing of the independent curriculum on improving the character of Discipline and Honesty of Students at the Muhammadiyah Dolopo Madiun Elementary School, (3) to determine the inhibiting and supporting factors the independent curriculum in improving the character of Discipline and Honesty of Students at the Muhammadiyah Dolopo Madiun Elementary School. This research method uses a qualitative approach with a case study research type. Data collection techniques include interview techniques, observation and documentation. Data analysis techniques use data reduction techniques, data presentation, and drawing conclusions. The results of this research found that the implementation of the independent curriculum to improve students' disciplined and honest character has not gone completely well, it still requires adjustments from both students and teachers themselves. The implantation stage of learning to strengthen disciplined and honest character through the P5P2RA project, is integrated into intracurricular, co-curricular and extracurricular activities.

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The impact implementating the independent curriculum on improving disciplined and honest character can increase students interest in talent. Factors that hinder the implementation of the independent curriculum in on improving the character of discipline and honesty in MI Muhammadiyah Dolopo Madiun students are the lack of teachers understanding of the independent curriculum in designing learning, the lack of adequate infrastructure that support archiving violations in the madrasa environment. Third, limited supervision from madrasa leader to techers and limited supervision from teacher to students in familiarizing students in the madrasa environment

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1. INTRODUCTION

Minister of Education, Culture, Research and Technology Nadiem Makarim (Minister of Education, Culture, Research and Technology) said education character be one of priority in independent Learning. The goal of this policy is to maximize *output* in both skills and intellectual areas. The independent learning curriculum allows students the freedom to think critically, creatively, and innovatively. The development of the independent curriculum helps refine the existing curriculum for the teaching and learning process in madrasas, which is expected to help address delays during the pandemic. The goal is to provide active and creative learning. The independent curriculum focuses on student potential, provides time to explore knowledge and understand classroom learning, and offers various learning opportunities by emphasizing the concept of independent learning (Kemendikbudristek, 2022).

The purpose of curriculum independent is For increase education at the moment COVID-19 pandemic and its spread a disease that has been attacking Indonesia for about two years final since March 2020. The occurrence phenomenon the influential big in various aspect life, including education. Other impacts are also caused by changes

system initial learning direct become distance far away , without readiness as well as lack of competent teachers face change .

Covid-19 case , MI Muhammadiyah Dolopo Madiun also adapt to their learning activities. This situation requires all components of education to be aligned with academic achievement. This has an impact during activity Study teach from corner view power educator as well as participant educate . Teachers and students must awake technology moment they transition from classroom learning face advance to activity learning Virtual platforms , such as WhatsApp groups, support learning. However, during implementation, teachers and students encountered several obstacles that led to poor implementation of learning activities.

Madrasah Ibtidaiyah Muhammadiyah Dolopo Madiun was chosen for the researchers because it has implemented the "merdeka" (freedom) curriculum in fourth grade, although it has not yet reached all grades. Furthermore, it has established habits that can foster student character (including character education in discipline and honesty). These habits align with the madrasah's vision of excellence in faith, piety, achievement, and morals.

In this study, the researcher wants to describe matters related to the independent curriculum in improving the disciplined and

honest character of students at MI Muhammadiyah Dolopo. This study aims to:

- 1) Describe the implementation of the independent curriculum on improving the disciplined and honest character of students at MI Muhammadiyah Dolopo;
- 2) Describe the impact of the independent curriculum on improving the disciplined and honest character of students at MI Muhammadiyah Dolopo;
- 3) Describe the supporting and inhibiting factors of the independent curriculum on improving the disciplined and honest character of students at MI Muhammadiyah Dolopo.

Implementation is a process of activities carried out in a planned manner based on guidelines and based on achieving the activity's objectives. Without a connection to other objects, implementation cannot function smoothly. All opportunities and activities undertaken by students are planned in the curriculum (Kompri, 2014). The independent curriculum helps refine the existing curriculum for education in madrasas. The updated independent curriculum is expected to help resolve the problem of delays during the pandemic (Mastagfiroh, 2020).

The goal is to provide an active and creative teaching and learning process. The independent curriculum focuses on student potential, providing freedom of time to explore knowledge and understand classroom learning, and providing various

learning opportunities by prioritizing the concept of independent learning. Independent learning is a learning process that provides meaning and value, giving us the freedom to think, innovate, be independent, and be creative. The main characteristics of the curriculum that supports this learning are project-based learning to develop social and personality skills according to the Pancasila student profile, as well as a focus on essential learning content and in-depth learning such as basic skills, literacy, and mathematics, and the flexibility of teachers to provide learning tailored to student abilities and contexts, with local content (Diniyah Khoerunnisa Alfiah, 2024).

The implementation of the independent learning curriculum must be accompanied by active, innovative, and comfortable learning methods. This will create students who think critically, are able to solve problems, are creative, and consistently innovate, have communication and collaboration skills, and have character. The hope is that after the implementation of this independent learning curriculum, students will be able to think critically in solving problems, be creative and generate new innovations, learn from experience, and possess noble character in accordance with the teachings of religion, society, and Pancasila (Muhammad Yamin, 2020).

Discipline is action show behavior orderly and obedient to various rules and regulations . Discipline means order , or obedience to rules and regulations . Discipline No only applicable to the environment Work only , but also applied during the learning process teaching , for example discipline time in deliver duties and discipline in share material to students . Discipline means follow (obey) the rules (Djamarah and Syaiful Bahri, 2008). Discipline be one of defining character success whether or not someone . Discipline This Can based on will in self or demands and coercion from outside oneself . One of the much needed discipline is discipline in Study .

Level of honesty based on two approaches : the approach process -oriented and static approaches . The process -oriented approach , or integrity , can studied and applied . The static approach , on the other hand , is integrity that has been There is in that person's self alone . A good way For measure honesty student is with observe behavior and habits at school . Therefore that , it is necessary noticed How student interact with community school (Muhammad Arifin bin Badri, 2008).

2. RESEARCH METHODS

Qualitative methods produce descriptive data in the form of written or

spoken words containing data that will later be used as data sources and directed to the background and individuals as a whole (Taylor, 1992). In this study, the qualitative method aims for applied research, namely research that aims to develop problem solving with actions for practical purposes. Therefore, the research that will be descriptive research is to find various kinds of variables that exist in the field, from various variables the researcher determines several variables involved (Nugrahani).

The qualitative method was chosen in this study because the data produced is descriptive data (Sugiyono). Based on the data or sources obtained, it can be explained clearly by linking it to relevant literature according to the discussion. Research informants or commonly called research subjects in this study require 4 components, namely: the madrasah principal, the vice principal of the madrasah for curriculum (waka curriculum), the homeroom teacher of Grade 4, and the subject teacher of Akidah Akhlak for grade 4. This research focused on grade 4.

Data sources in study qualitative is subject in accordance information collected . Research qualitative covering primary and additional data sources . Primary data source study qualitative is words as well as actions , and the rest is additional data as example documents and so on (Lexy J. Moelong ,

2000). Research This Using interview , observation , and documentation techniques . The data analysis technique used in this research process is descriptive analysis, aimed at answering the predetermined problem formulation. The research focus is limited to presenting facts and systematically describing the data according to the research title.

3. RESULTS AND DISCUSSION

In the year of 2023/2024 academic year for MI Muhammadiyah Dolopo Madiun start enforce curriculum independence . Curriculum This implemented For level Grades 1 and 4. The implementation of the Merdeka Curriculum involves three steps: planning, implementation, and evaluation. The planning stage begins with the formation of a curriculum planning team. This team on duty do development at a time compilation curriculum that involves a number of related stakeholders . The implementation of the independent curriculum at MI Muhammadiyah Dolopo Madiun previously held a meeting with parties involved in curriculum planning to achieve the curriculum 's objectives. The planning process was attended not only by the teachers but also by the madrasah committee. The independent curriculum planning stage also included conceptualizing and developing a character-based curriculum. One of the the character that will built at MI

Muhammadiyah Dolopo Madiun is character disciplined and honest .

Implementation curriculum independent to character disciplined and honest students at MI Muhammadiyah Dolopo Madiun started with designing learning based project For strengthening Profile Pancasila student Rahmat lil Alamin. Learning This entered activity intracurricular activities that are arranged based on theme big . Then adapt theme with connect a number of eye lesson as form project implementation Profile Pancasila Student Rahmatan lil 'Alamin. at MI Muhammadiyah Dolopo Madiun .

There is six dimensions strengthening profile students Pancasila mercy little world namely believe , be pious to God Almighty and moral noble . After that , global diversity , mutual cooperation, independence , reasoning critical , and creative . The timing of these activities is separate from the timing of extracurricular activities so as not to disrupt weekly routine activities. In addition to these two main projects, aspects of the Pancasila Rahmatan lil 'Alamin Student Profile Strengthening Project are also developed in the extracurricular learning process. Project-based learning to improve the Pancasila Rahmatan lil 'Alamin Student Profile Strengthening Project is also developed in the extracurricular learning process . Students Pancasila Rahmatan Lil Alamin This student profile improvement

project focusing on the characteristics of local potential of educational units, studying operational results, and developing students' interests and talents.

The presentation of the results of interviews with the principal, the curriculum vice principal, and fourth-grade teachers, the independent curriculum plays a very important role in influencing the success of education, especially in the formation of disciplined and honest characters in students. This curriculum serves as a reference for educational practitioners, both educational staff and educators, in order to develop high creativity and be able to explain different learning materials. Furthermore, ideal educators and educational staff are able to face and adapt to every change by implementing the new curriculum in teaching and learning activities. However, the curriculum is continuously modified, developed, and improved in response to changes in the times in various aspects of globalization. MI Muhammadiyah Dolopo Madiun requires a learning model that not only provides basic learning but also accommodates future challenges.

Through the positive impact experienced by students at MI Muhammadiyah Dolopo Madiun following the implementation of the Merdeka Curriculum, students are given the opportunity to explore and express their

talents and interests. The goal is to train students to develop discipline and honesty and encourage them to participate more actively in teaching and learning activities both inside and outside the classroom. Previously, the curriculum's primary goal and focus were solely on outcomes. However, in the Merdeka Curriculum, the learning process takes center stage and becomes the focus. This provides each student with the opportunity to explore other areas such as personality, thinking skills, and finding solutions to problems necessary to develop character.

The independent curriculum also has a positive impact on educators and educational staff through training to develop potential and the existence of an independent curriculum platform. Programs for driving instructors and professional educators are available, and the emergence of high-quality educators allows for the development and maintenance of unique, excellent curricula that are optimal for achieving educational goals. In implementing character education initiatives through the independent curriculum, specifically P5P2RA, madrasahs are given the opportunity to create curricula tailored to their characteristics, needs, vision, mission, and goals, both within the curriculum and through integrated and extracurricular learning, as well as the freedom to implement innovations.

Based on the results of interviews and observations of researchers, there are several factors that hinder the implementation of the independent curriculum to improve the discipline and honest character of students at MI Muhammadiyah Dolopo, namely: First, the lack of understanding of the independent curriculum by teachers, especially the project to strengthen the profile of Pancasila students, and teachers still have difficulty designing a project that is designed starting from the theme, objectives, activity design, and assessment and development. Second, the inadequacy of infrastructure that supports the implementation of the independent curriculum, especially for archiving violations that occur in the madrasah environment, especially in improving the discipline and honest character of students. Third, limited supervision from the madrasah principal to teachers to evaluate performance and limited supervision from teachers to students in accustoming students to the madrasah environment. Fourth, the lack of activity student during the learning process that must be Keep going reminded in do activity.

Meanwhile, supporting factors for the implementation of the independent curriculum to improve the character of discipline and honesty in MI Muhammadiyah Dolopo students are: first, holding workshops or seminars to improve teacher competency in designing and

mastering the independent curriculum. Second, collaboration between the madrasah principal, committee, teachers, colleagues, and guardians related to improving the character of discipline and honesty in students designed in the P5P2RA independent curriculum project. Third, a positive madrasah environment, namely the existence of good communication between the madrasah principal and teachers, fellow educators, teachers and students, teachers and guardians, and relationships with other parties. The existence of good relationships from various party will support success in increase character disciplined and honest students. The last factor as support success curriculum in activity Study teach existence facility means infrastructure.

Table 1. Table of Forms and Schedule of P5P2RA MI Muhammadiyah Activities

No.	P5RA Theme	Form of Activity	Profile Target Pancasila Students	Integrated Subjects	Time Allocation
1	Sustainable Lifestyle Civilized (<i>ta'addu</i>)	My trash not quite enough my answer	Discipline, honest, creative, mutual cooperation believe and pious	IPAS, SBDP	December 2023 Semester 1
2	Build His Soul and Body Dynamic and innovative (<i>tathawwur wa ibtikâr</i>),	Exhibition of Works	Mutual cooperation, creative, independent, disciplined	Physical Education, English, SBDP, Mathematics	December 2023 Semester 1
3	Unity in Diversity Tolerance (<i>tasāmuh</i>),	Celebration of Religious Holidays	Global Diversity	PKN, SBDP, BIN	May 2024 Semester 2
4	Local Wisdom of Equality (<i>musāwah</i>),	Visit to the cultural museum	Global Diversity, Critical Thinking	Natural Sciences, Civics, SBDP, BIN	May 2024 Semester 2
5	Deliberative Entrepreneurship (<i>shūra</i>)	Bazaar/creative economy, arts performances,	Creative, innovative, honest	IPAS, SBDP, Mathematics	June 2024 Semester 2
6	Engineering and Technology to build the Unitary State of the Republic of Indonesia Citizenship and Nationality (<i>muwaṭṭanah</i>)	Celebration of Religious Holidays	Global diversity, mutual cooperation, creativity	PKN, SBDP, BIN	June 2024 Semester 2



Figure 1. Figure activity habituation apple morning and prayer together

4. CONCLUSION

Based on discussion study above , which is based on results observation field , instrument interviews , and documentation , then researchers Can interesting conclusion a number of points as answer from formulation problem research . This conclusion try For answer problem related researchers with curriculum independent in improvement character disciplined and honest as following :

1. Implementation curriculum independent to improvement character disciplined and honest student Not yet fully walk with okay , still need adjustment Good from students and the teachers themselves . Muhammadiyah Dolopo Elementary School Madiun new apply curriculum independence in grades 1 and 4. Development team curriculum Still Keep going review implementation The independent curriculum goes through three stages: planning, implementation, and evaluation. The

planning stage begins with the formation of a curriculum planning team tasked with developing and drafting the curriculum, involving several relevant stakeholders. The implementation stage of character-building learning, particularly discipline and honesty, at MI Muhammadiyah Dolopo Madiun , is integrated into intracurricular, co-curricular, and extracurricular activities, which are included in the subject's attitude values, habits, and development within the P5P2RA activities.

2. The impact of implementing the Merdeka curriculum on improving students' discipline and honesty, fostering student interest and talents through morning and extracurricular activities, and creating a more supportive learning environment, encouraging students to be more creative, innovative, and develop

character. The Merdeka curriculum's impact on educators and staff requires them to be highly creative and innovative, creating opportunities for professional development. However, it also presents challenges related to adapting and understanding teaching materials.

3. Factors hindering the implementation of the independent curriculum in improving the character of discipline and honesty in MI Muhammadiyah Dolopo Madiun students include: teachers' lack of understanding of the independent curriculum in designing learning, inadequate infrastructure to support archiving violations in the madrasa environment, especially in improving students' discipline and honesty. Third, limited supervision from the madrasa principal to teachers to evaluate performance and

limited supervision from teachers to students in accustoming students to the madrasa environment. Fourth, the lack of student activeness during the learning process, which requires constant reminders in carrying out activities. Meanwhile, supporting factors include holding workshops or seminars to improve teacher competence in designing and mastering the independent curriculum, collaboration (good communication) between the madrasa principal, committee, teachers, colleagues, and guardians regarding improving the character of discipline and honesty in students. The existence of an environment madrasah that positive and supported with means capable infrastructure support learning for student.

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