

## **Freedom Of Thought For Madrasah Ibtidaiyah Teachers In The Era Of Independent Curriculum**

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**ABSTRACT:** *The independent curriculum is a post-pandemic curriculum dream where the learning crisis is a multidimensional problem that cannot be solved by curriculum changes alone. The learning crisis can only be overcome by systemic changes. And that is what the Ministry of Education and Culture is now doing through a series of Merdeka Belajar policies in the independent curriculum. It has several principles, one of which was flexibility. This means that the school can implement this curriculum based on the environment. But this curriculum was very new when implemented by the teacher. The purpose of this study is to conceptually describe the Merdeka curriculum which is gradually implemented in MI Unggulan Nuris in grades 1 and 4 and will be implemented nationally in 2024. Descriptive qualitative research method of field research type is used as a research method. Data collection is done by interview, observation, and documentation methods. Data analysis used data reduction, data presentation, and conclusion drawing. Based on the research results, this curriculum can be applied in various fields. One teacher who prepared the independent curriculum attended training on curriculum for educational institutions. Based on interviews with teachers at Nuris Jember's madrasah ibtidaiyah, they responded enthusiastically to this curriculum although there are still shortcomings in its application. We hope that this implemented curriculum can achieve the goals in education in Indonesia.*

Kurikulum merdeka adalah mimpi kurikulum pasca pandemi dimana krisis pembelajaran merupakan masalah multidimensi yang tidak dapat diselesaikan hanya dengan perubahan kurikulum. Krisis pembelajaran hanya bisa diatasi dengan perubahan sistemik. Dan itulah yang kini dilakukan oleh Kemendikbud melalui serangkaian kebijakan Merdeka Belajar dalam kurikulum merdeka. Kurikulum ini memiliki beberapa prinsip, salah satunya adalah fleksibilitas. Artinya, sekolah dapat menerapkan kurikulum ini sesuai dengan lingkungannya. Namun kurikulum ini masih sangat baru ketika diimplementasikan oleh guru. Tujuan dari penelitian ini adalah untuk mendeskripsikan secara konseptual tentang kurikulum Merdeka yang secara bertahap diimplementasikan di MI Unggulan Nuris pada kelas 1 dan 4 dan akan diimplementasikan secara nasional pada tahun 2024. Metode penelitian kualitatif deskriptif dengan jenis penelitian lapangan digunakan sebagai metode penelitian. Pengumpulan data dilakukan dengan metode wawancara, observasi, dan dokumentasi. Analisis data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan. Berdasarkan hasil penelitian, kurikulum ini dapat diterapkan di berbagai bidang. Salah satu guru yang menyusun kurikulum merdeka telah mengikuti pelatihan kurikulum untuk lembaga pendidikan. Berdasarkan wawancara dengan guru di madrasah ibtidaiyah Unggulan Nuris Jember, mereka menanggapi kurikulum ini dengan antusias meskipun masih ada kekurangan dalam penerapannya. Kami berharap kurikulum yang diterapkan ini dapat mencapai tujuan pendidikan di Indonesia.

**Keywords:** *Independent Curriculum, Madrasah Ibtidaiyah Teachers, Freedom of Learning*

## INTRODUCTION

The independent curriculum is an educational concept that puts freedom of learning and exploration in the hands of students. This model allows students to take a more active role in their learning, identify personal interests, and explore their potential more deeply. But in fact, the teaching method applied by teachers in some schools still uses learning as in the 2013 curriculum where learning has not been student-centered and has not been able to facilitate differences in learning styles owned by students.

Based on the results of research conducted by Yamin & Syahrir in 2020, it was revealed that teachers carry out their role in independent learning by designing strategies or learning methods based on independent learning. Freedom of learning is a response to the industrial revolution 4.0, the task of teachers is to design learning with relevant implementation strategies to facilitate students to achieve abilities or skills for new literacy, namely data literacy, technological literacy, and human literacy. The role of the teacher is basically by the demands of the curriculum, namely as a teacher, guide, and educator. As teachers, teachers carry out education, creating effective and fun learning. As a guide, the teacher helps students get to know themselves and their problems and solve their problems. As educators, teachers facilitate the process of recognizing and maturing students through learning (Windayanti et al., 2023). Therefore, the position of researchers, in this case, is to strengthen previous research that the existence of this independent curriculum must make teachers more creative in designing learning and always trying to improve their abilities. (Arifin et al., 2023)

The curriculum is developed and implemented nationally in all schools to realize the national ideals of the Indonesian nation. Every curriculum always has a desired goal in the field of education, i.e. the desired learning outcomes of students. Curriculum development takes place as a proactive step to answer the challenges arising from the development by taking into account the situation and circumstances as well as the norms prevailing in society. The stages of curriculum development are organized in such a way that students as learning components are essentially guaranteed sufficient competence to manage and use technology as desired. (Yulianti et al., 2022)

Curriculum changes occur systematically according to the times and technology. As is known, many changes occurred in the world of education in 2020 due to the impact of the Covid-19 pandemic. Educational institutions often change several policies in accordance with the latest regulations and adapted to the conditions of

educational institutions. The 2013 curriculum begins with several changes to become an extraordinary curriculum that is implemented according to the circumstances and requires several achievable competencies. (Fitriyah & Wardani, 2022)

In addition, today's teachers must adapt to technology to support the Industrial Revolution 4.0 (Asadullah & Maliki, 2018). This opportunity must also be managed because learning is carried out online or hybrid due to the impact of the Covid-19 pandemic. The most prominent change is the implementation of learning that was originally based on face-to-face distance learning. Implementation in the 21st revolution era requires development, knowledge, skills with the hope that students can think critically, creatively and be able to solve problems together and create cooperation (Fitriyah & Wardani, 2022). The benefits and objectives of writing this article are to describe the opinions of teachers about the independent curriculum paradigm implemented in madrasas to find effective solutions to educational problems in each madrasa through quality improvement. education according to the interests and abilities of students. Based on the above background, the author wants to examine the paradigm of Merdeka curriculum in the view of madrasah ibtidiyah teachers.

## LITERATURE REVIEW

The mission and purpose of national education is none other than the development of talent and the formation of character and national civilization that is valuable for the intellectual life of the nation. The goal is to develop students' opportunities to become human beings who are devoted and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. With the development of the times and an increasingly dynamic society, there have also been changes in the education system to adapt to ongoing globalization (Suryani et al., 2023). The policies made by the government so far have undergone changes or improvements, one of which is the education policy. (Malikah et al., 2022)

Education is one of the most important factors in the quality of human resources and the progress of a nation. The educational process is able to give birth to creative, innovative ideas in the dynamics of current developments (Arifin et al., 2021). Curriculum development is one of the efforts to improve the quality of education. A good educational policy is realized through the implementation of the curriculum because "the curriculum is the heart of education" which determines the progress of education. (Rahayu et al., 2022)

Era 4.0 gave birth to education 4.0. This concept was born along with changes in skill requirements with Industry 4.0 to realize the vision of future education that meets the needs of Industry 4.0. Educational innovation in the 4.0 era is characterized by a student-centered approach. This approach not only prioritizes the development of scientific aspects, but is also able to develop ways of thinking that answer life's challenges, increase creativity and innovation in various fields of life (HR & Wakia, 2021). Education in the 4.0 era is outcome-based education (OBE) which is the answer to the challenges of managing the digitization of the education sector. In Education 4.0 there are two types and ways of measurement, namely input and output. The contribution of education is measured by measuring the ownership of "assets" of educational institutions (e.g. finance, infrastructure, classrooms, libraries, faculties, etc.). Meanwhile, OBE is based on educational performance such as the number of graduates, GPA and graduation rate. (Alawi et al., 2022)

The possibility of the internet and technological development has become a driving force for freedom of learning. Because it can hack an education system that is rigid or not liberating. This includes reforming the heavy workload of teachers and schools. Humans have the nature of always being dissatisfied with their achievements, wanting to find something new to change things to improve according to their needs (Barlian, 2022). The policy of the Ministry of Education, Culture, Science and Technology (Kemendikbudristek) as an institution that determines the direction and curriculum of education is awaited in all schools in Indonesia. (Jannah & Rasyid, 2023)

To achieve educational goals, a curriculum is needed that facilitates the educational process, one of which is through the curriculum. (Vhalery et al., 2022) The curriculum plays an important role in the world of education, because it is related to determining the direction, content and learning process, which ultimately determines the qualifications of graduates of an educational institution. Along with the times and the demands of society, the world of education must make updates in the field of education. Educational innovation is successful and achieves its goals if educational programs are designed and implemented in accordance with the conditions and needs of the times. (Yulianti et al., 2022)

Nadiem Makarim changed and established Merdeka Curriculum as an addition to the 2013 Curriculum on 10.12.2019. Starting from the four Merdeka Belajar (2021) policies outlined by the Ministry of Education and Culture, including the first in 2020, the

National Standardized School Examination (USBN) will become a test or assessment conducted by schools to assess student competencies. conducted in a variety of more comprehensive formats that provide flexibility for teachers and schools to assess student learning outcomes. Second, in 2021, the national exam transforms into the AKM to simplify the preparation of the initial Learning Implementation Plan (LEP), which consists of 13 sections into three main components, including learning objectives, learning activities, and assessments. Third, simplifying the initial 13-part lesson plan (LEP) into three main components, including learning objectives, learning activities and assessment. This aims to give teachers more time to prepare and assess learning in addition to performance and effectiveness. And fourth, more flexible admission rules to support regional differences in access and quality. (Rahmadayanti & Hartoyo, 2022)

The implementation of an independent curriculum in SD/MI/other forms is related to the curriculum structure. The SD/MI curriculum structure is divided into 3 (three) stages, namely (1) Stage A for Grades I and II, (2) Stage B for Grades III and IV; and (3) Stage C for Grades V and VI (Zahir et al., 2022). There is no difference between independent learning and independent learning according to these concepts, because both are the same, only the methods and systems are different. Merdeka Belajar is a program that aims to create a happy learning atmosphere for both students and teachers, so that both teachers, students and parents have a pleasant learning atmosphere, because the principle of Merdeka Belajar is to create a happy learning atmosphere. heavy burden of achievement requirements. (Marisa, 2021)

In the early stages of independent curriculum learning, it is based on lesson planning as outlined in the lesson plan (Learning Implementation Plan). In the independent curriculum, learning planning is aligned with four important aspects, the first of which is the collection of information about the characteristics of the training unit used to build the module. Second, the preparation of the Madrasah Operational Curriculum (KOM) used in each education unit. Third, the preparation of learning modules. And finally, the preparation of a project module to strengthen the profile of Pancasila. (Rahayu et al., 2022)

An independent curriculum is defined as a curriculum that provides opportunities for learners to learn calmly, relaxed, fun, stress-free and stress-free, to show their natural abilities. Independent learning focuses on freedom and creative thinking. (Rahayu et al., 2022). Students are expected to develop according to their talents and

abilities with an independent curriculum,, because with an independent curriculum they get critical, quality, expressive, applicable, versatile, and progressive learning. (Rahayu et al., 2022)

The independent curriculum has several advantages. Some of these advantages are that the curriculum is simpler and more comprehensive. In the independent curriculum, learning focuses on essential knowledge and developing students' skills according to their stages. Learning is deeper, more meaningful, slower and more fun. Another advantage is greater independence. Since there is no longer a special program at the upper secondary level, students determine the subjects of interest according to their abilities and desires. In learning activities, teachers can conduct learning according to performance assessments and student development levels. Schools that implement this independent curriculum are authorized to develop and organize curriculum and teaching and learning processes that are tailored to the nature of the learning unit and students. The third advantage is that it is more relevant and interactive. In this case, learning is mainly through project work, and students are given the freedom to actively research, investigate and describe current topics such as environmental issues, circular economy, sanitation and so on to foster critical thinking, careness and complex problem solving skills as a form of character development and Pancasila Learner Profile Competencies. (Arisanti, 2022)

## **METHODS**

The research conducted included descriptive research with a qualitative approach. Descriptive qualitative research method of field research type is used as a research method. Data collection is done by interview, observation, and documentation methods. Data analysis used data reduction, data presentation, and conclusion drawing.

Data sources were drawn from teacher interviews, research findings, and literature review from several independent curriculum policy sources. During data collection, teachers were interviewed in schools where the independent curriculum would be implemented, and documents from several literature studies were examined. The researcher conducted in-depth interviews to obtain answers such as background information. Literature research was searched on the internet with the keyword independent curriculum. (Fitriyah & Wardani, 2022).

## FINDINGS AND DISCUSSIONS

The curriculum has a central place in all educational activities, to achieve educational goals, the curriculum must be able to improve its quality, in this case the curriculum must be able to adapt to the circumstances of each school with due regard. needs and stages of learner development, national development needs, by always remembering that national education comes from national culture and national education based on Pancasila and the 1945 Constitution. To further improve the quality of education in Indonesia, the implemented curriculum is formed and adapted according to the education unit, regional potential, and it is necessary to evaluate the effectiveness of curriculum implementation research. (Rahmadayanti & Hartoyo, 2022)

The implementation of Merdeka Curriculum should be supported by training, teaching materials for teachers and new learning materials supported by school leaders and local institutions. In the provision of teaching aids, relevant learning units are textbooks, supporting materials such as lesson plans and objective plans, school action plans, learning modules and Pancasila student profile strengthening projects, which are available to teachers on digital platforms. (Arisanti, 2022)

Then in relation to the role of the teacher itself, the demands on the roles and responsibilities of teachers are always changing in accordance with the development and era of technical science which is increasingly moving towards modernity. Therefore, teachers themselves must familiarize themselves with existing developments and familiarize themselves with existing developments. Then innovation and improvisation in learning activities, teachers should also act as supervisors of students in learning activities, so that later this can be planned, namely. freedom of the Ministry of Education and Culture, can be implemented. (Arviansyah & Shagena, 2022)

For the implementation of the Merdeka Curriculum, of course, schools and teachers need to prepare well, starting from understanding the structure of the Merdeka Curriculum, the assessment in it, learning outcomes and the flow of learning objectives, implementing projects and others. This curriculum change encourages changes in the curriculum and learning paradigm. The paradigm shift, among others, aims to strengthen teacher independence as the leader of the learning process, release standard controls that are too mandatory and require homogeneous learning in all educational units in Indonesia, and strengthen student activeness, namely, student rights and abilities. Students can determine the



learning process by setting learning goals, reflecting on their abilities and acting proactively and taking responsibility for their own success. (Alimuddin, 2023).

Madrasah Ibtidaiyah or MI is a formal education unit that organizes general education characterized by Islam and consists of 6 (six) levels of basic education. Madrasah Ibtidaiyah is equivalent to primary school, which all children in Indonesia must attend. The difference is that at the Madrasah Ibtidaiyah level, students get additional subjects with more Islamic content than in elementary schools, such as fiqh, Aqidah Akhlak, Al-Qur'an Hadith and also Arabic language. (Asadullah & Maliki, 2018)

Thus, madrasah can innovate in curriculum development to achieve excellence in accordance with their uniqueness. Considering that in this era that is motivated by the industrial revolution 4.0, madrasahs need to prepare students' competencies for 21st century learning which includes 4 C skills (critical thinking, creativity, communication and collaboration). In this case, one of them is Madrasah Ibtidaiyah Nuris Jember.

Teachers have a very important role both in curriculum development and in its implementation. Similarly, teachers play a very important role in implementing the freedom of learning policy. Teachers can contribute collaboratively and effectively work with school curriculum development to organize and structure materials, textbooks, and learning content. Teacher involvement in the curriculum development process is important to align curriculum content with the needs of students in the classroom. (Daga, 2021)

The results of interviews with several Madrasah Ibtidaiyah teachers revealed that their opinion about the independent curriculum is that this curriculum needs more detailed socialization. Some teachers were positive and less enthusiastic about this curriculum change. The curriculum changes were welcomed because the context of the lesson plans became denser and more focused on realistic expected learning outcomes. Teachers were less enthusiastic because they had to revise lesson plans and resources such as teaching materials and assessments changed. However, the enthusiasm of the teachers also boosted the effectiveness of the independent curriculum implementation. For madrasah ibtidaiyah teachers, implementing this independent curriculum is a common thing, because the curriculum certainly changes from time to time based on circumstances. According to several teachers interviewed, this independent curriculum is one of the alternatives used to harmonize the objectives

of Indonesian education adapted to global demands without abandoning the characteristics of Pancasila.

The implementation of the independent curriculum in madrasah ibtidaiyah will be outlined in the madrasah operational curriculum (KOM). However, madrasah ibtidaiyah teachers still do not understand the context of this madrasah operational curriculum. They often attend workshops and trainings organized by educational institutions and the private sector to provide information for madrasah ibtidaiyah teachers, while waiting for a definite design from the Ministry of Education, Culture and Research. The madrasah operational curriculum contains all the learning process plans organized by the education unit for learning guidelines.

Based on observations made at MI Unggul Nuris Jember, the independent curriculum has been implemented since 2022 in grades 1 and 4, and in the following year it will be implemented in grades 2 and 5 as well. However, based on the results of an interview with one of the grade 5 teachers of MI Unggul Nuris Jember, Mrs. Fitria Dwi Ananda said that the existence of an independent curriculum still makes some teachers confused due to lack of knowledge about this independent curriculum. Starting from changes in terms such as learning outcomes, learning objectives, learning objectives flow and teaching modules. Likewise, subjects are taught thematically, in this independent curriculum subjects are taught separately. Nevertheless, teachers at MI Unggul Nuris Jember always try to improve their ability to understand this independent curriculum through training held both offline and online, so that the implementation of this independent curriculum can be implemented optimally so that the goals of national education can be realized.

## CONCLUSION

The independent curriculum paradigm for madrasah ibtidaiyah teachers is something new. The transition from the 2013 curriculum to the independent action plan is something completely new. The independent curriculum is the implementation of the post-pandemic curriculum and is fully implemented in schools. This curriculum is applied on a limited basis at various levels, one of which is Madrasah Ibtidaiyah. Based on the results obtained in the academic curriculum, it is clear that this curriculum can be implemented in several regions in Indonesia. Teachers prepared for this independent curriculum by developing their knowledge and understanding of this independent curriculum by attending various trainings and workshops organized by educational institutions and private educational institutions.

Madrasah Ibtidaiyah teachers enthusiastically welcomed the implementation of this curriculum, because one of the principles of flexibility is to provide space for teachers to provide learning according to student circumstances and for the benefit of students.

The implementation of the independent curriculum is one of the results of the implemented curriculum reform. There are still many obstacles in the field, both substantively and technically. Teachers also have an important role in implementing the school action plan, because they understand the situation and conditions of the learning environment. The implementation of the independent curriculum in educational institutions is carried out in several educational institutions. Based on the results obtained, it is necessary to carry out gradual socialization to implement this independent curriculum.

There are still limitations in the research process in identifying aspects of the independent curriculum of Madrasah ibtidiyah, including the results of interviews which usually have not yet reached the process of preparing the tools that will later be implemented in the independent curriculum. This is very important because curriculum preparation is not only limited to knowing the opinions of teachers and school officials about the implementation of this independent curriculum.

At research process, there are still limitations of researchers in identifying aspects contained in the independent curriculum in madrasah ibtidiyah, including the results of interviews still in general have not yet reached the process of preparing the tools applied to the independent curriculum later. This is very important because the preparation of the curriculum is not only limited to knowing the opinions of teachers and schools on the plan to implement this independent curriculum.

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