

## THE IMPLEMENTATION OF AN INDEPENDENT CURRICULUM IN IMPROVING THE QUALITY OF MADRASAH EDUCATION

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### ABSTRACT

*The writing of this journal aims to find out the implementation of the independent quality curriculum in improving the quality of madrasahs through the independent curriculum in independent learning, both through the potential of human resources in implementing this curriculum, because the factors causing the low quality of education in schools include: effectiveness, efficiency, and standardization of teaching which is not good in terms of learning or curriculum implementation. The Independent Curriculum is one of the new policy programs of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) issued by the Minister of Education and Culture of the Indonesian Advanced Cabinet, from the perspective of curriculum education is the soul of education, an obligation for all educational institutions in developing educational patterns in Implementation of independent curriculum as a form of innovation and response to changes and challenges of the times.*

Keywords: Independent Curriculum, Quality Improvement, Madrasah.

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### INTRODUCTION

Developments in the education curriculum in addressing the challenges of the problems of the times, in the implementation of government policies in the field of education will automatically affect curriculum management at every level of education. With the existence of an independent curriculum, it is a wrong way for the government to handle the current situation (Hartoyo, 2022). The implementation of the Merdeka Learning curriculum learning aims to describe teacher perceptions in Islamic education management study programs within madrasa education institutions related to implementing the independent curriculum in creating superior madrasahs (Kholik et al., 2022).

Based on the Independent Curriculum, one of the new policy programs of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) issued by the Minister of Education and Culture of the Republic of Indonesia, the Advanced Indonesia Cabinet. The essence of freedom of thought, according to Mr. Nadiem, must be preceded by teachers before they teach it to their students (Sabriadi & Wakia, 2021). This means that this independent curriculum is a solution in the development of independent thinking in educating the nation's children.

Broadly speaking, curriculum is the soul of education, an obligation for all educational institutions to develop educational patterns in the implementation of an independent curriculum as a form of innovation and response to changes and challenges of the times (Islam et al., 2022). The implementation of this independent learning policy encourages a good teacher's role in curriculum development with new innovation patterns in the learning process (Daga, 2021). As well as providing examples in the development of institutions that can compete with superior and high institutions (Rahayu et al., 2022).

During the 2019 Covid pandemic, teachers were given the task of carrying out continuous diagnostic assessments to examine students' cognitive and non-cognitive states as a result of learning from home or distance learning (Parid & Alif, 2020). In this way, the role of the independent learning curriculum is urgently needed. Through this diagnostic assessment, the teacher can provide appropriate learning according to the conditions and needs of students. In the modern world life is developing very fast which raises a variety of challenges that are quite serious for all walks of life. The development of the global world in the 4.0 era has an impact on all aspects of human life, without exception in the field of education (Sabriadi & Wakia, 2021).

Apart from talking about the curriculum, it cannot be separated from madrasa educational institutions, one of the indicators of the quality of madrasah education is the quality of its graduates. Meanwhile, the aspects that are very dominant in improving the quality of education delivery in institutions are teacher qualifications, management quality, facilities (facilities and infrastructure) (Parid & Alif, 2020). Many things are happening today, which are problematic in education, it is very urgent for the education of the nation's children because they are the ones who will continue this nation, the specific purpose of this research is to proclaim an independent curriculum towards advanced and superior institutions that will create intelligent nation's children and able to compete with foreign countries (Rahayu et al., 2022).

Related to knowing how to know how to improve the quality of institutions with this independent curriculum and the objectives of the independent curriculum, creating superior madrasa educational institutions so as to create young people who are smart and can be highly competitive (Marisa, 2021). We implement this view in this scientific paper so that it becomes a good example for newly formed institutions and can become a superior madrasah category, with this scientific paper being a reflection of new institutions and institutions in their development period (Hartoyo, 2022).

This article will provide an example of strategies and various kinds of improving the quality of superior madrasah institutions through this independent curriculum. solutions, innovations, and that will bring about changes in a good institutional system (Sunarko, 2018). A quality school can be one of the considerations for parents to choose a place to study for their children. With so the need for a school institution to continue to improve the quality of education (Patriandari & Safitri, 2021).

Objectively to find out the obstacles and strategic efforts that can be made to improve the quality of madrasah education institutions including the problems that occur that we must solve, this journal is the first step in innovation by improving the quality of madrasah educational institutions through independent learning (Independence Curriculum) in finding solutions and various innovations that are very practical (Majid & Hasan, 2022). Modernization in the field of education is very urgent in the field of social modernization, and is very bridging the transformation of education in Indonesia (Hukum, 2020).

Broadly speaking, writing this journal aims to determine the improvement of the quality of madrasah education through an independent curriculum in independent learning, both through the potential of human resources in implementing this curriculum, because the factors causing the low quality of education in schools include: effectiveness, efficiency, and standardization of teaching that not good in terms of lessons or less curriculum implementation (Sabariah, 2021). With the paradigm of government policy along with the development of science and technology that issued an independent curriculum in improving institutions and human resources.

## **METHOD**

This research uses a qualitative method and is a literature study on the adaptation of independent learning in improving the quality of madrasah education. Adaptation is focused on developing superior madrasah institutions. Independent curriculum activities are very relevant in madrasa educational institutions. The curriculum development model includes design in the standard operational implementation of teaching and learning activities. While the implementation of the activity program includes the design of teaching and learning program activities, the preparation of guidelines for the implementation of independent curriculum adaptation activities in the implementation of the Independent Curriculum are not carried out simultaneously and massively referring to policies that provide schools with flexibility in implementing the curriculum. Data collection on school readiness in the Implementation of the Independent Curriculum (IKM) was carried out by the Ministry of Culture, Research and Technology (022) which shows the number of public and private schools that are ready and registered to implement IKM with the independent learning category as many as 35,334 schools, in the independent category (Baharuddin, 2021).

## **RESULTS AND DISCUSSION**

The curriculum is a set of plans, consisting of objectives, content, learning materials and methods used as a reference for implementing learning to achieve educational goals. Learning planning is the development of learning in the form of an integrated system and consists of several interacting elements. Planning for the Implementation of the Independent Curriculum in one of the educational institutions of MAN 1 Paiton Probolinggo begins with the management of Islamic culture in the implementation of the independent curriculum (Angga et al., 2021). What are the results of research and implementation of the independent curriculum in the MAN 1 Paiton Probolinggo institution, in the results of an interview with one of the class teachers in implementing the independent curriculum in an Islamic perspective, the following is the explanation.

### **Independent Curriculum Structural System in High School (SLTA)**

To support the implementation of the new paradigm of learning, reform is needed in the organization of learning. The central government and regional governments have their respective authorities which are divided into:

Central government authority; regulates the curriculum structure, Pancasila student profiles, learning outcomes, and learning principles and assessments. Regional government authority; regulate the school's vision and mission, student profiles in schools, local policies related to curriculum, learning and assessment processes, development of operational curricula in education units and development of teaching tools.

The structure of the Independent Curriculum in high schools is regulated in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing the Curriculum in the Context of Recovery of Learning Development & Learning, (2022) For the SMA Merdeka Curriculum, there are 2 phases namely;

- □ Phase E (generally equivalent to class X MA).
- □ Phase F (generally equivalent to class XI and XII MA). in accordance with the majors of interest by students of MAN.

The Merdeka Curriculum which is determined as a learning recovery curriculum at the basic education level is divided into 2 activities, namely:

1. Intracurricular learning, extracurricular learning activities for each subject refer to learning outcomes.
2. The project to strengthen the profile of Pancasila students, is aimed at strengthening efforts to achieve a Pancasila student profile that refers to Graduate Competency Standards (SKL) with the proportion of learning load allocated around 20% - 30% per year. The project to strengthen the Pancasila student profile is carried out flexibly, both in terms of content and in terms of implementation. From the content, the reference for this project is that there are achievements in the Pancasila student profile that are in accordance with the student phase, and do not have to be related to learning outcomes in the subject. From the organization of the implementation time, the project can be carried out by adding the allocation of project hours to strengthen the profile of Pancasila students from all subjects and the total implementation time for each project is not the same for all (Hartoyo, 2022).

The idea of a superior madrasah has encouraged the development of the concept of an independent curriculum superior madrasah. Featured Madrasahs are superior program madrasahs that were born from the desire to have madrasahs that are able to excel

at the national and world levels in mastering science and technology supported by akhlakul karimah (Baharuddin, 2021).

Indirectly implementing superior madrasas is the initial foundation for an independent curriculum, in other words, the development of superior madrasas is parallel to the development of superior schools, each of which is developed to achieve excellence in its educational output. To achieve these advantages, inputs, educational processes, teachers and education staff, management, educational services, and supporting facilities must be directed to support the achievement of these goals (Buchari & Saleh, 2017).

The impact felt by teachers in implementing the Independent Curriculum is that teachers are required to be creative and innovative in methods, media and learning techniques. In addition, the mindset of teachers changed in carrying out learning.

While the impact felt by students namely:

- ✓ Students learn with fun;
- ✓ Students are more enthusiastic when face to face; as well as
- ✓ There is a Pancasila Student Profile Strengthening Project. Examples of Waste Management Projects; The project is immediately applied in everyday life. Students are accustomed as effectively as possible to utilize waste, and this is suitable for character education.

In addition to teachers being required to be creative and innovative, the implementation of this independent curriculum will make the profile of madrasas superior to some of the progress that has been prepared by superior madrasas. In addition to the advantages of this curriculum, several problems have been identified as the cause, both at the management and policy levels. The problem of an independent madrasah curriculum that is still not "focused" and an educational process that does not yet support the vision and mission of the madrasah is an example of a case at the management level, while madrasah development policies are still "patchwork" and there is no blueprint for madrasah development. is an example of a case in the field of policy (Fakih Khusni et al., 2022).

On the other hand, it must be acknowledged that many Indonesian people trust madrasa educational institutions more than public schools. Implementation of the independent curriculum is one of the innovations that will improve the quality of madrasah institutions which will bring about a significant change (Fakih Khusni et al., 2022). From some of the descriptions above regarding the independent curriculum, in more detail, we understand the strategy for improving the quality of madrasa educational institutions that have been implemented by MAN 1 Probolinggo.

### **Improving the Quality of Madrasa Education Institutions at MAN 1 Probolinggo Through the Implementation of the Independent Curriculum**

1. Improving the Quality of Educators, Education Personnel. Educators have a very important and strategic position in developing the potential of students. In an educator is the glory and safety of the nation's future by instilling noble basic values as the ideals of national education by forming a good personality. Therefore educators must be able to educate in various ways, in order to become a proportional educator. So as to educate students in creativity and everyday life (Majid & Hasan, 2022).
2. Strengthening the quality of children in increasing the electability of the quality of the MAN 1 Probolinggo institution. Stimulating one's interest in learning is related to one's feelings, education must use appropriate methods so as to stimulate interest in learning and studying both in terms of language and facial expressions by varying each method used (Pahlawan et al., 2022). From here it will lead to something called love for the field of study, because educators are able to provide stimulation to students to learn, because what is presented is really about or leads to students themselves which is done in everyday life. Furthermore, after students are aroused towards education, educators only need to provide intense motivation. Therefore educators or institutions only need to provide or provide facilities and infrastructure, so that students can receive experiences that can please students so as to make students learn enthusiastically.
3. Improving the quality of MAN 1 Probolinggo educational institutions through improving the quality of the independent curriculum. A school principal who must understand the vision, mission, goals and objectives of an institution he leads through an independent curriculum approach in improving the quality of madrasa education institutions, the implementation of this independent curriculum is very relevant to the vision and mission of the MAN 1 Probolinggo institution, in terms of implementing the independent curriculum at MAN 1 institutions probolinggo is very helpful in improving the quality of the institution.
4. The final step in the process of improving the quality of the MAN 1 Probolinggo educational institution is evaluating the results. How effective is the strategy in helping the MAN 1 Probolinggo institution achieve its goals? what is required? After assessing the results and determining that changes are needed (Karindasari & Roesminingsih, 2022).

Based on the two opinions above, it can be concluded in the formulation or quality improvement stage, from this question is the evaluation process and the need for identification, along with the elaboration:

- Identification of the vision and mission of the MAN 1 Probolinggo institution is the basic basis for the reasons and goals to be achieved in the formation of an institution in realizing the quality improvement of MAN 1 Probolinggo in using the independent curriculum. Therefore, in strategic planning, an understanding of the vision and mission of the institution is something that needs to be considered so that the decisions made do not go outside of what has become the vision and mission of the organization or in this case, namely the school.
- Identify the external environment in the form of institutional threats and opportunities so that the organization does not lose things that benefit the institution in improving the quality of MAN 1 Probolinggo.
- Identify the internal environment in the form of strengths and weaknesses Identification of the internal environment aims to identify strengths and weaknesses as well as aspects that can help or hinder the achievement of the educational institution's vision and mission in implementing the independent curriculum in implementation of MAN 1 Probolinggo.

As in every educational institution, evaluating the quality improvement of MAN 1 Probolinggo institutions, especially in terms of humidity and learning, is something that must exist in order to know the progress of students (Zamzami & Azah, 2022). Yankun Yao's theory, states that there is a correlation between student formative assessment of the success of the process of teaching and learning activities, in terms of improving the quality of madrasa education institutions is one of the urgent things in the value of quality improvement, the existence of an independent curriculum is a solution in improving the quality of institutions.

When we look at Islamic history, human values are highly respected from various aspects, and we need to support the government in transforming this independent curriculum, which has become an innovation in educational institutions in Indonesia, MAN 1 Probolinggo provides various programs in improving the quality of madrasah institutions, especially the students in improving the quality of the institution (Thohir, 2020). Because of this, MAN 1 focuses on its human resources (Hukum, 2020).

In the student program of MAN 1 Probolinggo there is also a talent development program and character education. Which is held on Saturdays and Sundays, in this case students can choose in terms of specialization based on their abilities, this step is used as a springboard for teachers in understanding student characteristics, both personally and implicitly (Islamic & Manajemen, 2021).

Activities that are extra MAN 1 Probolinggo, innovation and activities in improving the quality of madrasah institutions by improving the quality of human resources, in increasing the abilities of students with extra education, with this activity students get special knowledge, independent learning education can shape school culture in accordance with the opinion stated in the vision and mission of the MAN 1 Probolinggo institution (Syafi'i, 2021).

In the independent curriculum of driving madrasahs that focus on developing student learning outcomes holistically by realizing Pancasila student profiles which include cognitive (literacy and numeracy) and non-cognitive (character) competencies, (Thohir, n.d.) humans are cultured and civilized beings, every effort will causing change and acceleration of every positive activity with this extra activity is a form of character building of students. As a note, the head of the madrasa and teachers from the driving madrasa carry out the impact on other education units (Fakih Khusni et al., 2022).

Then the Minister of Education, Nadiem Makarim said that the driving (school) was the catalyst. (Syafi'i, 2021) in this position to realize the vision of Indonesian Education namely; Schools that focus on developing student learning outcomes holistically by realizing the Pancasila Student profile and starting with superior human resources (principals and teachers).

An institution has several things that must be ensured in improving quality, and can make a reflection of other institutions, MAN 1 Probolinggo is one of the institutions that can be emulated by other institutions by implementing an independent curriculum. If a simplified curriculum helps teachers achieve graduate standards, even improve the quality of graduates. Then graduate standards have also been set in the existing curriculum, MAN 1 Probolinggo implements this in improving the quality of institutions MAN 1 Probolinggo (Harahap et al., 2022).

Managerially the independent curriculum is the government's determination in realizing education in advanced Indonesia, and can create a young generation that is militant, the language of the independent learning curriculum is clear and able to compete with youth of other nations. The Ministry is responsible for advancing education in Indonesia, by launching this independent curriculum, so that school and madrasah institutions will have higher electability, the quality of education will be higher, the consideration is not only on internal conditions but also on global external conditions to improve the quality of education in Indonesia (Harahap et al. al., 2022).

Sometimes the failure of the quality of educational institutions is not due to bad curricula but due to the lack of proper implementation of these institutions. the existence of implementing an independent curriculum for institutional improvement (Sabriadi & Wakia, 2021).

In addition to improving the quality of human resources, madrasah institutions will also need a good institutional system in terms of infrastructure and curriculum. It has been explained above that it is not because of a bad curriculum, but because of the implementation of the independent curriculum system that has not been realized properly. From this, it can be concluded that the performance staff and teachers should be questioned whether they have implemented the independent curriculum system properly or not? From this we can judge carefully that this matter must be considered carefully (Harahap et al., 2022).

From the several incidents above, the problems of quality improvement institutions are not related to the curriculum system, but the lack of mastery or implementation of the curriculum. Quality improvement in terms of operational implementation is carried out properly by teachers and staff of these educational institutions, and the quality of institutions is determined by how the curriculum system is implemented (Guru et al., n.d.).

Apart from the aspect of the personality competency curriculum system, it reflects the personality of a teacher who is steady, stable, mature, wise and authoritative, becomes a role model for students, and has noble character; acting in accordance with the teacher's code of ethics, religious, legal, social, and Indonesian national cultural norms, (Saw, 2022) presenting oneself as a person of noble character and setting an example for students and society; as well as presenting oneself as a stable, stable, mature, wise, and authoritative person (Huda, n.d.).

It has been explained above that the teacher plays a very important role, MAN 1 Probolinggo applies this along with the characteristics of the leader/leadership, what this supervision also wants to achieve is the teacher's emotional intelligence. (Wibowo & Subhan, 2020) This is as conveyed by the deputy head in terms of curriculum and the important role of the teacher in improving the quality of madrasahs, especially MAN 1 Probolinggo, because the realization and vision and mission of the institution will not be realized without the role of the teacher and the staff of MAN 1 Probolinggo (Huda, n.d.).

It can be said that everything that is done by staff and teachers of madrasah institutions is all oriented towards efforts to improve and is always based on quality matters. (Huda, n.d.) the existence of institutions is a battle in competitiveness with other institutions, MAN 1 Probolinggo always makes innovations in development of institutions from one another to cooperate with each other staff and teachers (Thohir, 2020).

One of the routine activities every morning before the start of learning time is to carry out Duha prayers together, istighosah with teachers and students of MAN 1 Probolinggo, this activity aims in terms of a religious approach, improving the quality of consistency between teachers and students, this includes learning to students in an spiritual and student consistency (Gunawan & Gunawan, 2022).

Some of the activities that have been carried out above aim to improve the quality of MAN 1 Probolinggo. Improving the quality of learning is also carried out as an effort to improve the quality of the institution. (Noprika et al., 2020) The learning model is a pattern that is used as a guide when in society (Thohir, 2019). MAN is used by teachers in conveying learning to students to make it easier for students to understand community lessons (Gunawan & Gunawan, 2022).

In addition to the dhuha prayer activities, many activities carried out by MAN institutions, departmental activities, tahfidz activities, all of this will not be separated from the independent curriculum guide in improving the quality of MAN 1 Probolinggo institutions, will bring the Indonesian nation forward. Education is very beautiful if it is properly implemented in a system handed down by the Ministry of Education of the Republic of Indonesia (Harahap et al., 2022).

### The process of implementing the Independent Curriculum at MAN 1 Probolinggo

The implementation of the independent curriculum at MAN 1 Probolinggo has many stages which have been a process until now which has been running for 6 months, from the results of an interview with the deputy headmaster of MAN 1 Probolinggo as well as part of the madrasa curriculum, said "there are various perspectives from our point of view, regarding the independent curriculum, which The first is that there has been a revamp of the name of the previous curriculum system K13, this is a challenge for us teachers and office staff and you also think that this curriculum is a transformation of the government in education in Indonesia. Prior to the implementation of this curriculum, the head of the madrasa, administrative staff, teachers, curriculum department, had to attend socialization and training.

From this, the office staff and teachers are well equipped by the government in implementing this curriculum so that the quality of education, the quality of education of students can improve existing education in Indonesia. (Aprima & Sari, 2022) In addition, there will be some progress that will instilled in teachers or students, namely the Pancasila profile of the hope of an independent curriculum to produce Indonesian people with superior character and competence (Ponorogo, n.d.).

The learning that is implemented by MAN 1 Probolinggo by implementing the independent curriculum intensively, to make the madrasah institution successful and become superior, the learning process after the semester of students is filled with classmeeting and makes students more progressive with character or student character structuring, project-based learning (Project Based learning) which trains students' reasoning, is more independent, this will lead to more student skills (Shofia Hattarina et al., 2022).

### CONCLUSION

The Merdeka Curriculum is one of the transformations that has been launched by the government in developing education in Indonesia, it is clear that with independent learning can develop institutions or schools in improving the quality of education, this paper is a transformation aimed at setting an example for institutions which is still developing, to better understand how to implement institutions in quality improvement using an independent curriculum.

In addition to this curriculum, it is very thick with the use of the concept of tawakkal, which comes from the Arabic word, namely tawakkala, yes, tawakkalu, tawakkulan, tawakkal latawakka. Broadly speaking, something that is attempted by humans will still be returned to Allah SWT. Madrasah institutions strive to develop these institutions with an independent curriculum which is a transformation for education in Indonesia.

This new policy is very helpful for government education in improving the quality of madrasah institutions and all elements of education in Indonesia, this is a very good innovation in renewing educational elements in Indonesia in quality that is competitive with education outside the Indonesian nation, of course the institution -Institutions in Indonesia only apply as well as possible in implementing the independent curriculum according to the rules of the Ministry of Education in Indonesia.

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