

Problems in Implementing the Independent Curriculum in Arabic Language Subjects at Manu Putra Buntet Islamic Boarding School

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Abstract

*Society is always changing, so too the curriculum will experience changes and improvements. Indonesia on a large scale in its educational history, has often experienced curriculum changes, this is based on changes and demands and the needs of students and the same society. The curriculum is a tool used to achieve an educational goal and a guideline for educators in implementing learning at all levels and types of education, without a good and correct curriculum it will be difficult to achieve educational goals and objectives. The problems in this study are problems that arise from the implementation of the independent curriculum due to the incompatibility of the field with the conditions that should be. This study uses a qualitative approach. The type of research is a case study. A case study is a detailed examination of the background or a single subject, or a collection of single documents, or a particular event. Case studies can also be interpreted as research conducted to reveal a situation in depth, intensively, both regarding individuals, individuals, and groups, and community institutions. Based on the findings of the study related to the implementation of the independent curriculum MANU Putra Buntet that the independent curriculum is still not one hundred percent implemented in Madrasah, however there are already classes that implement the independent curriculum, for now only class X MA, and only class X implements it. The principal of MANU Putra Buntet is very influential in overcoming teacher problems in implementing the independent curriculum in Arabic language subjects. Various policies are implemented so that the implementation of the independent curriculum can be successful in this institution. The first thing the principal does is solve all existing problems and then find solutions. Based on the results of research conducted in the implementation of the independent curriculum in Arabic language subjects at MANU Putra Buntet, the Islamic boarding school initially had various problems from the independent curriculum that had not been fully implemented. There are several problematic things in the implementation of the independent curriculum that are being resolved little by little. Among them are the principal's efforts to accommodate the aspirations of teachers, especially Arabic language teachers, through coaching and training in the independent curriculum. After going through several phases and processes, everything became more conducive and better. **Keyword:** Problems, Independent Curriculum, Arabic*

Introduction

The curriculum is one of the tools used to achieve an educational goal and a guideline for educators in carrying out learning at all levels and types of education. The curriculum is a very important tool in determining success in education, without a good and correct curriculum it will be difficult to achieve educational goals and objectives, both formal and informal. Some even argue that the curriculum is just a plan for a school or college lesson, this is because of the old view. According to the traditional (old) view, students in schools or colleges and that is what is considered the curriculum, thus creating a perspective as if studying in schools or colleges is just studying about textbooks that have been previously determined as subject matter.

Society is always changing, so too the curriculum will experience improvements and changes. Indonesia on a large scale according to its educational history, has often experienced curriculum changes several times. This is based on changes and the same

demands and needs of students and society. In fact, the education curriculum in Indonesia often experiences changes and differences from before, even the impression arises in the eyes of educators that every time there is a change in the ministry of education, it is certain that there will be a change in the curriculum. The curriculum change should clearly have a great influence on the teaching and learning process between educators and students, as well as affecting their burden. These parties will later feel the direct impact of the change, thus these parties must also adjust to the changing curriculum.

Basically, educational staff, be it teachers or other lecturers, have the right to determine their own curriculum. important in curriculum development with various procedures taken, because teachers and lecturers are important elements that determine the success or failure of a curriculum implemented in an educational institution. They are seen directly, actively or passively, in implementing the curriculum with students. They play an important role in the whole and its implementation, therefore teachers and other educators must be good and correct, mature in terms of curriculum.

The term curriculum was originally found in statistics, namely in ancient Greek times, where the curriculum comes from the word *curir* which means runner, and *curare* which means a place to race or indicate a place to compete. Thus, the curriculum means the distance that must be taken by the runner. In another finding, the curriculum first appeared in a foreign dictionary called Webster, namely in 1856, westerners used the curriculum in the field of sports, which means the distance that must be taken by a train or runner, from first to last or from start to finish. And in 1955 the word curriculum appeared in the dictionary, but appeared specifically in the field of education which means a number of subjects in madrasahs or courses in college, which must be taken to reach a certain level or to obtain a diploma. And the function of the curriculum for the madrasah concerned is as a tool to achieve learning goals. According to Sudirman, in curriculum development there are several principles that must be considered, including the principle of orientation in goals, the principle of relevance, the principle of effectiveness, the principle of efficiency, the principle of continuity, the principle of flexibility, the principle of integrity, the principle of synchronization, the principle of objectivity, and the principle of democracy.

The reality in curriculum development is that there are many pros and cons, curriculum development cannot be avoided because the curriculum must be adjusted to the needs of the community, but in curriculum development must pay attention to existing principles. If it is not in accordance with existing principles, then curriculum development cannot meet the needs of the community. Automatically the curriculum is said to be a failed curriculum. Indeed, Indonesia has experienced several curriculum changes. In 1968 it was replaced by the 1975 curriculum, then CSBA, and replaced again by the 1994 curriculum, KBK, KTSP, Merdeka Curriculum until now it has become Merdeka Curriculum, every curriculum development or curriculum change certainly has its own advantages and disadvantages and problems in implementation.

Problematics are problems that need to be solved and must be solved. Problematics occur because of the gap between the facts and what happens in the field with what should happen ideally or as it should. This gap will later become a problem that needs to be solved so that it is no longer a problem. In general, problematics are divided into two, namely simple problems on a small scale and have no connection with other problems and difficult problems that are often related to other problems and can even cause new problems. The problems in this study are problems that arise from the implementation of the independent curriculum because of the incompatibility of field conditions with the conditions that should be. Ideally, the implementation of their curriculum should have full guidance, clarity, socialization, assistance, guidance and direction from the government. If all of this has been done, then it is certain that the problems regarding the implementation of the independent curriculum will not appear on the surface, or at least can be minimized as much as possible.

Madrasah MANU Putra Buntet Pesantren is a madrasah which is one of the madrasahs that is currently implementing the independent curriculum. This research is motivated by the problems and various problems in implementing the independent curriculum which is an improvement from the previous curriculum. Among these problems are the delay in sending textbooks or textbooks for madrasahs that implement it, teacher training that is not evenly distributed, and students who always feel burdened in learning activities. From the existing problems, it is necessary to conduct research on the reality that occurs in the field in order to provide a positive view for students, teachers and Madrasahs.

Method Study

This research uses a Qualitative approach. The type of research is a case study. A case study is a detailed examination of a single subject or background, or a single set of documents, or a particular event. A case study can also be interpreted as research conducted to reveal a situation in depth, intensively, both regarding individuals, individually, or groups, and community institutions.

According to Sukmadinata, a case study is a research conducted on a system unit. This system unit can be an event, activity, group of individuals, or program bound by time, place or certain ties. A case study is a research that is directed to collect data, take meaning, and is directed to gain an understanding of a particular case. The case can consist of one unit or even more, but is a unit. The case faced can be one individual, one group, one madrasah, or several madrasahs but in one office, one region, and so on.

Data collection techniques in this case use observation, interview, and documentation methods, and all are focused on obtaining unified data conclusions.

This study investigates the implementation activities of the Independent Curriculum at the Putra Buntet Islamic High School (MANU PUTRA Buntet) located in the village of Astanajapura Buntet Pesantren, the investigation of these activities aims to determine the problems in implementing the independent curriculum at MANU Putra Buntet, as well as what policies are taken by the head of the Madrasah and teachers regarding the existing problems.

Results And Study

Implementation of the Independent Curriculum

Based on the results of research findings related to the implementation of the MANU Putra Buntet independent curriculum, the independent curriculum has not been implemented one hundred percent in the Madrasah, however, there are already classes that implement the independent curriculum, for the time being only class X MA, and only class X is implementing it, because at that time the madrasah that implemented the independent curriculum was directly targeted by the government and the madrasah was appointed for the project and trial and pilot.

The results of the information obtained by researchers are as follows:

1. Teacher

The independent curriculum provides direct assistance to the head of the madrasah, teachers and students to carry out reforms in the madrasah related to curriculum issues, learning and so on that grow from the activities, creativity and potentialism that they have. Based on the results of observations and interviews, most teachers at MANU Putra Buntet have participated in training and socialization of the independent curriculum.

At first, teachers felt confused about implementing this independent curriculum. Meanwhile, implementing the independent curriculum is not easy, so teachers must first take part in training and coaching, where the training is not enough if only followed

once. The implementation of the independent curriculum at MANU Putra Buntet since early 2023 with various efforts made by the head of the madrasah to hold training related to the independent curriculum.

In the independent curriculum teaching and learning activities at MANU Putra Buntet, it went quite well. This can be seen from the activities of teachers and students. Where the teacher will enter the class, but before entering the class the teacher must first prepare the lesson plan, annual program, semester program and syllabus. In addition, the teacher makes preparations in advance before teaching the material in class. This is intended so that the teaching and learning activities are focused and in accordance with the objectives to be achieved.

According to the head of the madrasah, in implementing the independent curriculum, not all teachers are optimistic about implementing it. In the sense that some are ready, some are not. This is because the teachers themselves are not emphasized enough to implement the independent curriculum in its entirety. So it is necessary to supervise and emphasize the teachers themselves. However, teachers have instilled values that are in accordance with the objectives of the independent curriculum.

2. Textbooks

The textbooks owned by teachers greatly influence the teaching and learning process, because a teacher in delivering his/her materials must not be separated from books. So books are very necessary in the teaching and learning process in order to achieve better learning outcomes. Likewise, in MANU Putra Buntet, there are no suitable textbooks available. To overcome this problem, some educators make every effort to buy relevant books themselves as a reference or guideline in the teaching and learning process. Currently, textbooks published by the Ministry of Religion have not been evenly distributed throughout Indonesia, as well as in MANU Putra Buntet. Because of this, the teachers finally took the initiative to procure the books by buying them outside the region/city in order to meet these primary needs.

3. Teaching Methods

The methods used by MANU Putra Buntet have various ways, ranging from lecture methods, question and answer methods, discussion methods. However, the method that is often used is the lecture method. In the implementation of the independent curriculum, the appropriate methods to use are the PBL (Problem Based Learning) method, the experimental method, the pre-teaching method and the contextual method with an integrative learning model. The integrative learning method is a learning model that is conceptually inductive based on the constructivist school of thought in terms of learning, such as learning the skills of *istima* and *kalam* or *Qiroah* with *Kitabah*. Thus, there are still many methods in the independent curriculum that have not been applied.

Based on the interview results above, it can be said that there are still many methods that have not been studied globally by teachers at the Madrasah so that in practice they still do not meet the criteria for using the independent curriculum.

4. Media Used

The media that has been used in the teaching and learning process at MANU Putra Buntet Pesantren, namely in Arabic language lessons, uses an LCD projector. By using an LCD projector, students can observe, listen to videos, images, and writings containing lessons, which can be heard, seen and observed by students so that students are more active as expected in the independent curriculum.

With the learning media available at MANU Putra Buntet Pesantren, students can be more active in learning and can understand what has been taught, and can implement their knowledge in everyday life.

5. Learners

The condition of students at MANU Putra Buntet Pesantren is dominated by students who live in the pesantren environment even though their backgrounds are different, ranging from family environment, economic factors, and regional backgrounds, where students come from within the pesantren environment itself, from outside the pesantren, and even some from outside West Java such as students who come from Central Java, from Jakarta and Bekasi. From these different backgrounds, there are different impacts on thinking abilities. From there teachers must be good at using teaching methods and using good and appropriate learning media. That way, students who have below average abilities do not lag behind their friends who have higher abilities.

In implementing this independent curriculum, students experience many changes, such as in their attitudes, knowledge, and have high self-confidence in learning and can implement it in everyday life.

6. Assessment of learning outcomes

From the various differences in student backgrounds have affected the cognitive and psychomotor equality of students. So if the results of the student assessment or evaluation show that one of the students is lacking one of the standards, then what the teacher does is remediation either verbally or in writing. And in the independent curriculum, the assessment uses authentic assessment. So a teacher must be really careful and creative.

The sincerity, skill, creativity and perseverance of teachers are the first foundation in implementing the independent curriculum, therefore teachers should be able to select teaching materials and encourage students to be better and should also be able to compile, select and carry out evaluations, both being able to evaluate student learning outcomes or their development to see the effectiveness of its implementation itself. Likewise with students who implement the independent curriculum. Students are not only encouraged and understand the teaching materials or competencies obtained in the madrasah but are able to apply their teaching materials or competencies into everyday life according to the competencies they have.

From the above explanation and analysis of the data obtained, it is classified that the implementation of the independent curriculum in Arabic language subjects at MANU Putra Buntet Pesantren has not been able to be implemented one hundred percent as expected.

Problems of Implementing the Independent Curriculum in Arabic Language Subjects

Field data shows that many teachers at MANU Putra Buntet Pesantren are still having difficulty implementing the independent curriculum. Therefore, all teachers must participate in coaching or training on the independent curriculum, as a solution to this problem. Because if you do not immediately find a solution, it will result in less than optimal implementation of the curriculum in the teaching and learning process.

The problems experienced by teachers in implementing the independent curriculum at MANU Putra Buntet Islamic Boarding School are as follows:

1. Teacher Problems in Lesson Implementation Plans It should be noted that in preparing lesson plans, teachers need to determine the scope of which subtopic material will be taught in each session by looking at the estimated time in the syllabus. If a subtopic in the syllabus requires more than one or more sessions, the subtopic needs to be determined again. If this is not possible because it will disrupt the integrity of the material, then the lesson plan can be developed to serve two or more sessions. Lesson plans must be prepared systematically, completely and comprehensively, and there are several possible

adjustments that are in accordance with the actual learning situation. Therefore, lesson plans can function to facilitate the learning process according to plan. Lesson plans must be written simply or flexibly, and can be implemented in learning activities to develop student abilities.

The RPP in the independent curriculum has changes in words or sentences that teachers feel are new and need to be adjusted to the old implementation plan (RPP). This is also an obstacle for teachers because teachers are already busy with various educational polemics, starting from compiling the Syllabus, Prota Prosem, RPP, portfolio, participating in PLPG, thinking about materials, compiling KKM and so on. For example, the change in the existing word is maharoh which in Arabic means skill, so in the independent curriculum it changes to element, then basic competency becomes learning achievement and indicator becomes rationalization and so on.

2. Teachers' Problems in Determining Teaching Methods and Techniques In order to achieve teaching goals, teaching methods and techniques must be used in the teaching and learning process. The number of teaching methods is very diverse, and teachers are required to choose methods that are appropriate to the material being taught.

Being a teacher who has a teaching task does not mean just teaching, because teaching students requires thorough preparation, teachers are required to have qualified competencies, besides that teachers are also required to follow the flow of developments in the world of education. There are many other components that teachers need to prepare in teaching, one of which is the learning method.

To implement the learning method is very important, in addition to making the atmosphere in the classroom more enjoyable, the use of learning methods and techniques will also produce many other benefits. Learning methods can help students stay focused on following and understanding what the teacher is saying. Learning methods and techniques can also be able to develop students' cognitive abilities constructively. In addition, learning methods can also help teachers manage the class. Some types of learning methods in the independent curriculum include the Project Based Learning (PBL) method. Project based learning is an effort to approach learning where students are given various opportunities to explore and explore the learning material that has been taught along with developing skills or abilities with problem solving efforts (Problem Solving).

Another method that can be used is active learning. The concept applied to active learning is to make students more actively participate in learning. The series of processes of this method are thinking or the process of thinking about something, then investigation or investigating, and finally the process of creating or creating something. All processes are applied in class when using this method.

And it can be analyzed that in implementing the independent curriculum, it still requires quite a lot of time for teachers so that the methods applied are in accordance with the subject matter and adequate facilities. In other words, teachers are required to be able to manage the time, materials and methods used. While for teachers who do not understand each method, they are expected to find out either from books or from fellow teachers. Thus, this is a problem in itself in using teaching methods and techniques that are in accordance with the independent curriculum, even from that, because Arabic language subjects have different characteristics and are still considered foreign languages in Indonesia, of course the methods and techniques that will be used also need a process in practicing them.

3. Teacher Problems in Changing Assessment Paradigms Assessment (Assessment) so far the implementation of assessments carried out by teachers tends to focus on summative

assessments where it is a reference in filling out student learning outcome reports. These learning outcomes have not been utilized by teachers as feedback in improving learning. In this independent curriculum, teachers or educators are expected to be able to focus more on formative assessments than summative assessments, and use the results of these formative assessments for improvements in the ongoing future learning process.

The assessment in the independent curriculum must look at the assessment principles in material 1 then processed into material 2 with assessment processing and enter material 3 where the assessment is used as a learning outcome report, and things like this are considered very detailed and ideal but all of that will burden teachers, therefore it must be made more practical.

Things that must be considered in implementing formative are that formative texts must be carried out continuously (continuously) along with the learning process, using techniques that are in accordance with the target of the intended learning, also providing feedback for both students and educators themselves, as well as learning must be oriented towards change, not just fulfilling the quantity of values contained in the report card and being informative.

Meanwhile, the thing that must be considered in the implementation of summative is that summative is carried out by teachers to inform learning outcomes (CP) for students in a certain period (end of material stage, at the end of semester or end of level), the results of which will later be used as material for processing student learning outcome reports, feedback is still provided even though measurement data has been obtained and using various assessment techniques.

Every material that has been taught must be assessed by the teacher in the independent curriculum, the assessment uses formative and summative assessments, in this case the teacher finds it difficult to assess using these assessments, possibly due to the lack of special socialization in this area of assessment. The assessments in their curriculum are still too many and need to be made more practical because teachers still have difficulty in this assessment.

The Policy of the Head of MANU Putra Buntet Islamic Boarding School in Overcoming Problems in Implementing the Independent Curriculum

The head of MANU Putra Buntet is very influential in overcoming the problems of teachers in implementing the independent curriculum in Arabic language subjects. Various policies are carried out so that the implementation of the independent curriculum can be successful in this institution. The first thing the head of the madrasah does is solve all the existing problems and then find solutions.

The policies implemented by the head of MANU Putra Buntet Islamic Boarding School to overcome the problems in implementing the independent curriculum in Arabic language subjects are:

1. Grouping existing problems and then looking for solutions
2. Holding independent curriculum training sessions
3. Completing inadequate and necessary infrastructure suggestions
4. Carry out full supervision over the course of teaching and learning activities.

In addition to the policies implemented by the madrasah principal, teachers also have their own policies to overcome problems in implementing the independent curriculum, both individual policies and those implemented in groups.

The policies implemented by MANU Putra Teachers are as follows:

1. Participate in training and briefing on the independent curriculum.

By participating in training and briefing on the independent curriculum, it is hoped that teachers can increase their knowledge about the independent curriculum and

its elements so that teachers can understand and apply the independent curriculum to their students.

2. Procurement of Infrastructure Facilities.

Essentially, most problems in educational institutions are due to inadequate infrastructure. Therefore, to add to or complement existing infrastructure, teachers must be actively involved in creating and designing the infrastructure at MANU Putra Buntet Islamic Boarding School, so that it can be developed and maintained.

3. Holding an Arabic Language MGMP (Arabic Language Subject Teachers Conference). In this MGMP, subject teachers are expected to be able to discuss matters by contributing positive thoughts and actions to ensure good teaching and learning activities are carried out, and if there are individual problems, they can be solved together.

With the above policies, it can be ensured that all problems in the implementation of the independent curriculum at MANU Putra Buntet Pesantren can be overcome by professionalizing teachers, completing facilities and infrastructure, holding MGMP and supervising the implementation of the Teaching and Learning Process, training on the independent curriculum and other policies that are individual or group in nature, in order to solve the problems that occur.

Conclusion

Based on the results of the research conducted, in the implementation of the independent curriculum in Arabic language subjects at MANU Putra Buntet Pesantren, initially there were various problems from the independent curriculum which had not been fully implemented. However, after going through several phases and processes, things changed to be more conducive and better.

There are several things that have made the problem of implementing the independent curriculum solved little by little, including the efforts of the head of MANU Putra Buntet Pesantren in accommodating the aspirations of teachers, especially Arabic language teachers, through coaching and training on the independent curriculum, completing inadequate facilities and infrastructure, and supervising the implementation of the teaching and learning process at the Madrasah.

The teachers formed a subject teacher deliberation team whose function was to provide input to each other in strengthening teaching and learning activities, both in the form of preparing lesson implementation plans (RPP), selecting and choosing appropriate teaching methods and techniques and participating in training mandated by the head of the NU Putra Buntet Pesantren Madrasah.

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