



Implementation of the Independent Curriculum in Learning Arabic Language at Muhammadiyah Boarding School (MBS) in Yogyakarta

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Abstract

The development of the digital era is increasingly advancing, making developments in the world of education also continue to advance and develop. Curriculum that continues to carry out evaluations and revisions makes students and teachers need to continue to adapt to its development. The aim of this study is to understand the implementation of independent curriculum in Arabic language learning at Muhammadiyah Boarding School Yogyakarta as well as to evaluate its effectiveness in achieving learning goals. With data collection using observations, interviews and also documentation. Data analysis is used using the miles and hubberman theory: data collection, data reduction, data presentation and data verification. The results of this research, revealed that 1) Muhammadiyah Boarding School Yogyakarta has implemented a free curriculum, 2) Implementation of curricula in the institution has some obstacles among them is the teacher's competence is less than the maximum because teachers are required to master all the important components that must be mastered by students, 3) The solution offered by the institution is to carry out training for teachers.

Keywords: *Independent Curriculum, Adaptation, Teacher Competence, Implementation*

INTRODUCTION

¹. In this era of globalization, the educational curriculum is one of the main focuses to ensure that students receive learning that is relevant and in line with today's needs². In the context of religious education, teaching Arabic plays an important role in understanding and applying Islamic teachings. Therefore,

Education is a sector that continues to experience development and adaptation to the demands of the times

curriculum adaptation in Arabic language learning is an important aspect to consider.

One educational institution that is committed to curriculum development is the Muhammadiyah Boarding School in Yogyakarta. In an effort to meet student needs and ensure high quality education, this institution has implemented an

independent curriculum in Arabic language learning. An independent curriculum is an approach that gives students the freedom to develop their abilities independently and creatively.³ Thus, the adaptation of the independent curriculum in learning Arabic at the Muhammadiyah Boarding School Yogyakarta is an interesting topic for further research and exploration.

Research conducted by Jailani explains that the independent curriculum is difficult to implement by Islamic boarding school-based educational institutions and that its implementation at Babul Ulum Islamic boarding school Pamekasan Madura only focuses on developing learning using digital media and also the needs of students. In contrast to the research that will be carried out by researchers, researchers will discuss and examine in detail the implementation of the independent curriculum in one of the modern boarding schools in Yogyakarta.

The aim of this research is to understand the implementation of the independent curriculum in Arabic language learning at Muhammadiyah Boarding School Yogyakarta and evaluate its effectiveness in achieving learning objectives. By analyzing teachers' experiences in adopting an independent curriculum, it is hoped that this research can provide new insights into innovative and effective Arabic language learning approaches.

Method

Researchers use this type of field research by collecting data, facts and information from direct subjects.⁴ Field research, also known as empirical research, is the process of collecting facts, data, and information from various field sources related to the research subject.⁵ Research is a scientific effort to find new solutions to problems. Researchers will conduct qualitative research that emphasizes scientific logic rather than using statistical methods in data collection.

The research subjects who will be involved in this research are teachers who teach Arabic subjects and ustadz, head of the curriculum section at Muhammadiyah Boarding School Yogyakarta. Researchers will collect data by conducting direct interviews with the ustadz and ustadzah concerned. Researchers also carry out direct observations in the field to obtain more and valid data. Apart from observations and interviews, researchers also collect documentation, both administrative documentation such as lesson plans and so on, to add data and information.⁶

In research carried out by researchers at the Muhammadiyah Boarding School Yogyakarta, researchers will use the theory of data analysis techniques from Miles and Huberman, which states that activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated, and the activity in data analysis, namely data reduction, data display, and conclusion drawing/verification⁷.

Results and Discussion

1. The process of implementing the independent curriculum at Muhammadiyah Boarding School

The independent curriculum is the result of revision and evaluation of the previously existing curriculum, namely curriculum 13.⁸ In this independent curriculum, the emphasis is on students' freedom to choose the subjects they will study according to their interests and talents. The independent curriculum focuses on 3 things, namely intracurricular learning, strengthening Pancasila profile projects, and also extracurriculars.⁹

In the implementation stage, the independent curriculum is not used as a permanent reference because it returns to the principle of the independent curriculum, namely freedom.¹⁰ The freedom referred to here is the freedom of regional governments or related

institutions to determine what kind of curriculum is suitable to be implemented at that institution considering the needs of students at that institution.¹¹

The freedom given by the government in implementing this independent curriculum means that every institution is free to modify the curriculum to make it easier and more flexible.¹² With the geographical location of MBS educational institutions located in the Yogyakarta Special Region province, they must be able to follow the directions given by the Yogyakarta regional government in implementing the independent curriculum.

In its implementation, MBS in Yogyakarta has tried to implement an independent curriculum for class VII students.¹³ There are 3 themes promoted by MBS for the independent curriculum program, namely the use of recycled waste, development of local culture and also strengthening Pancasila students.¹⁴ Each theme implemented takes one week to complete. So, for one week students did not go to class for learning as usual.

Programs in the independent curriculum require teachers to be able to master all aspects related to the program. Ustadz Umami said in his interview that this was a challenge that had to be conquered to achieve learning goals using an independent curriculum.¹⁵

With the various themes implemented at MBS Yogyakarta, there is one theme that is considered difficult for teachers to master, namely the development of local culture.¹⁶ In this theme, teachers are asked to really understand Yogyakarta culture, while some teachers come from outside the region. This makes teachers find it difficult to accompany the learning process on the theme of developing local culture.¹⁷

The theme of developing local culture is one of the themes prioritized by the Yogyakarta regional education office,

because MBS Yogyakarta is one of the educational institutions in Yogyakarta.¹⁸ This theme is one of the project programs to strengthen the profile of Pancasila students.¹⁹

In learning Arabic at MBS Yogyakarta, the independent curriculum does not have much influence on the learning process. The curriculum for Islamic-based subjects already uses an independent curriculum that is free and adapts to the goals to be achieved.²⁰ Arabic language learning still uses classical methods such as the direct method, listening, and so on.²¹

The implementation of the independent curriculum at MBS Yogyakarta in learning Arabic only changes in the distribution of hours of learning time as well as administrative needs.

2. Disadvantages and advantages of implementing the curriculum at Muhammadiyah Boarding School

The process of learning Arabic by implementing the independent curriculum at MBS Yogyakarta was found to share advantages and disadvantages. The following are some of the advantages and disadvantages obtained from collecting research data on teachers at MBS Yogyakarta, as follows:

Table 1. Disadvantages and Advantages of Implementing the Independent Curriculum at MBS

No	Kekurangan	Kelebihan
1	Disadvantages and Advantages of Implementing the Independent Curriculum at MBS	Students receive soft skills development according to their field of interest
2	Teachers are required to master everything bidang soft skill targeted	More independence in the learning process
3	Reduced learning time in class	Students are more independent in solving problems in the learning process
4	The time used to develop students'	

soft skills is too
long

In the table, it is stated that there are 4 disadvantages and 3 advantages in the process of implementing the independent curriculum in the Arabic language learning process at MBS in Yogyakarta.

a. Lack

It can be seen from table 1 that the first deficiency experienced by teachers at MBS Yogyakarta in implementing the independent curriculum, especially in learning Arabic, is the lack of socialization regarding the change of curriculum from curriculum 13 to the independent curriculum.²² These problems cause teachers to be less than optimal in implementing the independent curriculum due to teachers' lack of understanding of existing programs.

Second, teachers are required to be able to master various soft skills in the independent curriculum program. The factor that really influences the lack of maximum assistance when the program is implemented is the different backgrounds of different teachers.²³ Apart from differences in educational background, the regional origins of each teacher are also different. and that causes assistance in program implementation to be less than optimal.

Third, with the change in lesson hours which were previously calculated per week, and with the curriculum calculated annually, this reduces the learning process in the classroom, especially in Arabic language lessons. Teachers at MBS Yogyakarta said that the various programs offered by the independent curriculum reduced teaching and learning activities in the classroom, so that the results obtained were less than optimal.²⁴

Fourth, the implementation of the independent curriculum program is carried out one week for each theme. The teacher

who accompanied the program felt that a project with a period of one week was very boring for the students. Within a week, students can complete the project in just 2-3 days, and the rest of the time students just fill their free time by chatting without any additional projects.

b. Excess

First, an independent curriculum is a curriculum that has the principle of freedom. Students are given time to choose what field they want to develop.²⁵ In this way, students will be more enthusiastic about developing their abilities in the fields they are interested in without any pressure from anywhere.

Second, in the independent curriculum educators or teachers are also given the freedom to choose the most suitable learning methods or strategies to apply in the learning process to achieve learning goals.

Third, with the projects carried out in the implementation of the independent curriculum, students become central based learning which will educate students to complete existing projects optimally without interference from teachers or educators. Educators or teachers only act as facilitators and companions during the program.

c. Solution

Various shortcomings or obstacles that occurred during the implementation of the independent curriculum at MBS Yogyakarta, Head of Section The curriculum has prepared several solutions. The solution is that training will be held for all teachers regarding the implementation of the independent curriculum both theoretically and technically in the field. Apart from training, every implementation process will continue to be controlled, and will continue to be accompanied until the independent curriculum can be implemented correctly and optimally.²⁶

Conclusion

From the discussion above, it can be concluded that as follows:

1. The implementation of the independent curriculum at MBS Yogyakarta has only been implemented for class VII. MBS Yogyakarta implements an independent curriculum by providing programs to students, such as developing local culture as a project to strengthen the profile of Pancasila students and so on. In its implementation, there are still various shortcomings and evaluations that need to find the best solution so that in the future it can be better and get maximum results in accordance with the achievement goals.
2. Every curriculum definitely has its advantages and disadvantages. With these advantages and disadvantages, a suitable solution can be found to be implemented according to the needs of students, teachers and also the educational institution itself. The solution presented by the head of the curriculum section at MBS Yogyakarta is considered good by researchers because what teachers need is assistance in the process of adapting to changes from curriculum 13 to the independent curriculum.

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