

## Policy for Implementing The Merdeka Curriculum in ISMUBA Subject In The Era Social Disruption and Society Revolution 5.0

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*Abstrak, The policy of independent learning as a basis for education and teaching in ISMUBA subjects is very important, considering that the assessment of education in terms of minimum abilities, including literacy, numeracy and character surveys, is carried out not only as a test but also as a search for the extent to which the values of character, religion and Pancasila are implemented. has been practiced by students in everyday life. Therefore, the aim of this research is: to describe the implementation of freedom of learning in the development of the ISMUBA education curriculum, as well as to describe the policy for implementing the ISMUBA education curriculum into learning activities that reflect freedom of learning. Data collection methods used in this exploratory-qualitative research include in-depth interviews and document studies for further analysis using the Miles and Huberman model of triangulation approach. The results of this research illustrate that; First, Merdeka learning is applied in curriculum development through the process of aligning the ISMUBA education curriculum between the 2017 National Curriculum, the PP Muhammadiyah curriculum in 2017 and the East Java PWM curriculum as a result of the conversion in 2014 to give birth to the 2017 East Java ISMUBA PWM Education curriculum which will be refined in 2022; Second, Merdeka learning is also applied in the learning implementation and assessment system which focuses on independent learning. Where the learning system uses a scientific approach and assessment using authentic assessment and diagnostic tests based on literacy and numeracy.*

*Keywords: merdeka learning, ISMUBA, Curriculum, literacy, numerasi*

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## INTRODUCTION

After the Covid-19 pandemic, the study of ISMUBA education has become increasingly interesting to discuss, considering that ISMUBA is a characteristic subject of Muhammadiyah schools which has an important meaning in developing the character of students as individuals and in a progressive Muslim society. ISMUBA as part of the Muhammadiyah education curriculum plays a role in indoctrinating progressive Islamic values as well as filtration of negative cultural changes from the process of social and religious disruption as well as acculturation from foreign cultural influences that damage the norms and traditions of a

highly religious and tolerant nation. Apart from the impact of changes in the post-pandemic teaching system, it requires every student to have the ability to learn independently.

The process of social disruption or what is known as the rapid and changing transformation of social structures as a result of technological advances during the industrial revolution 4.0 and society 5.0, where social relations depend on technology, some job categories disappear, and every citizen has opportunities and power. the same competition (Suhartono, 2021).

The period of industrial revolution 4.0 has both challenges and opportunities for educational institutions. Education is an aspect that plays a role in developing intelligent human resources through improving, equalizing and expanding access to quality educational services and suitability in utilizing technological developments so that it can produce a globally competitive education system that has collaboration, communication, critical and creative thinking skills.

The demand for independent learning and efforts to build the character of students, as well as paying attention to the results of the 2019 Program for International Student Assessment (PISA) research on Indonesian students, has given birth to a national education policy regarding learning recovery through the "Merdeka Belajar" platform (Oki Suhartono, 2022: 8-19). According to Abidah (2020: 38-49), this policy really helps educational institutions to be more responsive and ready to undergo changes and technological advances. So that the learning process will always develop and be dynamic according to the needs of students.

Merdeka Belajar was initiated by the Minister of Education and Culture, Research and Technology, Nadiem Makarim, as a breakthrough in assessing students' minimum abilities oriented towards literacy, numeracy and character surveys. Literacy ability not only measures reading ability, but also the ability to analyze reading content together with understanding the concepts behind it. Likewise, numerical ability, not only mathematical ability is assessed, but also an assessment of students' ability to apply numerical concepts in real life. And a character survey was conducted to measure students' achievements in applying moral values, the religion they adhere to and Pancasila (Directorate General of Higher Education, Ministry of Education and Culture, 2020).

The Merdeka Belajar regulation contains four policy programs, including the National Examination Policy (UN), National Standard School Examinations (USBN), Simplification of Learning Implementation Plans, and Policy for Admission of New Students. Regarding the National Examination Policy, the Minimum Competency Assessment (AKM) and Character Survey will be substituted. The emphasis of the assessment lies on literacy and numeracy reasoning abilities (Siti Mustaghfiroh, 2020). Here educators as the main learning actors are expected to have independence in assessing students' learning outcomes, especially changing the technical basis for assessment, which originally used cognitive and summative evaluation bases, to become assessment based on application, analysis and formative (Mardiana, nd).

Regarding the implementation of USBN, it is completely left to each institution without having to refer fully to central government criteria. This policy philosophically aims to liberate educational institutions in assessing student learning outcomes in determining forms of assessment, such as portfolios, written works or other forms of assignments (WATRIANTHOS, 2021).

With regard to the policy of simplifying Learning Plans, it aims to improve the quality of learning because teachers have a lot of time to prepare and evaluate the learning process. The simplification of lesson plans is considered more efficient and effective by paying attention to the main principles, namely: [1] carried out correctly and not consuming a lot of time and energy, [2] carried out to achieve learning objectives, [3] oriented towards students by considering readiness and interest. , and the learning needs of students in the classroom, so that later it can increase students' interest in learning. The three main principles of simplifying lesson plans make teachers focus more on mastering the subject matter that will be delivered to students. Thus, the one-sheet Learning Implementation Plan (RPP) also gives teachers time to rest and prepare and evaluate learning with better teaching quality (Juliana, 2021).

The three of the four independent learning policy programs are the main instruments in implementing the independent curriculum in ISMUBA learning, considering that ISMUBA subjects - viewed

from their historical roots - are the characteristics of Muhammadiyah education. The dynamic characteristics of this subject show its readiness to always develop following changing times and the dynamics of government political policies, without having to change the essence of Muhammadiyah education which prioritizes the values of progressive Islamic teachings which aim to internalize a true Muslim society (AD/ART Muhammadiyah).

Therefore, the aim of this research is to describe the implementation of independent learning in the development of the ISMUBA education curriculum, as well as describe the policy for implementing the ISMUBA education curriculum in the learning process which reflects the characteristics of independent learning.

### 1. Critical Review

This research is motivated by previous research, where there were four research clusters on the implementation of the independent curriculum based on keyword network mapping. This mapping was carried out to identify relationships between this research and previous research and is considered as a key scientometric tool that supports literature reviews through research maps as illustrated in the following figure:

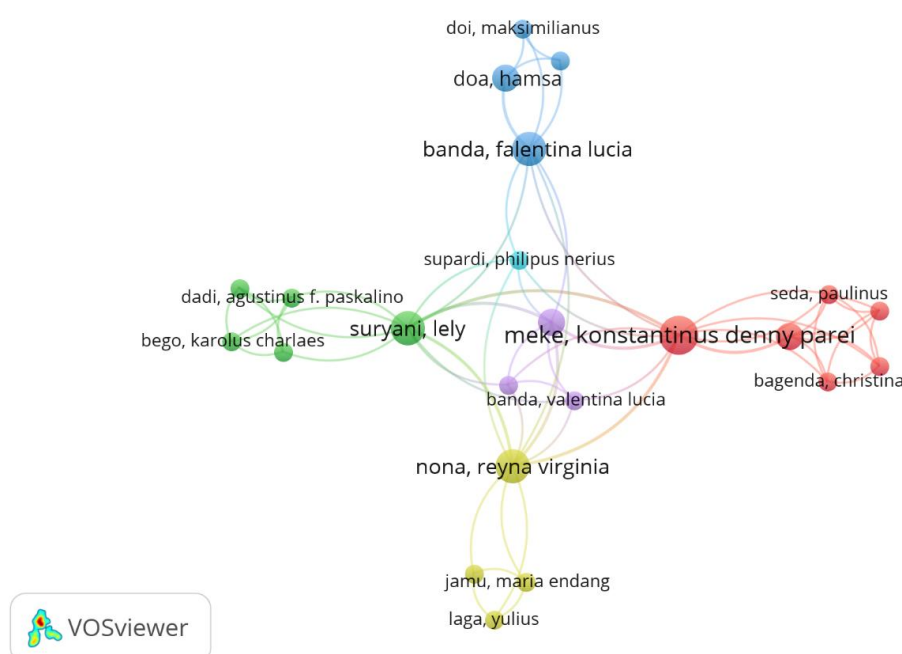


Figure 1: map of studies on analysis  
Implementation of Merdeka Belajar based on keywords

The figure explains that around 85 research results were found that examined the implementation of the independent curriculum as the keyword of this research. And the 85 research results were mapped using the VOS viewer application into four interrelated (intersecting) research clusters. And each cluster consists of main themes that describe dozens of studies, as stated in the following cluster table for independent curriculum implementation studies:

Clusters	Relevant topics, and pending research questions	Supporting Literature
Analysis of Independent Curriculum Regulations	<ul style="list-style-type: none"> <li>Independent Learning Effect</li> <li>Independent Curriculum Policy</li> </ul>	(Baro'ah, 2020) (Astini, 2022)
Conception and Implementation	<ul style="list-style-type: none"> <li>Independent Learning Perspective and Character</li> </ul>	(Ainia, 2020; Sherly et al., 2020;

of the Independent Curriculum	Education <ul style="list-style-type: none"> <li>• Independent Curriculum Development and Implementation Strategy</li> </ul>	Zidni Ilman Nafi'a et al., 2021) (Fuadi & Aswita, 2021), (Aan Widiyono, Saidatul Irfana, 2021; Krishnapatria, 2021)
Characteristics of Independent Learning	<ul style="list-style-type: none"> <li>• Character Survey</li> <li>• Pancasila Character</li> </ul>	(Darlis, 2018) (Sari et al., 2021)
Implementation in Learning	<ul style="list-style-type: none"> <li>• Independent Learning Approaches, Methods and Strategies</li> <li>• AKM Literacy and Numeracy</li> <li>• Information Technology</li> </ul>	(Darise, 2021) (Krishnapatria, 2021) (Andiani et al., 2020)

Table 1: study clusters on the implementation of Merdeka Belajar

Based on the research mapping cluster, this research focuses on the curriculum conception and implementation cluster, on the theme of Independent Curriculum Development and Implementation Strategy. Studies on this theme have found around 12 research results with various specifications and research locations, but some of these research results still stand alone along with the characteristics of each study as shown in Figure 1 regarding the study map regarding the Implementation of Independent Learning based on keywords. . Therefore, the novelty of this research is to connect the Independent Curriculum Development and Implementation Strategy point with the Implementation in Learning cluster.

## RESEARCH METHOD

This research on the Implementation of the Independent Learning Curriculum in ISMUBA Subjects in the Post Covid-19 Pandemic Era is qualitative research using a case study model at the Muhammadiyah East Java Regional Leadership Education Council. This qualitative research is a literary and conceptual study extracted from the thoughts of policy makers at the East Java PWM Basic Education Council in implementing the independent learning curriculum in ISMUBA learning.

According to Bogdan and Taylor (1993: 5) there are five main characteristics in qualitative research, namely; [1] has a natural background and the researcher acts as an instrument; [2] places more emphasis on process; [3] is descriptive considering that the data collected is in the form of words and images; [4] tends to analyze data inductively; and [5] places more emphasis on meaning. This research was preceded by a conceptual study of the independent learning curriculum according to educational figures in Muhammadiyah, then the implementation model in ISMUBA learning after the Covid-19 pandemic.

Thus, the research subjects as sources of data and information are the figures determining Muhammadiyah East Java education policy which will be taken using the snowballing method. The data collection techniques used were focus group discussions, interviews, and documentation, as suggested by Mc.

Nabb (tt: 282), namely: "the major methods used to collect qualitative data include (1) participation in the group setting or activity; (2) personal and group interviews; (3) observation; (4) document and cultural artifact analysis".

Apart from these methods, researchers also used the triangulation method. This method is used to test the credibility of the data. Triangulation is a collection technique that combines several existing data collection techniques and data sources (Sugiyono, 2009: 330). The triangulation method used in this research is technique and source triangulation. Technical triangulation is carried out by cross-checking interview data with documents and vice versa.

The collected data was analyzed by reduction and interpretation. In describing the data, apart from using interpretations from information sources, researchers also provide meaning as an interpretation or interpretation of the information obtained in relation to the theory that has been studied. Data analysis was systematically carried out through four stages, namely data collection, data reduction, data presentation, and drawing conclusions as stated by Miles and Huberman (1984: 23) in qualitative research.

The analysis model, data reduction resulting from triangulation and interpretation in this research can be illustrated in the following figure:

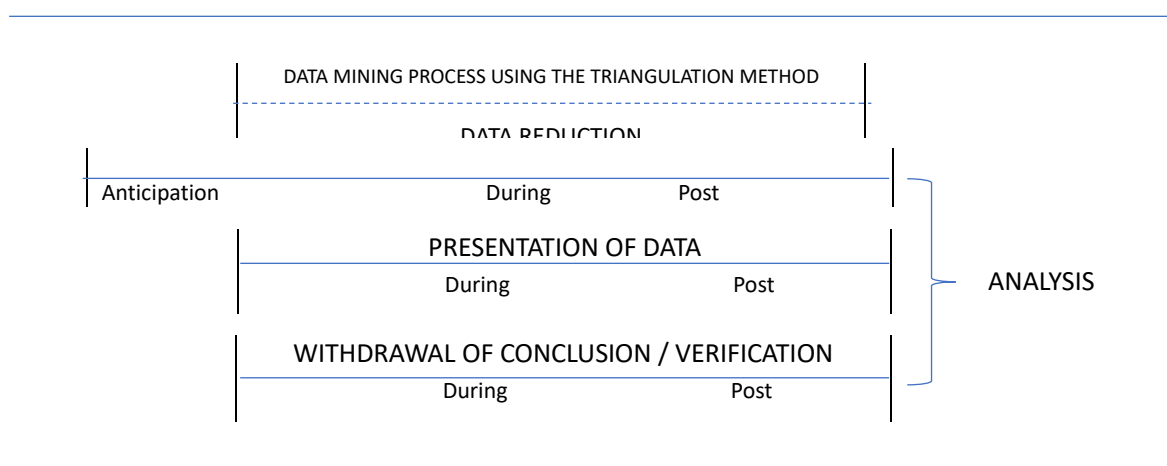


Figure 1: Flow Model Data Analysis Components

## RESULTS & DISCUSSION

### 1. Independent Curriculum Implementation Policy in ISMUBA Subjects

There are many definitions of policy as given by Thomas Dye in (Uswatiyah et al., 2021) that policy is whatever the government intends to implement or not implement, and also by Ricard Hofferbert as the visible products of decisions taken by figures who can identify themselves with the ideals of society. So the terminology for implementing independent learning policy is a decision to implement independent learning in ISMUBA learning.

This policy is contained in the ISMUBA curriculum which was published in 2022 as a result of improvements to the 2017 curriculum. There are two important indicators in its implementation, namely: the ability to demonstrate the character of Pancasila, and the student's learning load. The ability to demonstrate

Pancasila character is stated in the Core Competency achievements in the ISMUBA curriculum where there is a formulation of attitudes: [1]believe and be devoted to Allah SWT, have enthusiasm and be consistent in practicing Islam by using the Qur'an and Hadith as a guide to life; [2] have good character; character, honest, caring, polite in communicating anddaily interactions, [3] responsibility, istiqomah and progress, as a manifestation of the values of belief in the Almighty God.

Human values are manifested in the achievement of mutual cooperation, tolerance, environmental care, social care and mutual respect. The value of Unity is manifested in achieving an attitude of independence, love of the country, high curiosity, hard work, responsibility and friendship. Democratic values are manifested in a democratic attitude and love of peace, as well as mutual respect and communication. And the value of justice is manifested in an attitude of honesty, humility, politeness, responsibility, exemplary, moral commitment, love of truth, keeping promises and anti-corruption.

Indicators of student learning load are formulatedin the form of units of time required by students to participate in learning through face-to-face systems, familiarization, structured assignments, and unstructured independent activities. All learning activities are intended to achieve graduate competency standards in an integrated manner by taking into account the level of student development.

Face-to-face activities are learning activities in the form of an interaction process between students and teachers. The learning load for face-to-face activities per hour of learning at the elementary school/madrasah ibtidaiyah level is set to last 35 minutes, for middle school 40 minutes, and for high school 45 minutes. Face-to-face learning activities carried out to study theoretical material are carried out as much as 40% of the total learning load. Meanwhile, habituation activities, structured assignments and unstructured independent activities are given an activity load of 60% of the total learning load.

The learning load for face-to-face activities in ISMUBA education subjects per week at the SD/MI level is 12 lesson hours, at the SMP/MTs level is 10 lesson hours and SMA/MA/SMK is 10 lesson hours. The overall learning load for face-to-face activities and familiarization for all levels is as shown in the following table:

Table 1. ISMUBA Study Load

No	Subjects	LEVELS		
		Elementary/MI	SMP/MTs	SMA/MA/SMK
1	Al-Islam Education*	6	5	5
2	Al-Qur'an (Tahsin Tilawah, Tahfidz)**	3	2	2
3	Muhammadiyah Education***	1	1	1
4	Arabic Language Education	2	2	2
	Number of Hours	12	10	10

Information:

\*) carried out 40% face to face and 60% in familiarization and practical activities

\*\*) carried out 40% face to face and 60% in habituation or tadarus

\*\*\*) implemented 40% but still 60% in HW habits and activities

Source: ISMUBA Curriculum 2022

Teaching and learning activities for learning al-Islam and Muhammadiyah can be carried out in face-to-face activities by discussing materials that require dimensions of factual and conceptual knowledge in the form of theoretical studies, while habituation and practical activities are used to instill materials that require dimensions of procedural knowledge, metacognitive, and suprarational/spiritual, such as the habit of *tadarus*, *duha* prayers, and midday prayers in congregation, HBI commemoration activities, a culture of discipline, a culture free from bullying practices, *Hizbul Wathan* activities, and so on. Arabic language teaching and learning activities can be carried out face to face regarding grammatical material, and practice can be carried out in language day activities.

## 2. Application of Independent Learning in ISMUBA Learning

The choice of the PW Muhammadiyah East Java Basic Education Council in providing guidelines for Muhammadiyah schools in East Java to implement *Merdeka Belajar* in the subjects of al-Islam, *Kemuhmamdiyahan* and Arabic is to apply the *Merdeka Mandiri Belajar* implementation model as an affirmation of the proper meaning of learning.

Freedom to learn or absolute freedom to learn is given to students because of the many regulatory phenomena and devices that shackle the world of education, such as the many functions and duties of teachers and students, resulting in a system of colonialism in education. In this way, *Merdeka Belajar* becomes a concrete solution to overcome complex educational problems.

With the concept of freedom for independent learning, the learning atmosphere becomes independent and motivation, curiosity, courage, activity, self-confidence will emerge from within oneself, and will not be burdened by the fear of being wrong. So the activities that will emerge are finding out, choosing, finding, analyzing, and even solving their own problems, as well as having the ability to explore the results of their creative work.

Such activities will give rise to a high sense of curiosity, comfort and freedom in learning without pressure and targets that must be achieved, as well as creating an active learner spirit without denying the diversity of their interests, talents and learning styles, and learning independence that is not just about carrying out tasks. -assignments given by the school, but with awareness. Motivation and curiosity make them carry out activities without having to wait for repeated orders, and without asking for help from parents and family.

To create these conditions, especially in ISMUBA learning, it is necessary to develop constructivist learning approaches, models and methods that invite students to be active and creative. This is the rationale of the PW Muhammadiyah East Java Basic Education Council for designing and publishing learning guidelines for ISMUBA teachers, as a form of implementing Independent Independent Learning in ISMUBA subjects.

In these guidelines, the Basic Education Council emphasizes learning activities by applying a scientific approach with several learning models/methods such as: Discovery Learning, Problem based Learning, Project based Learning, Inquiry Learning, and Contextual Learning, which are applied to learning

activities based on the desired KI and KD achievements in each subject matter.

### 3. Assessment of Learning Outcomes

In implementing the Independent Curriculum in ISMUBA learning, the PW Basic Education Council. East Java Muhammadiyah has established a learning outcomes assessment system - in terms of Final Semester Examinations for the subjects of al-Islam, Muhammadiyah, and Muhammadiyah Final Examinations - which is standardized with the AKM system (Minimum Competency Assessment) by emphasizing literacy and numeracy reasoning and 21st century abilities.

The Basic Education Council also published an assessment folder as a guide for Muhammadiyah schools to carry out assessments of student learning outcomes based on application, analysis and formative. The Assessment Folder is an authentic assessment form that emphasizes the process of collecting information/evidence about students' learning outcomes in competency, spiritual attitudes, social attitudes, knowledge and skills which is carried out in a planned and systematic manner. The assessment folder consists of assessment forms in the form of authentic and non-authentic assessments. Authentic assessment is a form of assessment that requires students to display everyday attitudes, using knowledge and skills obtained from learning in carrying out tasks in real situations (Permendikbud No.14 of 2014).

The authentic assessment form consists of cognitive, affective and psychomotor aspects which are derived into various assessment instruments such as checklists, journals, and anecdotal note sheets that have been prepared before learning begins. Apart from that, there is also a performance assessment form (self assessment) in the form of self-assessment and peer assessment. Project assessment is an assessment activity of tasks that must be completed by students based on a certain period/time, and portfolio assessment is an assessment of a collection of artifacts that show progress and are valued as work results from the real world.

Written tests are also given to measure students' cognitive competency achievements based on KI and KD achievements in learning activities by emphasizing literacy and numeracy reasoning as well as 21st century competencies, to familiarize and prepare students to take part in the Muhammadiyah Final Semester and Final Examination activities. by the PW Muhammadiyah East Java Basic Education Council simultaneously and scheduled in the Muhammadiyah education calendar.

Meanwhile, the non-authentic assessment form was prepared to make it easier for ISMUBA teachers to assess the habituation process in students' daily lives. As previously explained, ISMUBA learning activities can be carried out both in class and in extra activities and self-development. So non-authentic assessments are carried out to evaluate the process of student activities both in extracurricular activities and self-development within the ISMUBA framework or suitability to the KI and KD achievements of ISMUBA subjects.

## CONCLUSION

The implementation of the Independent Curriculum in learning al-Islam, Muhammadiyah and Arabic (ISMUBA), is demonstrated through three aspects, namely implementation in the curriculum, learning guidelines and assessment. Implementation in the curriculum is realized through the formulation of



indicators of attitude achievement in the Core Competencies of the Ismuba curriculum as an embodiment of the Pancasila character values, including: belief in One God, Humanity, Unity, Democracy and Justice. Apart from that, it is also manifested in the learning load which is not only carried out in teaching and learning activities in the classroom, but also in extra-curricular, co-curricular and student self-development activities.

Implementation of the learning guidelines is also realized through constructivist learning activities which emphasize active learners. Active learning activities are realized in a scientific approach that applies the Discovery Learning, Problem based Learning, Project based Learning, Inquiry Learning and Contextual Learning methods which are based on the desired KD achievements. And implementation in assessment is realized through the preparation of authentic and non-authentic assessments that pay attention to aspects of students' attitudes, knowledge and skills.

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