

Islamic Religious Education in the Independent Learning Curriculum

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ABSTRACT

This study discusses the implementation of PAI in the Independent Curriculum as a response to education needs in the modern era. The main focus is the analysis of innovation, teaching materials, and expected learning outcomes. With the library research method, this study uses primary data from various literature related to the Independent Curriculum and PAI. The study results show that: first, the Independent Curriculum provides great opportunities for innovation in PAI learning through a project-based approach, the use of digital technology, and the integration of Islamic values with contemporary social issues. Second, PAI teaching materials are designed to be flexible, student-centered, and relevant to the needs of the 21st century, including aqidah, fiqh, morals, the Qur'an, hadith, and the history of Islamic culture. Fifth, learning outcomes include cognitive, affective, and psychomotor aspects, to form students' religious character, critical thinking skills, and collaborative abilities.

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INTRODUCTION

PAI has a strategic role in forming a young generation that is faithful, pious, and has noble morals (Sembiring et al. 2024). As part of the national education curriculum, PAI not only aims to provide religious knowledge but also build the character and morals of students with Islamic values (Dodi 2019). In the modern era marked by technological developments and globalization, the challenges to the implementation of PAI learning are increasingly complex. Students face various social, cultural, and economic dynamics that demand a relevant, innovative, and adaptive approach to religious education (Makruf et al. 2022).

In recent years, Indonesia has implemented an Independent Learning Curriculum as an effort to renew the national education system, including learning (Sukring 2016). This curriculum aims to provide freedom to schools and teachers to design learning that is appropriate to student needs and local characteristics (Lubis and Najicha 2022). The philosophy of the Independent Curriculum emphasizes student-centered learning, with a focus on developing essential competencies, creativity, and strengthening character. In this context, PAI is one of the subjects that must be transformed to support the vision of the Independent Curriculum (Qolbiyah, Mansur, and Bakar 2022).

However, the implementation of PAI in the Independent Curriculum is not free from various challenges (Aziz and Zakir 2022). Teachers are required to have adequate competence, especially in utilizing educational technology and designing flexible and contextual learning (Winata et al. 2020). In addition, PAI teaching materials must be adjusted to the needs of the modern era without reducing the essence of Islamic teachings. Another difficulty that often

arises is how to integrate Islamic values with 21st-century competencies, such as critical thinking skills, communication, collaboration, and creativity (Khomsinuddin et al. 2024).

Independent Curriculum juga membuka peluang besar untuk mengembangkan inovasi pembelajaran PAI (Ariefa Efianingrum 2013; Nurdin 2016). Project-based learning approaches, integration of religious values with social issues, and the use of digital technology are relevant strategies for creating meaningful learning experiences (Angga et al. 2022). Through this innovation, PAI can provide a deep understanding of religion while building life skills that are relevant to the needs of the times.

With these various opportunities and challenges, learning in the Independent Curriculum needs to be studied in depth to ensure that the goals of religious education can be achieved effectively (Isti'ana 2024). Research and discussion on the implementation of PAI in the Independent Curriculum is very important as an effort to improve and perfect existing learning approaches (Rahayu 2023). Thus, PAI can continue to be the main instrument in forming a young generation with Islamic character, competence, and readiness to face global challenges (Susanto et al. 2023).

One of the study offerings regarding the Independent Curriculum is the work of Meria Ultra and Neviyarni which examines differentiated learning in mathematics learning in the Independent Curriculum (Meria and Neviyarni 2022). Both of Siti Wahyuni's works examine the Independent Curriculum to improve the quality of learning (Heni Susanti et al. 2024). The three works by Sri and Irna examine the implementation of the Independent Curriculum in science learning in elementary schools (Rahman and Fuad 2023). The above study is similar to this study in discussing the independent curriculum, however, the above study has not yet examined the PAI subject in the independent curriculum, so to complete this study, this study will examine innovation, and PAI material in the independent curriculum.

This study uses a library research method. Primary data comes from several books on the Independent Curriculum which include: *A-Z Merdeka Belajar + Independent Curriculum* (Imas 2022), *Pengembangan dan Implementasi Independent Curriculum* (Hamidah 2023), *Panduan Independent Curriculum untuk Guru dan Kepala Sekolah* (Wahyu 2023), *Manajemen Kurikulum: Telaah Komparatif antara Kurikulum Program Reguler dan Akselerasi*, (Rasidi 2019), *Menuju Pembelajaran Berkualitas: Tinjauan Teori dan Praktik* (Kholis 2020). For secondary data in the form of methodology books and journals that are similar to this research. This research provides the first innovation, theoretically providing an innovation concept in Islamic religious learning in the Independent Curriculum by adjusting the required material, secondly, practically it is expected to provide maximum implications with innovations in Islamic religious learning in the independent curriculum.

RESULTS AND DISCUSSION

Results

Based on the results of the analysis of learning in the independent curriculum, the following results were obtained:

PAI in the Independent Curriculum			
No.	Innovation	Material	Learning outcomes
1.	Contextual Teaching and Learning	Akidah	Cognitive
2.	Contextual Approach	Fiqih	Affective
3.	Collaborative Approach	Multidisciplinary	Psychomotor
4.	Project Based Activities	Sejarah Kebudayaan Islam	Critical And Creative Thinking
5.		A-Qur'an	
6.		Hadis	

Discussion

Innovation in PAI Learning in Middle Schools/High Schools

Innovation in PAI (PAI) learning at the junior high and senior high school levels is very important to adapt education to the development of the times (Nurdin 2016). The curriculum used is intended to be responsive to the challenges of the modern era, especially in facing developments in science and technology (Amalia et al. 2023). One of these innovation efforts is the implementation of an Independent Curriculum, which gives teachers the freedom to design learning processes that are relevant to the needs of students, without neglecting fundamental Islamic values (Alirahman 2021).

One of the significant innovations is the implementation of problem-based learning methods *Contextual Teaching and Learning* (CTL) (Hidayat and Syahidin 2019). This method aims to connect teaching materials with students' daily lives so that learning becomes more meaningful. In PAI learning, students are invited to understand and apply the values of Islamic teachings in real contexts, for example how to apply the principle of honesty in social interactions or understand tolerance in diversity (Purwowidodo and Zaini 2024).

In addition to the contextual approach, the use of technology in learning is also part of innovation. Teachers use digital learning media such as PowerPoint, animated videos, and interactive applications to explain the material interestingly and interactively (Nafisah Nor Saumi, Murtono, and Ismaya 2021). This media is very effective, especially for conveying complex topics such as the history of Islamic culture or the stories of the Prophet and his companions, which require visualization to increase students' understanding.

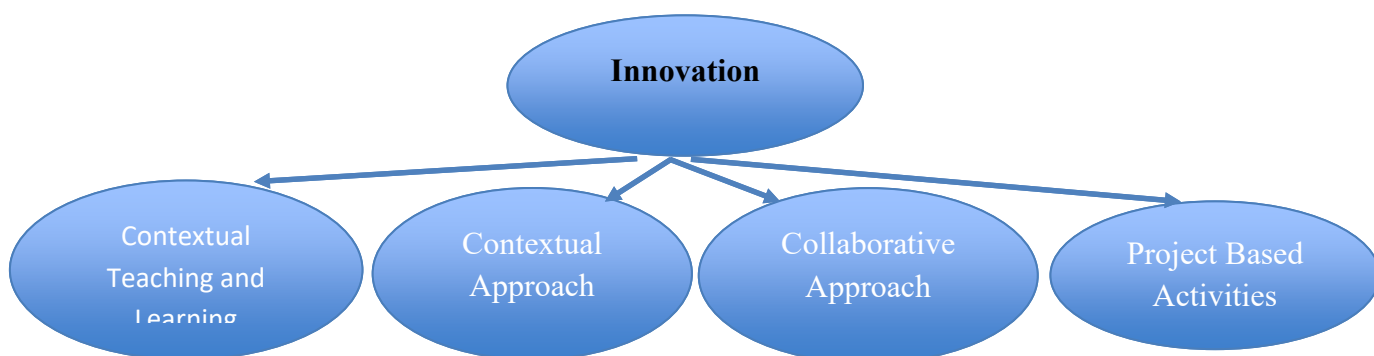
Practical teaching materials are also a focus of learning innovations. Students are trained to read and write the Qur'an, memorize short letters, and practice worship such as congregational prayers and funeral prayers (Susanto, Widodo, and Kolis 2023). These activities provide students with direct experience in understanding and applying Islamic teachings in everyday life. This direct practice not only strengthens spiritual understanding but also improves students' religious skills. The Independent Curriculum emphasizes the importance of project-based activities to develop students' character. In PAI learning, these projects can be in

the form of developing community service programs based on Islamic values, such as fundraising for the poor or environmental protection campaigns. These activities integrate religious values with relevant social issues, supporting the formation of students as Pancasila Student Profiles.

Teachers have a central role in the success of this innovation. Therefore, improving teacher competency continues to be encouraged, especially in utilizing technology and designing flexible learning (Turmuzi et al. 2022). Teachers need to be trained to master innovative learning methods, understand the curriculum, and use various modern learning media. This training ensures that PAI teachers can become effective facilitators in the teaching and learning process (Fetra Bonita Sari, Risda Amini 2020) PAI learning at the junior and senior high school levels also utilizes a collaborative approach. Students are invited to discuss in small groups to analyze cases of fiqh, hadith, or contemporary issues that are relevant to Islamic values. This approach improves students' communication skills, cooperation, and critical thinking skills, which are very important to face future challenges (Larasanti, Prihatnani, and Satya Wacana 2021)

Creativity and innovation are also targets in learning. Students are encouraged to think critically through tasks such as formulating solutions to social problems based on Islamic values. This helps students understand the relevance of Islamic teachings in modern life, while also building applicable problem-solving skills (Kamal et al. 2020). Despite many innovations, PAI learning remains focused on the formation of students' characters who are faithful, pious, and have noble morals. These basic values are taught with a deep and contextual approach so that they are not only understood theoretically but can also be applied in students' daily lives, both at school and in society (Helandri and Supriadi 2024)

All of these innovations aim to make learning more relevant, interactive, and enjoyable. With this approach, students not only gain religious knowledge but also the skills and character needed to become individuals with integrity and able to face the challenges of life in an Islamic way. This innovation places PAI as a strategic subject in the formation of a young generation that is religious and competent.



PAI Teaching Materials in Middle Schools/High Schools in the Independent Learning Curriculum

PAI teaching materials at the junior high and senior high school levels in the Merdeka Belajar Curriculum are designed to support the development of students' faith, piety, and noble character. This curriculum provides flexibility for teachers to compile materials based on students' essential needs, ensuring that learning is more meaningful and relevant to everyday

life (Amril et al. 2024) The main focus of the teaching material is to provide a deep understanding of Islamic teachings, starting from aspects of faith to the history of Islamic culture.

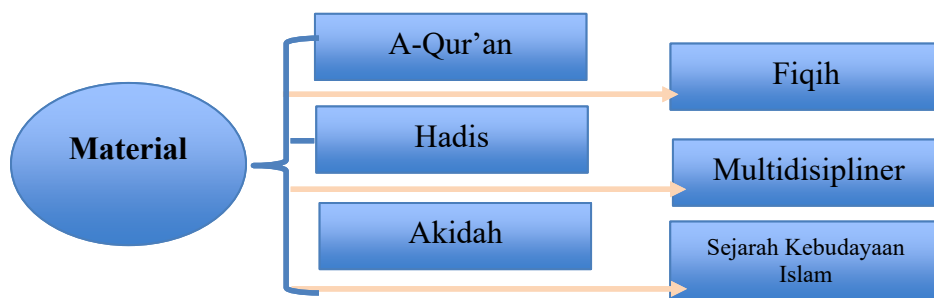
The PAI teaching material begins with aqidah, which is the basic foundation for building students' faith. Aqidah includes belief in Allah, angels, holy books, prophets, the last day, and qadha and qadar. This understanding helps students have a solid spiritual foundation so that they can live their lives with strong principles of faith. After aqidah, students are taught the material of the Qur'an and hadith (Basuki and Febriansyah 2020). The study of the Qur'an includes understanding certain verses that are relevant to students' lives, such as the values of tolerance, justice, and brotherhood. Meanwhile, the hadith studied focuses on the sayings and actions of the Prophet Muhammad SAW which provide guidelines for carrying out daily life. This teaching is carried out with a contextual approach so that students can apply these teachings in their daily activities (Susanto and Sugiyar 2023; Susanto et al. 2023).

The fiqh material in the Independent Curriculum is designed to help students understand Islamic laws related to worship and muamalah. This material not only provides theoretical knowledge but also teaches practical skills such as the procedures for prayer, ablution, zakat, fasting, and matters related to social life (Djazuli 2011). Fiqh is also linked to contemporary issues so that students can understand its relevance in modern life. In addition, moral material is an important part of learning. Students are taught Islamic moral and ethical values that include politeness, honesty, trustworthiness, and responsibility. Through this material, students are expected to be able to internalize noble morals as part of their character. Moral learning is carried out practically through case examples that are relevant to students' lives.

The history of Islamic culture is also one of the main teaching materials in PAI (Qolbiyah, Mansur, and Bakar 2022). This material covers the journey of Islamic history from the time of the Prophet Muhammad SAW to the development of Islam in various parts of the world. Students are invited to understand the contribution of Islam to world civilization, such as science, art, and culture. This learning aims to foster students' pride in their identity as Muslims (Solahuddin 2014). In the Independent Curriculum, PAI materials are arranged with a cross-disciplinary approach. Teachers can integrate materials with other lessons, such as connecting the concept of justice in Islamic jurisprudence with economic principles in social studies. This approach helps students understand that Islamic teachings are relevant in various aspects of life and form a holistic mindset. Teaching materials are also designed to build 21st-century skills, such as critical thinking, creativity, and collaboration skills. For example, students can be given projects to solve social problems based on Islamic values. Through these activities, students learn academically and develop characters that support their societal roles (Fadilah 2019).

The Independent Curriculum encourages teachers to select and compile essential and relevant materials. Teachers have the freedom to use a variety of teaching resources, such as textbooks, digital media, and sources from the surrounding community. This approach allows PAI materials to be more flexible and adaptive to local needs and global developments. Ultimately, teaching materials in the Independent Learning Curriculum focus on transferring knowledge, character, and skill formation. With a relevant, practical, and in-depth approach,

PAI materials is expected to be able to create a young generation that has strong faith, noble morals, and is competent in facing the challenges of the times.



PAI Learning Outcomes in Middle Schools/High Schools in the Independent Learning Curriculum

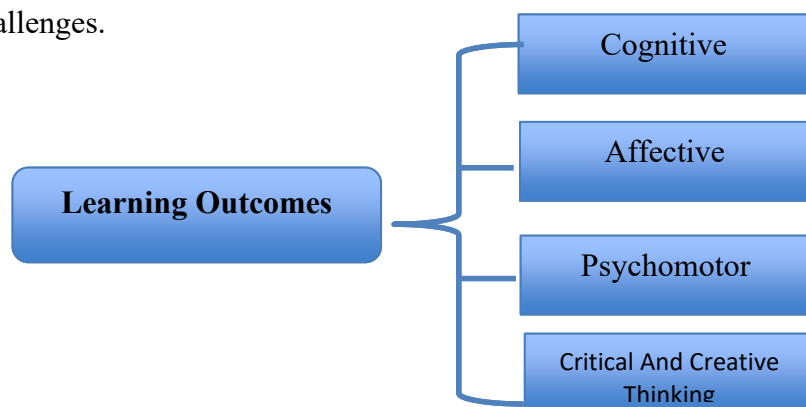
The learning outcomes of PAI (PAI) in junior high and senior high schools in the Independent Curriculum are directed to achieve the formation of students' character who are faithful, pious, and have noble morals. These learning outcomes include cognitive, affective, and psychomotor aspects, which are not only oriented toward understanding theory but also practicing religious values in everyday life. The focus is on creating individuals who can integrate religious knowledge with 21st-century life skills. In the cognitive aspect, the expected learning outcomes are students' deep understanding of basic concepts in Islam, such as creed, jurisprudence, hadith, the Qur'an, and the history of Islamic culture (Fardiah, Murwani, and Dhieni 2019). Students are expected to be able to understand the principles of faith, procedures for worship, and correct Islamic ethics by religious teachings. This understanding is measured through competency-based evaluations, such as written tests, projects, or presentations. On the affective side, learning outcomes emphasize the formation of Islamic attitudes and values, such as love for Allah and His Messenger, tolerance between religious communities, and the spirit of sharing. Students are expected to demonstrate positive behavior in everyday life, both at school and in the community (Syafi'i, Marfiyanto, and Rodiyah 2018).

In the psychomotor aspect, PAI learning outcomes include practical skills in carrying out worship and practicing Islamic teachings. Students are expected to be able to perform prayers, read the Qur'an well, and participate in socio-religious activities. These learning outcomes are assessed through direct practice, such as Qur'an reading tests, worship simulations, or participation in religious activities at school. In the Independent Learning Curriculum, PAI learning outcomes are also directed at developing critical and creative thinking skills (Penilaian et al. 2011). Students are encouraged to analyze contemporary issues, such as social or environmental issues, using an Islamic values approach. This learning outcome demonstrates students' ability to integrate religious thinking with the realities of modern life. Another learning outcome is students' ability to collaborate and communicate effectively. In project-based learning, students work together in teams to complete tasks involving Islamic studies, such as creating a social campaign program or developing Islamic value-based solutions to community problems. This activity reflects students' ability to build cooperation and convey ideas well (Syafi'i, Marfiyanto, and Rodiyah 2018).

One of the important indicators of PAI learning outcomes is the formation of student character as a Pancasila Student Profile (Iskarim 2016). Students are expected to demonstrate a religious attitude that is balanced with national values, such as tolerance, cooperation, and

love for the homeland. This integration forms students who are not only religious but also contribute positively to the life of the nation and state. PAI learning outcomes also reflect the level of student independence in learning. The Independent Curriculum provides space for students to learn according to their interests and abilities. In the context of PAI, students can choose study topics that are relevant to their lives, so that learning outcomes become more meaningful and personal. Evaluation of learning outcomes in PAI is carried out comprehensively through formative and summative assessments. Formative assessments help teachers monitor student development during the learning process, while summative assessments assess students' final achievements. This approach ensures that learning outcomes reflect students' competencies and development as a whole (Harahap and Rohman 2024).

Ultimately, the results of learning PAI in the Merdeka Belajar Curriculum are expected to be able to create a young generation who not only master religious knowledge but also have superior character, relevant life skills, and the ability to contribute positively to community life. With this comprehensive approach, PAI learning becomes an important foundation for the formation of religious individuals, who have integrity and are competent in facing future challenges.



CONCLUSION

The study results show that the Independent Curriculum provides ample space for innovation in PAI learning by adopting a project-based approach, utilizing digital technology, and integrating Islamic values with contemporary social issues. This allows for more dynamic and contextual learning, encouraging students to be actively involved in the learning process. PAI teaching materials are designed with the principle of flexibility and are student-centered, adapting to the needs of the 21st century. The scope of the material includes fundamental aspects such as faith, jurisprudence, morals, the Qur'an, hadith, and the history of Islamic culture, which are arranged to be relevant to the development of the times. In its implementation, the Independent Curriculum not only emphasizes the transfer of knowledge, but also character development through learning that balances cognitive, affective, and psychomotor aspects. The ultimate goal is to form students who have a religious character, can think critically, and have collaborative skills so that they can contribute positively to facing global challenges while maintaining Islamic values.

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