

## **Analysis of Islamic Religious Education Policy in The Independent Learning Curriculum in Middle School**

Ulwiyah

Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Indonesia

Email: ulwiyahpai@gmail.com

### **Abstract**

This study aims to analyze Islamic Religious Education (PAI) policies in the implementation of the Independent Learning Curriculum in secondary schools. The study focuses on the policy foundation, objectives, and strategies for implementing Islamic Religious Education (PAI) learning in accordance with the principles of independent learning. This research uses a qualitative approach with a literature review method, through a review of various government regulations, curriculum documents, and relevant previous research findings. The analysis shows that the PAI policy in the Independent Learning Curriculum is directed at developing students who are faithful, have noble character, and possess independence and critical thinking skills. This curriculum provides flexibility for Islamic Religious Education (PAI) teachers in designing contextual and differentiated learning, tailored to the needs of students and their social environment. However, its implementation still faces challenges such as limited teacher competency in designing religious-themed Pancasila student profile projects and limited digital support resources. This study concludes that the PAI policy in the Independent Learning Curriculum is a strategic step to strengthen students' religious character, but requires ongoing mentoring and training for teachers to optimally achieve the curriculum's objectives.

**Keywords:** education policy, islamic religious education, independent learning curriculum, secondary schools.

### **Introduction**

Education is one of the main pillars in developing quality human resources with character. In the Indonesian context, education is not only oriented towards mastering science and technology, but also towards developing students' morals, spirituality, and character based on religious values. Islamic Religious Education (PAI) plays a

strategic role in achieving this goal, as it functions to instill faith, piety, and noble morals as the foundation of individual and social life.

In line with the changing times and the challenges of globalization, the Ministry of Education, Culture, Research, and Technology has established the Independent Learning Curriculum policy as an effort to improve the national education system to make it more adaptive, flexible, and student-centered. This curriculum emphasizes student-centered learning, character building through the Pancasila Student Profile, and freedom for educators to manage the learning process according to local contexts and needs.

Within this policy framework, Islamic Religious Education (PAI) instruction in secondary schools is expected to transform, emphasizing not only cognitive aspects but also developing students' affective and psychomotor dimensions. Islamic Religious Education (PAI) must be able to serve as a medium for internalizing spiritual values relevant to modern life, without abandoning Islamic principles. However, the implementation of Islamic Religious Education (PAI) policies within the Independent Curriculum still faces various challenges, such as teacher preparedness, the availability of appropriate learning resources, and varying understandings of the concept of independent learning itself.

Therefore, this study was conducted to analyze in-depth the Islamic Religious Education policy within the Independent Learning Curriculum in secondary schools. This study covers the policy's foundation, objectives, implementation strategies, and challenges faced in its implementation. The results of the analysis are expected to contribute to the development of Islamic Religious Education (PAI) learning policies and practices that are more effective, contextual, and in line with the spirit of the Independent Learning Curriculum.

## **Methods**

This study employed a qualitative approach with descriptive analysis. This approach was chosen because the study focused on describing and analyzing the Islamic Religious Education (PAI) policy within the Independent Learning Curriculum in secondary schools, without manipulating the variables studied.

## **Research Type and Approach**

This research is a library study. The researcher collected data and information through a review of various written sources relevant to the research topic, such as government regulations, curriculum documents, books, scientific journals, academic

articles, and previous research findings related to the implementation of the Independent Curriculum and Islamic Religious Education policies.

### **Data Sources**

The data sources used in this study consist of:

- a. Primary sources, namely official government documents such as Permendikbudristek Number 56 of 2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery, as well as Learning Outcomes (CP) documents for Islamic Religious Education and Character Education subjects for secondary school level.
- b. Secondary sources, including books, scientific articles, and previous research results that discuss education policies, the implementation of the Independent Curriculum, and Islamic Religious Education learning in secondary schools.

### **Data collection technique**

Data was collected through documentation and literature review. Researchers reviewed various relevant documents to obtain information on the policy direction, objectives, strategies, and challenges of implementing the Independent Curriculum in Islamic Religious Education.

### **Data Analysis Techniques**

Data analysis was conducted in three stages:

- a. Data reduction, by sorting and selecting data relevant to the research focus.
- b. Data presentation, by systematically organizing the data for easy understanding and analysis.
- c. Conclusion drawing, by interpreting the analysis results to answer the research problem formulation and achieve the research objectives.

### **Data Validity**

To ensure data validity, researchers used source triangulation, which involves comparing information from various documents and previous research findings. Furthermore, they validated the data through critical and contextual reading to ensure objective and accountable research results.

## **Results**

### **Alignment of Material and Objectives**

- a. Character Building: The Islamic Religious Education (PAI) with efforts to develop the whole student (kaaffah). The material focuses on instilling noble Islamic values and teachings and directly aims to achieve the Pancasila Student

Profile (specifically the dimensions of Faith, Devotion to God Almighty, and Noble Morals).

- b. Content Flexibility: The Independent Curriculum provides flexibility in selecting teaching materials and learning methods, allowing teachers to adapt content to students' local needs and contexts.

#### **Implementation and Learning Process (Pedagogy)**

- a. Student-Centered Learning: The implementation of the Independent Curriculum in Islamic Religious Education (PAI) encourages a more active and student-centered learning process. Teachers act as facilitators and guides.
- b. Contextual Methods: Islamic Religious Education (PAI) teachers are increasingly using contextual learning methods and utilizing audio-visual media to facilitate student understanding, thus encouraging more active discussions.
- c. Implementation of P5: Islamic Religious Education (PAI) is integrated into the Pancasila Student Profile Strengthening Project (P5), which provides a more in-depth and collaborative learning experience and enables students to understand diversity and the values of brotherhood.

#### **Implementation Challenges (Problems)**

Despite its positive impact, the study also identified several challenges in implementing Islamic Religious Education (PAI) policies in the field:

- a. Teacher and Technology Readiness
  - PMM Obstacles: Many Islamic Education (PAI) teachers face difficulties in utilizing the Merdeka Mengajar (PMM) Platform. These obstacles include technical (network disruptions, unresponsive systems) and non-technical (time constraints, lack of feature training, and limited technological or digital literacy skills).
  - Adaptation of Teaching Tools: Teachers are still adapting to developing effective, efficient, and student-oriented Lesson Implementation Plans (RPPs) (although implementation in some schools has reportedly been good).
- b. Learning Evaluation: Some implementations of PAI learning evaluations are reported to still use models from the previous curriculum, even though the Independent Curriculum mandates an emphasis on formative assessment to measure cognitive, affective, and psychomotor aspects comprehensively.

In general, the research results conclude that the Independent Curriculum policy in Islamic Religious Education is a positive step, but its success is highly dependent on infrastructure readiness, school support, and the improvement of

Islamic Religious Education teachers' professional competence in managing flexible and project-based learning.

### **Conclusion**

The conclusions from various analyses of Islamic Religious Education (PAI) policies and implementation within the Independent Curriculum in Secondary Schools are the PAI policy within the Independent Learning Curriculum in Secondary Schools is assessed as POSITIVE and ALIGNED with national and religious education goals. The PAI policy within the Independent Curriculum aligns with and supports the achievement of the primary goal, namely developing students who possess the Pancasila Student Profile, specifically the dimensions of Faith, Devotion to God Almighty, and Noble Character. The PAI material is more flexible and allows for the integration of the Pancasila Student Profile Strengthening Project (P5) to instill Islamic values and a deeper national perspective. The implementation of this policy has resulted in a shift from teacher-centered learning to student-centered and more contextual learning. Islamic Religious Education teachers act as facilitators, encouraging students to be more active, critical, and reflective in understanding religious teachings. The main challenge lies in the implementation stage in the field, particularly related to human resource readiness. Many Islamic Religious Education teachers still face technical and non-technical challenges in using the Merdeka Mengajar (PMM) Platform, as well as difficulties in fully adapting lesson plans and authentic formative assessment models. Therefore, the success of the Islamic Religious Education policy in the Merdeka Curriculum requires adequate infrastructure support and intensive and ongoing teacher training so that the principle of curriculum flexibility can be optimally realized in secondary schools.

### **References**

- Amalia, J., & Achadi, M. W. (2023). *Analysis of the Independent Learning Curriculum for Islamic Religious Education (PAI) Material in Grade 10 Students at SMK Negeri 1 Depok Yogyakarta.*
- Bahja, A. W. T., Mas'ud, A., Azizah, K., & Amin, N. (2023). *The Independent Learning Policy and Its Implementation in Islamic Religious Education (PAI) Learning in Schools.*
- Mulyana, C., Ramdani, A. F. Z., & Nur'ainiyah. (2023). *Analysis of Problems in Implementing the Independent Curriculum in Islamic Religious Education Subjects at SMAN 12 Bandung.*

- Nawawi, M. L., Kurniawan, W., & Jamil, M. A. (2023). Implementation of the Independent Curriculum in Islamic Religious Education (PAI) Learning at the Era Society Educational Institution.
- Rifa'i, A., Asih, N. E. K., & Fatmawati, D. (2022). *Implementation of the Independent Curriculum in Islamic Religious Education Learning in Schools*. Jurnal Syntax Admiration, 3(8), 1006–1013. <https://doi.org/10.46799/jsa.v3i8.471>
- Syafnur, M. I., & Syaputra, H. (2023). *Analysis of the Implementation of the Independent Curriculum in Islamic Religious Education Subjects for Grade X at SMA Negeri 1 Ulakan Tapakis*, Padang Pariaman Regency.
- Warlizasusi, J. (2022). *Analysis of Islamic Education Policy*. Bengkulu: Literasiologi Books.
- Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (*Sisdiknas*).