

An Analysis of the Islamic Religious Education Curriculum at SMA Muhammadiyah 2 Bandar Lampung

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ABSTRACT

By combining the Merdeka Curriculum with the unique Muhammadiyah curriculum, this research attempts to examine the PAI curriculum at SMA Muhammadiyah 2 Bandar Lampung. The main focus of this research is on the curriculum development process and the results of its implementation, which combines the unique ideals of Muhammadiyah Islam with the adaptability and creativity exemplified by the Merdeka Curriculum. Field research methods were used in conjunction with a qualitative descriptive approach. In-depth interviews, observations, and document analysis were used to collect information. Eleventh grade students, curriculum administrators, and Islamic Religious Education teachers at SMA Muhammadiyah 2 Bandar Lampung were the subjects of the research. The results of the research showed that the development of Islamic personality, religious description, and 21st century skills of students were successfully strengthened through this curriculum integration. Through continuous training and increased cooperation between schools and Muhammadiyah organizations, problems including limited human resources and teacher competence were overcome. This study supports Muhammadiyah's learning objectives to produce a generation of people who are religious, pious, and have global capabilities, while also participating in and producing a religion-based curriculum that is relevant to the demands of the era.

Keywords: Curriculum, Islamic Religious Education, Character Education, Education Curriculum

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INTRODUCTION

PAI has an important position in producing a generation that is superior in terms of morals, ethics and spirituality, not only intellectual intelligence. This is in line with the national learning vision, namely creating Indonesian people who are religious, pious and have noble character. As one of the mandatory subjects at school, PAI acts as a tool for teaching Islamic principles that can help students experience various difficulties in contemporary life.

The implementation of the Independent Curriculum in recent years has changed Indonesia's learning landscape significantly. The Department of Learning, Culture, Studies, and Technology created this curriculum in an effort to give students more flexibility in their learning journey. The Pancasila Student Profile Strengthening Project (P5), one of the main components of the Independent Curriculum, seeks to improve students' critical thinking, strong personality, and ability to adapt to changing

conditions. Students can learn through authentic experiences that apply to their everyday lives when this project-based approach is used.

However, there are certain difficulties in implementing the Independent Curriculum in schools that focus on religion. For example, the main focus of curriculum development at SMA Muhammadiyah 2 Bandar Lampung is the integration of the Independent Curriculum with the ISMUBA curriculum (Al-Islam, Muhammadiyah, and Arabic). One of the characteristics of Muhammadiyah schools is the ISMUBA curriculum, which seeks to give students a strong Islamic personality, in-depth religious knowledge, and Arabic language skills. Creating a balance between ISMUBA's adherence to Islamic principles and the general ideals found in the Independent Curriculum is the main issue in this integration.

The aim of learning at Muhammadiyah schools is to improve the Islamic character and global competitiveness of students in addition to developing intellectually talented people. Therefore, the development of the SMA Muhammadiyah 2 Bandar Lampung curriculum aims to combine these two procedures successfully. In addition to improving student education, this integration strategy gives teachers more freedom to be creative and innovative in their methods of presenting the curriculum. Furthermore, students must have 21st century skills including critical thinking, teamwork, creativity, and digital literacy considering globalization and technological advances in modern times. The Merdeka Curriculum gives schools the opportunity to produce education that is contextual and relevant in this regard. However, it is important to ensure that the Islamic principles that form the basis of the ISMUBA curriculum continue to act as a basis for learning.

Curriculum development is an important component in PAI to ensure that students receive a strong understanding of religion and are able to practice Islamic teachings in their daily lives.

And let there be from among you a nation who invite to goodness and enjoin what is right and forbid what is wrong, and those of you will be the successful.

Meaning: "Also there should be among you a group of people who call to virtue, enjoin what is good, and avoid what is evil. And those are the lucky ones." (QS. Ali-Imran: 104).

This verse emphasizes how important Islamic religious learning is for educating a generation that not only understands the study modules, but also has noble morals and avoids evil. Islamic learning at SMA Muhammadiyah 2 Bandar Lampung is expected to be able to guide students to become a generation that functions actively in society, upholds the goals of amar maruf nahi munkar, and practices Islamic teachings in everyday life.

The aim of this research is to investigate how the Merdeka Curriculum and the ideals of ISMUBA can be included in the Islamic Learning curriculum at SMA Muhammadiyah 2 Bandar Lampung. Analyzing the tactics used by schools to carry out this integration, and the opportunities and pitfalls that arise throughout the process, is another goal of this research. It is hoped that this research will help produce a curriculum based on Islamic values that is in line with contemporary demands. Not only that, it is hoped that this research can offer useful suggestions for other Muhammadiyah schools regarding a curriculum that combines general and local values. This research aims to contribute to the body of knowledge about a flexible and sustainable curriculum by concentrating on the teaching of Islamic Religious Learning. Thus, this research is a significant step towards progressing Muhammadiyah's goals and national learning to produce a generation of highly intelligent, spiritual and socially capable people.

METHOD

To investigate and understand in depth the phenomenon of curriculum development, this research uses descriptive qualitative methodology. 3 main methods are used to collect information: document analysis, observation, and interviews. The school principal, Islamic Religious Learning instructor, and students were interviewed to obtain detailed data regarding the application of combining ISMUBA with the Independent Curriculum. P5 project implementation, teacher-student bonding, and teaching strategies are all observed as part of the educational process in the classroom. Meanwhile, relevant documents such as educational assessment reports, lesson implementation plans (RPP), and syllabi are reviewed to carry out document analysis. 3 steps that make up the methodical information analysis process: information reduction, information presentation, and conclusion structuring. Filtering meaningful data that is relevant to the research topic is the goal of information reduction. To make it easier to interpret the results, the information is presented as a descriptive narrative. Drawing conclusions is the final step, where the main findings are raised and compared with hypotheses or previous research findings (Creswell, 2020). It is hoped that by using this method, research will be able to provide an even picture of the strategies and difficulties in a curriculum based on Islamic values.

RESULTS AND DISCUSSION

Concept of Islamic Religious Education Curriculum (PAI)

The aim of the PAI curriculum is to help students better understand, appreciate and practice Islamic teachings through developing cognitive, affective and psychomotor skills. Students' explanations of Islamic principles, including aqidah, sharia, and morals, are part of the cognitive measure. The development of Islamic behavior and values, such as faith and piety, is the main focus of affective measures. On the other hand, psychomotor measures focus on the extent to which students can practice Islamic principles in everyday life, such as performing worship properly. The PAI curriculum, which is a subject that must be taught in schools, plays an important role in helping students to improve their Islamic personality (Ahmad, 2020).

Not only that, the PAI curriculum was developed to meet the demands of the globalization era which continues to be an environment. It is hoped that the religious principles taught in PAI can help students grow into people who are not only intellectually talented but also mature people who are ethically and spiritually strong. In Indonesian learning, PAI plays a role as the main principle in preserving Islamic principles and cultural identity in experiencing modernization.

The research results show that the Islamic Education Curriculum at SMA Muhammadiyah 2 Bandar Lampung efficiently accommodates students' cognitive, affective and psychomotor aspects by integrating it with the Merdeka and Muhammadiyah curriculum. Mastering Islamic teachings such as aqidah, sharia and morals highlights cognitive aspects. While psychomotor measures are demonstrated in daily worship activities such as congregational prayers and social gatherings, affective measures are embedded through Muhammadiyah's special Islamic principles such as moderation and religious tolerance. By producing a generation of people who are intellectually talented, morally strong, and Islamically inclined, this integration helps students react to the challenges of globalization while strengthening their Islamic personality. Although there are obstacles including limited learning time, teacher

preparation programs and the development of instructional materials have been successfully used as solutions.

Apart from that, in its implementation at SMA Muhammadiyah 2 Bandar Lampung, the PAI curriculum also shows effectiveness in building students' Islamic awareness through various extracurricular programs. Activities such as Islamic studies, express Islamic boarding schools, and the habit of daily worship have had a positive impact on students in understanding and practicing Islamic teachings in more depth. Support from the school environment and the Muhammadiyah community is also a major supporting factor in the successful implementation of the PAI curriculum.

Independent Curriculum

A recent learning project called the Independent Curriculum aims to provide a more flexible educational process. The Pancasila Student Profile Strengthening Project (P5) is one of the main components of the Independent Curriculum. The goal of this initiative is to improve students' skills in several areas, such as communication, teamwork and critical thinking. To develop students with better personalities, Islamic Religious Learning can incorporate Pancasila characteristics such as tolerance and cooperation (Creswell, 2020).

In addition, the Merdeka Curriculum emphasizes a personalized approach, where each student's education is tailored to meet their unique needs and skills. Teachers are free to choose strategies and teaching resources that best suit the needs of their community. This gives schools the opportunity to incorporate Islamic values and other local values into their regular curriculum.

Based on research results, the integration of the Merdeka and Muhammadiyah curriculum at SMA Muhammadiyah 2 Bandar Lampung has succeeded in forming students into individuals with character and Islam. Islamic principles such as social empathy and religious moderation are combined with Pancasila values such as tolerance and cooperation through the Pancasila Student Profile Strengthening Project (P5). Teachers can also adapt education to students' needs by using the differentiation method, which allows the implementation of Islamic Religious Learning modules in a contextual and relevant manner. This integration also creates students who are able to respond to the challenges of the globalization era and have a strong Islamic personality, not only that, they also excel academically.

This research also found that the implementation of the Merdeka Curriculum at SMA Muhammadiyah 2 Bandar Lampung had a significant impact in increasing student learning independence. With the project-based learning method, students are more active in searching for information, processing data, and presenting their findings. This creates a more interactive learning atmosphere and encourages students to think critically and creatively in dealing with various problems that exist in society.

ISMUBA: Typical Muhammadiyah Values

Al-Islam, Muhammadiyah, and Arabic, all of which are unique components of the Muhammadiyah curriculum, are called ISMUBA. This element aims to increase students' knowledge of Muhammadiyah history, Islamic doctrine, and Arabic language skills. The foundation for developing students' Islamic personality in Muhammadiyah schools is ISMUBA (Handayani & Achadi, 2023).

The development of Islamic behavior and attitudes is emphasized in the ISMUBA curriculum as implemented. Students pursue the values of faith, worship, and muamalah while studying Al-Islam. Students who study Muhammadiyah are better able to master the goals of the organization as an Islamic group that thinks it is

advanced. Meanwhile, Arabic is taught to improve students' understanding of Islamic texts, such as the Koran and Hadith.

Apart from that, the research results show that the implementation of ISMUBA at SMA Muhammadiyah 2 Bandar Lampung has a big influence on increasing Islamic leadership values in students. Through ISMUBA-based organizational activities, students better understand their role in society and apply Islamic values in everyday life. This proves that ISMUBA is not just an academic subject, but is also a tool for forming strong Islamic character.

Muhammadiyah schools produce students who not only excel academically but also have strong Islamic personalities by incorporating ISMUBA values into everyday education.

This research shows that the integration of the ISMUBA and Merdeka curricula at SMA Muhammadiyah 2 Bandar Lampung makes a significant contribution to the development of students' Islamic personalities. Al-Islam, Muhammadiyah, and Arabic are important parts of ISMUBA, which is very important for improving students' faith, worship, and understanding of Islamic principles. While studying Arabic improves students' understanding of Islamic literature, Muhammadiyah content instills the organization's vision and mission. The Strengthening Pancasila Student Profile (P5) project has succeeded in producing meaningful education through the integration of ISMUBA ideals, both intellectually and spiritually. Therefore, students not only achieve academic success but also develop a strong Islamic personality, ready to experience challenges from all over the world, and can practice Islamic ideals in their daily lives.

Integration of Merdeka Curriculum and ISMUBA

The aim of the integration of the Merdeka Curriculum and ISMUBA is to balance local and global ideals in learning. This procedure requires the accumulation of Islamic concepts, such as area ethics and Islamic brotherhood, into learning materials. Furthermore, P5 collaboration projects can be linked to Islamic themes, including environmental conservation based on Islamic principles and sharia economic empowerment. Teachers must take an active part in facilitating education to carry out this integration. Innovative teaching strategies that are relevant to students' needs are expected from teachers. Cognitive, emotional and psychomotor components must also be included in educational evaluations to ensure that students master the modules and can use them in their daily lives.

This research shows that the combination of ISMUBA and the Independent Curriculum at SMA Muhammadiyah 2 Bandar Lampung has succeeded in increasing harmony between local and general ideals in learning. Islamic themes, such as Islamic brotherhood, environmental ethics, sharia economic empowerment, and environmental conservation based on Islamic values, are included in the learning module to enrich these themes. To help students master and implement Islamic ideals in a broader context, the Pancasila Student Profile Strengthening Project (P5) also connects global challenges with an Islamic perspective.

The research results show that the implementation of the integration of the Merdeka Curriculum and ISMUBA at SMA Muhammadiyah 2 Bandar Lampung has had a positive impact in shaping students' Islamic character. Based on observations and interviews with teachers and students, it was found that the project-based approach through the Pancasila Student Profile Strengthening Project (P5) has strengthened Islamic values in various aspects of students' lives, such as social awareness, leadership and responsibility for the environment. Apart from that, the

application of ISMUBA values in the curriculum makes students understand Islamic concepts more deeply and apply them in their daily activities. The data collected also shows that 80% Students experience improvements in cognitive, affective and psychomotor aspects after implementing this curriculum integration. This shows that the integration strategy implemented not only increases academic understanding, but also builds stronger spiritual and moral awareness in students.

The involvement of teachers as educational facilitators is very significant in implementing this integration. Teachers are obliged to produce sophisticated teaching strategies that suit the needs of their students. Cognitive, emotional and psychomotor aspects are all covered in an equitable educational evaluation design. By using this method, students not only get a conceptual explanation of the learning module but also learn how to apply it in a real world setting, thereby creating a generation that is critical, Islamic, and cares about the environment and society.

The Independent Curriculum and ISMUBA integration strategy at SMA Muhammadiyah 2 Bandar Lampung is centered on a project-based and thematic approach. The topics of the Strengthening Pancasila Student Profile (P5) Project are in line with ISMUBA's teachings about Islamic values. For example, there is a conservation initiative that combines Islamic ethical ideas from Al-Islamic learning. Students are asked to recognize local problems in the school area and offer solutions based on Islamic principles, such as upholding faith in the creation of Allah SWT.

In his capacity as a facilitator, the teacher helps students design and carry out their projects. In this case, teacher preparation is very important to ensure that the teaching strategies used are in line with the ISMUBA principles and the Independent Curriculum. Not only that, students' cognitive, emotional and psychomotor skills are measured as part of a comprehensive educational assessment process.

There are several obstacles in implementing the Independent Curriculum and ISMUBA integration. The lack of facilities to facilitate the implementation of P5 projects is one of the main obstacles. One of the ongoing challenges is the availability of energy sources such as adaptable classrooms and relevant educational features. Furthermore, not all educators are ready to use thematic and project-based educational strategies. One of the factors affecting the effectiveness of implementation is the absence of organized training.

Another challenge is the difference in students' levels of understanding and readiness to accept more flexible and project-based learning concepts. Some students are still used to conventional learning methods which are more structured and tend to be passive in receiving the material. Therefore, a gradual approach is needed to familiarize students with a more independent and exploratory learning model. Apart from that, support from parents is also an important factor in the success of this curriculum integration. Not all parents understand the concept of the Independent Curriculum and the importance of ISMUBA values in their children's education, so further socialization is needed so that they can support the students' learning process at home.

Despite experiencing various difficulties, SMA Muhammadiyah 2 Bandar Lampung has a huge opportunity to improve teaching standards through a combination of ISMUBA and the Merdeka Curriculum. Strong support from the Muhammadiyah community in the form of financial support and teacher preparation is one opportunity. Not only that, the availability of digital technology provides educators and students with access to various educational features. Learners can access bonus resources relevant to their assignments by using online education platforms. The

integration of the Merdeka Curriculum and ISMUBA can be carried out more successfully and for a longer time if this opportunity is utilized.

CONCLUSION

Based on this research, efforts have been made to combine the Muhammadiyah and Merdeka curricula in the Islamic Learning program at SMA Muhammadiyah 2 Bandar Lampung. This integration is attempted by aligning educational objectives, learning resources, and pedagogical approaches that reflect Islamic principles while meeting the demands of 21st century education. The traditional ideals of Muhammadiyah contained in the teachings of Al-Islam and Muhammadiyah (AIK) are combined with the Independent Curriculum which emphasizes developing student competencies and the Pancasila Student Profile Strengthening Project (P5). Apart from producing academically meaningful education, this integration provides opportunities for students to develop Islamic values such as integrity, accountability, tolerance and the spirit of da'wah. Through creative activities such as making da'wah videos, thematic dialogues based on Islamic values, and group work that emphasizes empathy and cooperation, students are encouraged to practice Islamic values in their daily lives as part of a project-based educational approach that supports this personality development process. The findings of this research also show how this curriculum integration can help students develop a moderate, progressive and contemporary understanding of Islam, which will help them not only succeed academically but also develop strong and moral character. The alignment of two curricula with different structures and the lack of time to implement them is one of the implementation barriers identified by this research; However, these schools are able to overcome this problem by providing teaching materials, training teachers, and continuous tutorials. The younger generation who are not only smart but also moral and able to experience life's challenges in accordance with Islamic principles are largely the result of this integration. Even though there are several obstacles such as limited facilities and teacher readiness in implementing innovative learning strategies, efforts to increase teacher competency through training and support from the Muhammadiyah community are an effective solution. Differences in students' levels of readiness in accepting more independent learning methods are also a challenge that needs to be overcome with a gradual approach. Overall, the implementation of the integration of the Merdeka Curriculum and ISMUBA has had a positive impact in building a generation that is knowledgeable, has noble character, and is ready to face global challenges while still adhering to Islamic values. With continued support from schools, teachers and the community, this curriculum integration has the potential to continue to be developed to improve the quality of Islamic education in the Muhammadiyah environment.

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