

## Analysis of the Islamic Context In The Independent Learning Curriculum In Biology Lessons

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### ABSTRACT

This research aims to examine the challenges of implementing an independent curriculum in biology learning. The independent curriculum began to be implemented to facilitate learning in schools based on the principle of independent learning, where teachers and students have the freedom to plan their learning. This type of research is a literature study with a qualitative approach. The data source is secondary because it is obtained from journal articles, scientific publications and other sources related to independent curriculum studies. The data analysis technique is carried out descriptively by analyzing the content of relevant reading sources and can provide an understanding of the findings. Based on studies from several studies, it can be concluded that the implementation of the independent curriculum has a positive impact on improving students' learning abilities. Teachers and students can design the learning process according to learning and teaching styles so that learning is more enjoyable. And there are several Islamic values, namely: The value of mercy (Q.S. Al Anbiya': 107)., the value of trust, (Q.S Al Ahzab: 72), the value of da'wah (Q.S. Fussilat: 33)., the value of tabsyir (Q.S. Al Baqarah: 119), the value of worship (Q.S. Adz Dzariyat: 56 ; Ali Imran: 190-191).

**Keywords:** Implementation of Biology Learning; Independent Curriculum; Islamic Context;

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## INTRODUCTION

In the Islamic context, the implementation of KMB must pay attention to Islamic values. One step that can be taken is to choose learning materials that are relevant to the objectives of the Merdeka curriculum and Islamic values. Topics that can help students understand the concepts of freedom, independence and criticism in the context of the Islamic religion can be selected. The Independent Learning Curriculum (KMB) is a new curriculum introduced by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. The curriculum is the most important part of an educational institution (Hall, et al., 2022). Everything related to learning outcomes, study materials, processes and assessments that are used as guidelines for implementing learning according to plans and agreements is called the curriculum. In

order to immediately switch from the old curriculum is not an easy thing, in practice during training on the new curriculum many teachers are able to adapt to the billing in training, but after the training is finished they tend to forget (Ikhtiara, et al., 2022).

The purpose of creating a curriculum is to simplify the educational process, but in reality frequent changes to the curriculum cause confusion among various parties so that the educational process becomes hampered. Until now, in Indonesia there are frequent changes to the curriculum. Changes in the curriculum system that often occur in Indonesia are due to clashes with rules or regulations (policies) from the stakeholders above, especially the Minister of Education. The implementation of the independent learning policy encourages the role of teachers both in curriculum development and in the learning process. However, it cannot be denied that various problems were found which triggered the presence of the independent learning curriculum (Fatihah, 2023). Teachers act as facilitators in the independent curriculum and are supported by professional, pedagogical, personality and social competencies. Teachers' busyness in terms of learning administration is one of the problems and reasons for the existence of the independent learning policy because teachers are not optimal in carrying out the learning process in the classroom. Houtman stated that schools and teachers make educational administration their main activity so they get caught up in means and ends. Teachers and schools actually make educational administration the goal and priority of educational activities (Daga, 2021).

Schools, teachers and students are subjects who play an active role in the implementation of learning so that the curriculum must be made a challenge for these three subjects. Indarta stated that efforts are needed to face various challenges where educational subjects must understand their respective roles. It was found that various challenges faced by teachers in implementing the independent curriculum in biology learning such as not having experience with independent learning, limited references, uneven access to learning and time management. Schools play a role in selecting the curriculum according to school characteristics (Faiz & Purwati, 2021). Teachers play a role in improving the quality of learning by using the new curriculum. Meanwhile, the role of students is to continue to strive to carry out the curriculum by studying seriously. The implementation of the independent curriculum can be carried out by driving schools in the learning process, including biology subjects. Biology learning, apart from including mastering concepts and facts related to nature, also includes discovery. Students must understand the main concepts in biology learning through reasoning, discovering related concepts or making connections between concepts in various ways (Fajar, et al., 2022).

This is important to develop because biology learning is complex with foreign terms and abstract concepts. The use of an independent curriculum in the biology learning process can help teachers and students learn biological concepts broadly. In this way, students have the opportunity to study concepts in depth according to the development of their learning stages (Firdaus, 2020). The instillation of Islamic values in students has not been fully successful due to several main indicators, namely: Islamic religious education is unable to transform cognitive religious knowledge into meaning and values or does not encourage an appreciation of religious values that need to be internalized in students. Religious values are only memorized so they only stop at the cognitive area, not touching affective and psychomotor values (Hajiriah, et al., 2019).

The implementation of the independent learning curriculum in schools has been underway, but teachers face several obstacles in its implementation. This is related to

the lack of understanding of the nature of 'free learning', the lecture method still dominates, difficulties in creating teaching modules and the incompatibility of the learning platform with what is in it. So that at the evaluation stage teachers experience difficulties in carrying out assessments (Akib, et al., 2020). Teachers need to learn more about the independent curriculum, considering projects according to the student's phase in order to achieve learning outcomes that are meaningful, deep and enjoyable. Based on the explanation above, the author will discuss problems related to the independent curriculum. The study in this article aims to provide information and views about the Islamic context in implementing the independent curriculum and the challenges, especially in biology learning (Dewi, 2022).

## **RESEARCH METHOD**

This research uses a literature study method with a qualitative approach. Literature study is a research method that is carried out by reviewing the results of research by researchers so that they can become research material. Researchers examined studies on the implementation of the independent curriculum and its challenges, especially in biology learning and various aspects related to this topic. Various reference searches were carried out to gain understanding so that it could be used as a source of information and input to readers. The data source is secondary because it was obtained from journal articles, scientific publications and other sources related to independent curriculum studies which were used as references in this research. The data analysis technique was carried out descriptively by analyzing the content of relevant reading sources and can provide an understanding of the findings.

## **RESULT AND DISCUSSION**

### **Implementation and Challenges of the Independent Curriculum**

Implementing the independent curriculum, the main challenge is the readiness of teachers and school staff. According to Sumarsih, at the beginning of its implementation, teachers and school staff experienced difficulties in implementing the teaching and learning process with a new paradigm and preparing school administration based on the independent curriculum guidelines. Many teachers are not yet able to prepare lesson plans correctly, meaning training is needed for them. Unfortunately, training must be supported financially and technically and this is only facilitated for driving schools, but for schools that implement this curriculum independently, they themselves support it independently (Angga, et al., 2022). Preparations for implementing the independent curriculum are not yet ready because the human resources who implement this curriculum are not ready, do not meet the requirements, this can of course be one of the factors that causes gaps in the quality of teachers and can also possibly lead to gaps in the quality of education. The second challenge is changing the mindset of school residents, especially teacher where the center of the learning process is the student, not the teacher. This means that teachers must foster student motivation to study actively (Susilowaty, 2022). Unfortunately, there are still many teacher-oriented learning processes and this is an obstacle to implementing the Merdeka curriculum. Students as the center of learning is not something new in our curriculum, but its realization can be clearly implemented in the independent curriculum (Pranoto, 2020). This can be observed through the project-based learning process in this curriculum, such as making prototypes of teaching aids and using authentic assessments.

Apart from that, another challenge faced by teachers in implementing the independent curriculum is the difficulty of finding the right method to encourage students to learn independently. Students are to read lesson materials and make summaries based on their understanding. The aim of this kind of learning method is to increase student literacy. Unfortunately, it cannot be implemented well because not all students have a visual learning style. Teachers think that this learning method can support independent learning as in the implementation of the independent curriculum, but teachers still assess students as in the previous curriculum. They still assess students with the same standards (Ratsyari & Ghufron, 2021). Teachers do not yet see that each student is unique, so they cannot be assessed in one measure. There are still teachers who teach using the old method, namely lectures, which do not provide space for students to broaden their horizons and have the courage to express opinions freely. Changes in thinking about what must be done in implementing the independent curriculum should not only be carried out by teachers but also students as the main subject in this curriculum (Tarigan, et al., 2019). Choosing what students should study is not that easy for students. They are used to being provided for by teachers and schools, as a result they have difficulty making choices for themselves. In this case, the role of parents is very necessary where they must help students to identify and know their own potential, talents and interests. Parents should not force their child's choices, they only need to help them find the best choice for themselves to encourage the development of their potential and creativity (Usman, et al., 2023).

### **Models of Integration of Islamic Values in Biology Subjects**

Integrated Learning Concept Integrated learning is differentiated based on patterns of integrating material or themes. In general, the pattern of integrating material or themes in the integrated learning model can be grouped into three classifications of curriculum integration, namely first, integration within one scientific discipline, second, integration of several scientific disciplines, third, integration within and several scientific disciplines (Khusni, et al., 2022). A model is an integrated learning model that links two or more allied fields of science, for example in the field of natural sciences, links between two themes in physics and biology that have relevance or between themes in chemistry and physics. Integration of Several Disciplines. This model is an integrated learning model that links different scientific disciplines. For example, between themes in the field of social sciences and the field of natural sciences (Leny, 2022).

Integration within one or several disciplines. This model is the most complex integrated learning model because it links related scientific disciplines as well as different scientific fields. For example, there are themes in the fields of social sciences, natural sciences, technology and religious sciences. Islamic Integration Model Husni Toyar generally divides science-religion scientific integration models into the following groups, namely: IFIAS Model, Malaysian Islamic Academy of Science (ASASI) Model, Islamic Worldview Model, Islamic Knowledge Structure Model, Bucaillism Model, Scientific Integration Model Based on Classical Philosophy, the Scientific Integration Model Based on Sufism, the Scientific Integration Model Based on Fiqh, the Ijmali Group Model, the Aligargh Group Model, and the Unity Model Based on Basic Concepts. According to the unity model based on basic concepts, the concept of Islamic integration - Science is determined based on the number of basic concepts that are the main components of the model (bagir) (Mailin, 2021).

The interconnection integration model developed by Prof. Amen Abdullah. In his thinking, integration-interconnection brings together three civilizations, namely *hadarah al-naas* (text culture), *hadarah al-'ilm* (science culture), and *hadarah al-falsafah* (philosophical culture). An approach that combines God's revelation with the findings of the human mind will not minimize God's role, or isolate humans so that they are alienated from themselves, society and their environment (Størksen, et al., 2023). Theoretically, an integrative, interconnective scientific concept is a scientific concept that is integrated and linked between religious science (*an-nash*) and natural and social science (*al-ilm*) with the hope of producing a balanced ethical-philosophical output (*al-falsafah*) (Usman, et al., 2022). So the relationship between scientific fields is no longer a conflict but mutual respect and development, each scientific field supports each other. For example, how science and technology can support the existence of religious knowledge, and vice versa. So in this case we no longer find religious knowledge in conflict with natural science or natural science in conflict with ethical science, for example. Basically, what we want to rebuild is the wrong paradigm in seeing the scientific structure as a whole (Vhalery, et al., 2022).

The Science Tree Integration Model developed by Prof. Imam Suprayogo According to Imam Suprayogo, an educational institution with an Islamic nuance makes the Al-Quran and hadith the basis for providing comprehensive education, both at the theological, philosophical, theoretical-academic and even practical levels (Hartono, et al., 2022). He believes that so far the Qur'an and Sunnah have only been used as a basis (paradigm, or frame of reference) for the implementation of very limited education, namely at the level of worship only. Meanwhile, transcendental information concerns broad life in science such as creation, humans and similar creatures, the universe which includes the earth, sun, moon, stars, sky, mountains, rain, sea, water, land (Purba, 2022).

### **Independent Curriculum in Biology Learning**

The independent curriculum focuses more on essential material and developing student competencies in each phase. The independent curriculum in biology learning has a smaller learning load, in class X the material demands are only about viruses and biodiversity. Research conducted by Usman shows that in the independent curriculum, biology is studied by all students in class X and in class Social Sciences and Vocational Studies). A contextual and inquiry approach is applied in biology learning so that learning activities are student-centred and project-based learning that covers various scientific disciplines (Putri & Kaltsum, 2022). Unlike the biology learning material in the 2013 curriculum, the material in the independent curriculum in class X is only divided into 2 for each semester. Viruses are discussed in semester 1 and biodiversity which includes 5 kingdoms and ecosystems is discussed in semester 2. Meanwhile, biology learning in the 2013 curriculum, the material covered in class X is related to ecosystems, viruses, bacteria, fungi, plantae and animalia (5 kingdoms) (Rizki & Fakhrunnisa, 2022).

The aim of selecting essential material in the independent curriculum is to strengthen the independence of teachers as controllers of the learning process by eliminating standard controls that are too binding and demand homogeneous learning in all educational units in Indonesia (Houtman, 2020). The implementation of an independent curriculum certainly has advantages and disadvantages. The disadvantages of an independent curriculum are that there are quite a large number of students in a school, it is a bit of a burden on administrative and curriculum staff

because it is quite complicated in registering students who choose elective subjects. Then there is a lack of adequate infrastructure to facilitate learning because implementing the independent curriculum requires quite a lot of space for each class and chosen subject. Simpler learning planning, more flexible planning of the learning process in class, the absence of specialization programs in natural and social sciences so that students can choose subjects according to their interests, abilities and desires independently are the advantages of the Merdeka curriculum (Indarta, et al., 2022).

### **Islamic Values in Biology Learning**

The researcher wants to convey details of the six categories of value systems, namely theological values, which are reflected, among others, in Belief in the Almighty God, Pillars of Faith, (6), Pillars of Islam (5), Worship, Tauhid, Ikhsan, Istighfar, Prayer, Sincerity, Repentance. , Ijtihad, Khusyu", Istiqamah, and Jihad Fi Sabilillah, ethical-legal values, which are manifested in, among other things, respect, kindness/humbleness, loyalty, trustworthiness, honesty, responsibility, good faith, loyalty-fairness, peace, patience, forgiveness, helping, tolerance and harmony. Aesthetic values, which are manifested among others in good, clean, beautiful, beautiful, sweet, attractive, harmonious, romantic and love. Logical-rational values, which are manifested among others in logic. /match between facts and conclusions, precise, appropriate, clear, real, identity/characteristics, process, circumstances/conclusions match (Izza, et al., 2020; Sopiansyah, et al., 2022). Physical-physiological values that clearly manifest the elements, their function, their size, their strength, their changes, their location, their origins, their causes and effects. Teleological values are manifested in being useful, helpful, appropriate to its function, developing/advanced, orderly/disciplined, integrative, productive, effective, efficient, accountable, innovative. Islamic/religious values according to the Ministry of National Education provide an understanding of attitudes and behavior that are obedient in implementing the teachings of the religion one adheres to, tolerant towards the practice of worship of other religions, and living in harmony with followers of other religions (Moh, 2021; Saraswati, et al., 2022).

Learning, not only teaches insight into divine values or about divinity, but also instills values and principles of behavior. In education, methods have an important role in achieving educational goals (Kerman, et al., 2022). The role of educational methods originates from the fact that shows that educational material cannot be taught precisely, but rather is given in a special way. The appropriate method is a method that contains intrinsic values in line with the material and can be functionally used to realize the ideal values contained in educational goals (Nugraha, 2022; Suhandi & Robi'ah, 2022). Between materials and methods and educational goals there must be ideal and operational relevance in the educational process. In other words, if the educational material is based on the concept of nature, then Islamic education methods must be the same, because conflicting methods can damage the students' concept of nature. There are several Islamic values in Science expressed by Faiz, namely: The value of mercy (Q.S. Al Anbiya': 107)., the value of trust, (Q.S Al Ahzab: 72), the value of da'wah (Q.S. Fussilat: 33)., the value of Tabsyir ( Q.S. Al-Baqarah: 119), the value of worship (Q.S. Adz Dzariyat: 56; Ali Imran: 190-191) (Rahmadayanti & Hartoyo, 2022; Sumarsih, et al., 2022).

### **CONCLUSIONS**

Changes or revisions to the education system often occur. This can be caused by many factors, including crises in the education system such as learning gaps and learning loss. Implementing the Merdeka curriculum has both challenges and positive impacts. This means that teachers, school principals and other stakeholders must find solutions to minimize challenges and maximize positive impacts. By implementing an independent curriculum, especially in biology learning, learning freedom can be provided. Teachers and students can design the learning process according to learning and teaching styles so that learning is more enjoyable. The orientation of the implementation of Islamic education is emphasized on responding to the needs and challenges that arise in society by reformulating patterns of integrating Islamic values in organizing material and selecting learning methods. Organizing material and selecting methods are integration patterns that are applicable in transforming Islamic values.

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