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Implementation Of The Independent Learning Curriculum In Arabic Language Learning

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Abstract

This study aims to learn more about how the autonomous curriculum for learning Arabic is being implemented. The descriptive qualitative method was employed in this study. The implementation of the autonomous curriculum for learning Arabic serving as the study's object. Additionally, data is gathered through interviews and documentation. According to the study's findings, using an autonomous curriculum to learn Arabic allows teachers to be more adaptable in their instruction and aware of the interests, talents, needs, and abilities of their students. Students do not feel burdened with topics they are not interested in since they have the freedom to choose and develop their individual interests and skills, which improves the learning environment more fun.

Keywords: Implementation; Independent Learning Curriculum; Learning Arabic.

INTRODUCTION

One of the key determinants of a country's progress and the caliber of its human resources is education. The school system has changed to adapt to the globalization that has taken place, along with the development of the times and an increasingly dynamic society. Ideas that are original and unique in the context of the times can be born through the educational process. The goal of education in Indonesia is outlined in Law No. 20 of 2003, which aims to help students realize their full potential as people who believe in and revere God Almighty, are capable, creative, independent, and have noble character. They also want to become citizens of a democratic and responsible nation. The curriculum serves as the necessary intermediate to accomplish these educational objectives. (Vhalery et al., 2022) (Vhalery et al.,

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(2022) The learning process cannot function correctly without a curriculum, hence the curriculum is crucial in the field of education. Because the curriculum is the heart of the educational system.

The development of the curriculum is a tool for raising educational standards. The curriculum was developed with the intention of making learning easier. Starting in 1947 and continuing through 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revised curriculum 1994), 2004 (competency-based curriculum), and 2006 (educational unit level curriculum), the curriculum in Indonesia has undergone 11 revisions and changes. In 2013, the government, through the ministry of national education, changed it back to the 2013 curriculum (Kurtis), and there was a revision in 2018 that resulted in the Revised Kurtis. (Ulinniam, Hidayat, Barlian, U. C., & Iriantara, 2021) (Ulinniam, Hidayat, Barlian, U. C., & Iriantara, 2021) Although the curriculum is altered frequently, each modification has a sound rationale because the overall objective is to enhance and perfect the prior curriculum.

The transition to an all-digital era is inextricably linked to changes in the curriculum. Since one of the criteria for the existence of a new curriculum, namely the independent learning curriculum, is digitalization. (Suryaman, 2020) (Suryaman, 2020) This independent curriculum is a result of a restructuring of Indonesia's national education system, which was done to respond to changes and national advancement and prepare the country for rapidly changing times. (Yamin, M., & Syahrir, 2020) (Yamin, M., & Syahrir, 2020) This curriculum is described as a learning strategy that gives kids the chance to learn in a way that is calm, laid-back, enjoyable, stress-free, and pressure-free while also showcasing their innate skills. Merdeka learn emphasizes independence and original thought. The beginning of the driving school program was one of the initiatives offered by the Ministry of Education and Culture to promote autonomous learning. This educational initiative is intended to help each school develop generations of lifelong learners who exhibit the characteristics of Pancasila students. The function of a teacher was necessary for the achievement of everything. (Restu Rahayu et al., 2022) (Restu Rahayu et al., 2022) Because the teacher serves as the primary subject, they are expected to function as a catalyst for activity that benefits pupils. (Ainia, 2020) (Air, 2020)

It is envisaged that students will be able to develop in accordance with their potential and abilities thanks to the independent curriculum, which provides them with critical, high-quality, expressive, practical, varied, and progressive learning. Along with adjustments to the new curriculum, cooperation, a strong commitment, seriousness, and effective implementation are required from all stakeholders so that students can internalize the Pancasila student profile. (Fetra Bonita Sari, Rida Amini, 2020) (Fetra Bonita Sari, Rida Amini, 2020) In light of this, the aim of this study is to gather data regarding the application of the independent curriculum for learning Arabic.

LITERATURE REVIEW

Since the "curriculum is the heart of education" and controls the course of education, the proper educational policy will manifest through the application of the curriculum. (Munandar, 2017) (Munandar, 2017) The curriculum is the essence of education, not only its heart, and it must be innovatively, dynamically, and periodically evaluated in accordance with advancements in science, technology, the competences required by the community, and graduate users. (Suryaman, 2020) (Suryaman, 2020) The curriculum is described in Law No. 20 of 2003 as "a set of learning plans related to objectives, content, teaching materials, and methods used and used as guidelines in organizing learning activities to achieve a national education goal". The curriculum serves as a guide during the learning process, since it is said that the curriculum is the heart of education. The realm of education has advanced alongside societal change. The current curriculum in Indonesia has also experienced numerous revisions and improvements. And today a brand-new curriculum known as the autonomous learning curriculum has appeared.

The Minister of Education and Culture of the Indonesian Advanced Cabinet has announced the launch of the new policy initiative "Freedom to Learn" inside the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI). Nadiem contends that educators must first educate pupils the fundamentals of free thought before imparting them to their charges. (R, Sabriadi, 2021) (R, Sabriadi, 2021) The prototype curriculum, which was formally introduced by Minister of Education and Culture Nadiem Anwar Makarim, has a new name: the autonomous curriculum. This autonomous curriculum was created as a framework for a more adaptable curriculum that concentrates on essential concepts and strengthens students' abilities.

Table 1. The Movement for Freedom of Learning

Free Learning Concept	
- The implementation of the upcoming 2020 USBN will be returned to the school.	Famous Motto: " Freedom to learn, Teacher Motivator"
- In 2021, Nadiem plans to abolish the National Examination system and replace it with a new system, namely the Minimum Competency Assessment and Character Survey.	
- Forming competent, intelligent students for the nation's human resources, and virtuous.	

The Freedom to learn idea Nadiem Makarim was motivated by his goal to establish an enjoyable learning environment without placing pressure on him to achieve a particular score or value. In order to foster independent learning, the Ministry of Education and Culture could implement the following 4 ideas:

1. The Ministry of Education and Culture states that schools have the latitude or discretion to choose the type of evaluation, such as portfolios, essays, and other types of assignments.
2. The Minimum Competency Assessment and Character Survey, which will replace the National Examination (UN), stresses reading and numerical reasoning skills based on the PISA test's best practices. In contrast to the National Exam, which is administered at the conclusion of the educational level, the assessment is administered in grades 4, 8, and 11. Before students complete their education, the outcomes are anticipated to be used as feedback by schools to further improve the learning experience.
3. Simplifying the lesson implementation plan (RPP), which just needs to be one page long and include three parts—the learning objectives, the learning activities, and the assessment. It is intended that administrative simplification will free up instructors' time so they may spend it on teaching activities and developing their expertise.
4. The New Student Admissions (PPDB) zoning scheme has expanded regulations. For students that follow the affirmation and accomplishment pathways, the PPDB system offers greater chances. Technically, this zoning region shall be determined by the local government. (Marisa, 2021)¹

This independent learning policy was implemented for a reason, but the Program for International Student Assessment (PISA) research from 2019 revealed that Indonesian students only scored sixth from the bottom in math and literacy, placing Indonesia in position 74 out of 79 nations. In order to address this, Nadiem created a ground-breaking evaluation of the minimum ability that incorporates character, literacy, and numeracy tests. Sherly et al. provide an argument for the idea of independent learning, which would allow schools to independently interpret the core skills of the curriculum for their assessments while bringing the national education system back to the letter of the law. (Sherly, Dharma, E., & Sihombing, 2020)

METHODS

The descriptive qualitative method was employed in this investigation. The information is given in a descriptive manner, indicating a scientific study that can be expanded upon. The application of the independent curriculum for learning Arabic is the topic of study in this article. Interviewing Arabic instructors about the teaching and learning process following the implementation of the independent curriculum in schools was done to gather data. To bolster the data collected, documentation in the form of related scientific articles is also collected.

RESULT AND DISCUSSION

The key presumption of this independent learning is that the teacher will be trusted, which will allow the teacher to conduct instruction freely. (Koesoema, 2020) Because of this, a more comfortable learning environment is created, allowing teachers and students to converse more freely and learning to take place

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outside of the classroom. This encourages students to develop their courage, independence, social intelligence, civility, politeness, and competence rather than just relying on a ranking system, which, according to several surveys, only causes anxiety in both children and parents. As a result, the kids will be formed to be capable, prepared for employment, and moral in the community. (Ningsih, 2020)

In implementing the independent curriculum, schools are given the freedom to choose three options: First, apply some of the principles of an independent curriculum by not changing the school curriculum used. Second, using an independent curriculum using the learning tools that have been prepared. Third, using an independent curriculum by developing their own teaching tools. The advantages of having an independent curriculum are: First, it's simpler and more profound. Due to the focus on important material and developing the competence of students in their classes. Second, it is more independent where students do not have specialization programs in high school. Teachers teach according to the ability and level of development of students. To develop curriculum and learning according to its characteristics, schools have strengths. (Restu Rahayu et al., 2022)

The teacher is one of the important factors in implementing this independent curriculum because the teacher must be able to become a tutor, facilitator, and inspirational for his students to be able to motivate students to be more active, creative and innovative. (Savitri, 2020) Because the idea behind the independent learning policy is that instructors, as educators, can foster a welcoming learning environment and inspire a passion for learning, students won't feel overburdened by the teacher's material delivery. (Yusuf, M., & Arriansyah, 2021) To achieve this, the teacher must have the skills to process material in a pleasant atmosphere and utilize technology as a learning resource.

What, the results of interviews with Arabic teachers in the application of the independent curriculum in the Arabic learning process take place in the form of the teacher providing raw materials such as giving some mufradat or vocabulary to students, then sentences are made from these vocabulary but the teacher gives freedom to students to develop the sentence is in accordance with the student's ability, for example in the form of a short story or in the form of a conversation with a friend, but the conversation or short story is made in the form of a video. In addition, the teacher makes mufradat puzzles, then students are divided into several groups and arrange the puzzles that have been made and then arrange them in the form of sentences or according to students' interests. For evaluation per chapter the teacher asks students to study one chapter that has been discussed then the teacher gives a crossword puzzle (TTS) in the form of mufradat and students work on the crossword puzzle (TTS) without looking at the book. From the crossword puzzle vocabulary students can develop the vocabulary they get from doing the crossword puzzle into sentences and can be developed into short material.

In learning Arabic this is in accordance with the concept of an independent curriculum, namely creating a pleasant learning atmosphere and without burdening students by giving freedom of choice and developing according to students' abilities what they like, because each student has their own talents and intelligence in their field. In this case the implementation of the independent curriculum in learning Arabic can run in accordance with the policy concepts set by the Ministry of Education and Culture.

CONCLUSION

The curriculum initiated by the Minister of Education Nadiem Makarim is an independent curriculum which is the newest curriculum in Indonesia, which in this independent curriculum gives freedom to students to explore their abilities and interests. By implementing an independent curriculum in learning Arabic, it makes teachers more flexible in teaching and knowing students' interests, talents, needs and abilities. With the freedom in choosing and developing the abilities of each student, it makes the learning atmosphere more enjoyable because students do not feel burdened with things they are not interested in, because each student has their own talents and intelligence in their respective fields. The learning process carried out by the Arabic teacher is in accordance with the aspects contained in the independent curriculum. With the limitations and deficiencies in this study, it is hoped that further research can further develop independent curriculum research in learning Arabic.

AUTHOR'S NOTE

No potential conflict of interest was reported by the authors and the content of the article is free of plagiarism.

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