

# Implementation of MBKM Program on Islamic Education Learning in Improving Critical Thinking at Darul Hikmah Bangkalan High School

*by Tri Wahyudi Ramdhan*

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## Implementation of MBKM Program on Islamic Education Learning in Improving Critical Thinking at Darul Hikmah Bangkalan High School

Tri Wahyudi Ramdhan<sup>1</sup>, Mufatin<sup>2</sup>, Moh. Holil Baitaputra<sup>3</sup>, Bustomi Arisandi<sup>4</sup>

STAI Darul Hikmah Bangkalan

Pondok Pesantren Darul Hikmah, JL Raya Langkap Burneh, Duur, Langkap, Kec. Bangkalan, Kabupaten Bangkalan, Jawa Timur 69171

[Wahyudi@darul-hikmah.com](mailto:Wahyudi@darul-hikmah.com), [faizin@darul-hikmah.com](mailto:faizin@darul-hikmah.com), [kholil@darul-hikmah.com](mailto:kholil@darul-hikmah.com), [bustomi@darul-hikmah.com](mailto:bustomi@darul-hikmah.com)

**Abstract.** In the industrial era 4.0 and advanced technology like today, teachers are faced with very tough challenges, especially PAI teachers, whose learning requires a clearer and more concrete picture. In this era, sources of information or learning are very easy to obtain, learning models and media are very innovative and formal education is required to produce quality students. This research is about how the independent learning program and its implementation in PAI learning for class X at SMA Darul Hikmah Burneh Bangkalan, aims to find out about the independent learning program and its implementation in PAI learning in increasing the critical thinking of class X students at SMA Darul Hikmah Burneh Bangkalan. This study uses a descriptive qualitative approach with field study methods and data collection techniques through observation, interviews and documentation. The results of the research on the implementation of the independent learning program in PAI class X at SMA Darul Hikmah Burneh Bangkalan, learning includes 3 aspects (intracurricular, co-curricular and extracurricular). With learning media using teaching modules, power points and computers.

**Keyword:** Free Learning Program; Implementation; PAI Learning

## INTRODUCTION

Demanding knowledge is obligatory for every male and female Muslim, In other religions it is mentioned that education is very important and needed by Christians. Buddhism also supports and has developed the science of education as an effort to improve human quality and advance the welfare of the nation. so that for every living human being it should seek knowledge wherever and whenever.

In the 1945 Constitution (UUD 45) verses 1-3 states that every citizen has the right to education, must attend basic education and the government is obliged to finance it, and strive, organise a national education system to improve faith and piety and noble character in order to educate the nation's life.

Referring to this law, the government has implemented a curriculum in accordance with and related to the times, starting after the nation's independence, where in 1947 the government emphasised the education of independent, sovereign human characters, which education does not educate the mind but educates the character of the nation and society. In 1952 the government made a new curriculum to perfect the 1947 curriculum which included topics of discussion of subjects related to daily life, and each teacher only taught one subject. In 1964 the government designed a curriculum that aimed to provide academic knowledge, moral,

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\* Tri Wahyudi Ramdhan, [Wahyudi@darul-hikmah.com](mailto:Wahyudi@darul-hikmah.com)

emotional and skill development (pancawardhana), as well as providing freedom for students to practice according to their interests and talents on Saturdays called krida days. In 1968 the curriculum change was aimed at forming a true Pancasila human being, physically strong and healthy in order to increase intelligence, skills, morals, culture and religious beliefs. It was in this curriculum that a majoring system began to be implemented in grade 2 of the high school curriculum. The next curriculum change occurred in 1975 where the curriculum emphasised education more effectively and efficiently. The methods, materials and teaching are detailed in the Procedures for the Development of Instructional Systems (PPSI) here is where there is a change of name from algebra and measurement science to mathematics subjects, as well as the science of nature to natural science. Curriculum changes occurred again in 1984 where the curriculum contained the concept of learning How to Learn Active Students (CBSA), because the previous curriculum was considered slow, and in the 1984 curriculum there were additional subjects of Education for the History of National Struggle (PSPB) and the division of subjects for high school students into core programmes and elective programmes according to interests and talents. The next curriculum change is the 1994 curriculum and the 1999 supplement to this curriculum is a combination of the 1975 and 1984 curricula, this curriculum has the addition of local content materials including regional languages regional arts skills and others. And this curriculum changes from semester learning to chronological learning.

The name change from Junior High School (SMP) to Junior High School (SLTP), then Senior High School (SMA) was changed to Public High School (SMU) in which there were science, social studies and language majors as well as the elimination of subjects (PSPB) but this curriculum was criticised by politicians and the public because it was considered too heavy and burdensome for students. The next curriculum change occurred in 2004 where this curriculum was called the Competency Based Curriculum (KBK) a change from the 1994 curriculum this curriculum focuses on three aspects including the selection of competencies in accordance with specifications, evaluation indicators determine competency achievement and development for students and the workforce. Where in this curriculum schools get the authority to compile curriculum components that are in accordance with the needs of students and in accordance with the conditions of schools that were originally material-based to competency-based. The characteristics of the KBK curriculum include emphasising the achievement of good student competencies individually or as a whole, achieving diverse results, students are expected to look for other learning sources that can educate not only rely on teachers in getting sources of knowledge. The name change again occurred at the SLTP level, the name returned to SMP and SMU was changed back to SMA. Curriculum changes occurred again under the

name of the Education Unit Level Curriculum (KTSP) this change occurred in 2006, although this curriculum is almost the same as the KBK curriculum but the principle of preparation uses the concept of decentralisation of the national education system. Where the government only sets competency standards and basic competencies, then teachers are asked to develop syllabi and assessments that are in accordance with the conditions according to the school in each region. In 2013 curriculum changes occurred again called the 2013 curriculum (K13) this curriculum has 4 aspects of assessment including assessment of knowledge, skills, attitudes and behaviour. However, in 2014 this curriculum was eliminated and returned to the KTSP curriculum with the decline of the education minister Anis, except for education units that have already used the 2013 curriculum will continue to use the curriculum. 2022 the Indonesian government changed the current curriculum to an independent curriculum where the curriculum prioritises diverse intracurricular learning with the aim that students have sufficient time to explore concepts and strengthen the desired competencies. This curriculum has been designed in such a way as to create creativity and flexibility for teachers to suit the conditions of each school. The expected changes in this curriculum are a more flexible curriculum structure, focusing only on essential material, flexibility for teachers in using teaching tools based on the needs and characteristics of students, utilising digital technology that is growing rapidly to support independent and practical teaching practices.

In the era of technological change as it is today, teachers are faced with great challenges, because sources of information and learning resources are very easy to obtain and obtained by anyone. no exception students, but the role of the teacher can not be completely replaced by technological change, because no matter how great the technology can not be exemplified as well as teachers, students still need teacher assistance in carrying out learning.

The problem that often occurs in PAI teachers is that they are not ready not prepared and not skilled in the use of technology and information. most PAI teachers are weak in the use of ICT (Information and Communication Technology). As well as the available facilities have not been maximised as well as the available projectors are still minimally used in all classes (alternately).

Thus, teacher creativity is very important in achieving interest in learning and can be a gateway in an effort to improve the achievement of student learning outcomes. Learning provided by the teacher is less able to be captured by students if it is not balanced with ideas or ideas and creative learning behaviour. Teacher creativity will be easily realised if a teacher understands the meaning of learning and the meaning of effective and efficient teaching. Because a teacher is not just providing subject matter when it comes to learning programmes.

<sup>18</sup> This is the case with Islamic Religious Education subjects. In improving students' critical thinking skills. To achieve this goal in Islamic Education learning, a clearer and more concrete picture is needed. One of the directions is through the help of learning media. In order for the process to run smoothly and provide stimulation to students, educators should not only be able to know the learning media, but most importantly, they are able <sup>5</sup> to choose and use learning media that are appropriate to the context of the material they teach. In addition to being an intermediary in teaching and learning interactions, learning media has a role as an <sup>1</sup> effective and efficient teaching and learning process tool.

<sup>16</sup> The lack of preparation of PAI teachers at SMA Darul Hikmah Burneh in the use of learning media in the independent learning programme, especially in the use of computers. As well as the lack of infrastructure in supporting the independent learning programme.

<sup>51</sup> Based on the explanation above, the researcher is interested in raising issues <sup>37</sup> related to the readiness of Islamic Religious Education (PAI) teachers in facing the Merdeka Belajar programme with the title "Implementation of Merdeka Belajar Programme in Pai Learning in Improving Critical Thinking of Class X Students at Darul Hikmah Burneh Bangkalan High School". Case study of SMA Darul Hikmah Burneh Bangkalan as a representative of a high school that has just implemented an independent learning programme at school.

<sup>46</sup> The purpose of this study is to determine the Merdeka Belajar Programme in PAI Learning in improving the critical thinking of class X students at SMA Darul Hikmah Burneh Bangkalan . And <sup>55</sup> to find out the Implementation of Merdeka Belajar Programme in PAI Learning in improving critical thinking of class X students at SMA Darul Hikmah Burneh Bangkalan .

## <sup>1</sup> RESEARCH METHODS

In this study, researchers used qualitative research of the case study type. The research design or research framework in this study, researchers examined, among others: <sup>3</sup> The independent learning curriculum is a classroom learning curriculum that streamlines content so that students have sufficient time to deepen concepts and strengthen competencies. <sup>40</sup>

The research subjects in this study include: teachers, students, independent curriculum and Islamic religious education learning. The research was conducted on Monday to Wednesday or 9-22 May 2023 from morning until school dismissal time at Darul Hikmah High School.

Data collection techniques are instruments (tools) in the context of the process of collecting information or real material that can be used as the basis of research. <sup>1</sup> Based on the



data source, this research uses data collection techniques by means of: interviews, observation and documentation.

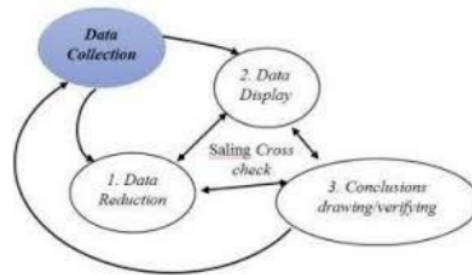


Figure 1. Interactive data analysis model

After all the required data is collected from interviews, observations, documentation and from various sources or informants at SMA Darul Hikmah Burneh Bangkalan, the next step is to analyse the data. According to Ibrahim, data analysis can be interpreted as an activity of discussing and understanding data in order to find meaning, interpretation and certain conclusions from all data in the study. Data analysis according to B. Milles and Huberman include three streams of activities, namely data reduction, data presentation, and conclusion drawing.

## RESEARCH RESULT

### 1. Freedom to Learn in Islamic Education Learning in Improving Critical Thinking

The curriculum comes from the Greek *curir* which means to learn and *curere* which means a place to race, which implies a distance that must be travelled by the runner from the start line to the finish line. The curriculum is a collection of subjects that must be delivered by teachers or learned by students, the curriculum becomes an inseparable part in every discussion and description of the teaching materials and materials that teachers must provide to their students. In addition, the curriculum is also to equalise education in the country, guide and educate students to become smart, highly knowledgeable, creative, innovative, responsible, and ready to enter social life.

Independent learning is an approach that is taken so that students can choose the lessons they are interested in. This is done so that students can optimise their talents and can make a good contribution in working for the nation and state. Minister of Education and Research, Nadiem Makarim said that Merdeka Belajar is a concept of education development where all stakeholders are expected to become agents of change. Merdeka Belajar is a new policy

programme of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) launched by the Minister of Education and Culture of the Indonesia Maju Cabinet, the essence of freedom of thought, according to Nadiem, must be preceded by teachers before they teach it to students. Nadiem said, in the competence of teachers at any level, without the translation process of the basic competencies and the existing curriculum, there will never be learning that occurs.

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) continues to encourage education units to use the independent curriculum, it was noted that in 2021 there were only 2,500 driving schools and 900 SMK centres of excellence that ran the independent curriculum. Even for the 2022/2023 school year, it was recorded that 80 thousand schools began implementing the independent curriculum. Likewise, Darul Hikmah High School was chosen as the implementer of the Merdeka Belajar volume 2 programme.

Learning Islamic religious education (PAI) is a conscious and planned effort to prepare students to believe, understand, live and practice Islamic teachings through guidance, teaching and training activities.

According to Muhaimin, Islamic religious education (PAI) is all activities carried out by someone to help a person or group of students in instilling or developing Islamic teachings and values to be used as a view of life, which is manifested in life attitudes and developed in their daily life skills.

In general, the independent learning curriculum contains three types of learning, namely as follows..:

Intracurricular learning in this learning, teachers are given the freedom to determine teaching tools or media that are in accordance with the competence of their students, for example: power point, laptop, projector, mobile phone and so on.

Co-curricular learning, co-curricular learning is project-oriented learning to strengthen the profile of Pancasila students as a form of student character development, for example: field trips, tourism works, language communities, art studios and so on..

Extracurricular learning, this learning is an addition that can be chosen according to the interests and talents of students. for example: dance, choir, paskibraka, soccer, pencak silat, volley, PKS (school security police), theatre, scouts and so on.

In implementing the independent curriculum, here are the steps to successfully implement the concept of Merdeka Belajar in learning.

The central and local governments must support good changes and innovations for schools.

Principals <sup>1</sup> must have a strong leadership attitude in order to create a democratic culture in schools, and focus on learning.

<sup>1</sup> Improving the quality of learning. This requires learning and assessment methods to focus on learners' character and critical thinking skills.

Evaluating the quality of students' learning outcomes based on character, literacy and numeracy.

<sup>54</sup> The implementation of the independent learning programme at SMA Darul Hikmah Burneh Bangkalan receives support from the central government both in the form of assistance and performance funds. So that the SMA Darul Hikmah Burneh Bangkalan institution has no difficulty in running or implementing the independent learning programme.

<sup>5</sup> Based on the results of observations, <sup>11</sup> interviews and documentation that researchers conducted at SMA Darul Hikmah Burneh Bangkalan in the independent learning programme in PAI learning, teachers always give assignments to students in class and outside the classroom, thus making students more critical and active.

The first data was obtained from the vice curriculum of SMA Darul Hikmah Burneh Bangkalan. <sup>11</sup> Researchers conducted interviews about the independent learning programme in PAI learning in improving students' critical thinking, especially in class X, he explained that the independent learning programme is <sup>27</sup> not only carried out in the classroom but outside the classroom or school environment such as istighosa, tahlil and dhuha prayers together to provide insight to students, especially about the values of Pancasila, discipline and spirituality. Likewise, every teacher must use innovative and creative learning methods and models that make students more active and critical in learning. Also, this institution has 3 main independent learning programmes, namely intracurricular, co-curricular and extracurricular programmes.

Furthermore, the second data was obtained from the PAI teaching teacher at Darul Hikmah Burneh Bangkalan High School, the researcher conducted an interview with him about the independent learning programme in PAI learning in improving students' critical thinking at Darul Hikmah Burneh Bangkalan High School, according to him the independent learning programme in PAI learning contains three things, first the in-class programme <sup>32</sup> and the second project to strengthen the Pancasila student profile (P5), and the third programme outside the classroom or school, or in the sense of cognitive, affective, psychomotor assessment <sup>32</sup> and the project to strengthen the Pancasila student profile (P5). The PAI learning programme contains religious and ethical materials, practices and projects or skills.

<sup>11</sup> Furthermore, the researchers conducted interviews with students related to the independent learning programme in PAI learning in improving students' critical thinking, they



<sup>11</sup> explained that the independent learning programme in PAI learning consisted of: assessment of learning in class or material, projects to strengthen the Pancasila student profile (P5), skills or practices and out-of-school assessments.

In this case, the researcher conducted research using descriptive qualitative theory using a field study approach (field research) and found that in this SMA Darul Hikmah Burneh Bangkalan institution, the independent learning programme in PAI learning in improving critical thinking of class X students includes three things, namely:

- a. Intracurricular programmes or learning (cognitive and affective assessment), such as learning using power point, computers, student worksheets, laptops and others.
- b. Co-curricular programmes or learning (oriented towards the project of strengthening the student profile of Pancasila (P5)), such as Islamic scientific work projects, caricatures, art studios, painting, field trips and others.
- c. Extracurricular programmes or learning (psychomotor or skills assessment), such as banjari activities, Islamic theatre, qiro'ah and others.

## <sup>1</sup> 2. Implementation of Freedom of Learning in PAI Learning in Improving Students' Critical Thinking

<sup>1</sup> Based on the results of observations or field studies (field research), <sup>7</sup> the implementation of the independent learning programme in PAI learning in improving critical thinking of class X students at SMA Darul Hikmah Burneh Bangkalan is not only done in the classroom but outside the classroom or school environment as well.

<sup>49</sup> The following are the steps in implementing the independent learning programme in PAI learning in improving the critical thinking of class X students at SMA Darul Hikmah Burneh Bangkalan in the classroom, among others:

- - Teachers prepare methods, models or designs, media, modules and teaching materials that are in accordance with learner competencies.
- - Teachers differentiate learners according to their competencies
- - After that, the teacher gives only the essential material in learning
- - Next, the teacher delivers less material and more practice
- - Then the teacher assigns students to observe their surroundings that are still related to the learning theme, review and practice the existing material.

<sup>2</sup> Meanwhile, the implementation of the independent learning program in PAI learning in improving the critical thinking of class X students at SMA Darul Hikmah Burneh Bangkalan outside the classroom or school environment

- • Dhuha and istighosa prayer activities are implemented on Monday mornings attended by all students, teachers and staff (school residents) in the school yard once a month
- • Activities to create scientific work projects and caricatures are implemented once every three months outside the classroom or P5 room.

In the implementation of the independent learning programme in PAI learning at SMA Darul Hikmah Burneh Bangkalan which has 3 programmes or learning, namely: intracurricular, co-curricular and extracurricular learning, researchers conducted several interviews in the field to find information.

The first data was obtained from the Xth grade PAI teaching teacher at Darul Hikmah Burneh Bangkalan High School, the researcher conducted an interview related to the implementation of the Merdeka Belajar programme in PAI learning in improving the critical thinking of X grade students at Darul Hikmah Burneh Bangkalan High School, he explained that first, in intracurricular learning in its implementation he used packaged books, teaching modules, power point media, laptops, student worksheets (LKPD), and used discussion and practice methods in teaching. The second is in co-curricular learning in its implementation, he gives assignments or projects to students to make scientific papers, caricatures with themes according to the learning theme within a period of 3 months in groups, here the teacher is only a facilitator and motivator. According to him, as the chief facilitator of the project to strengthen the profile of Pancasila students (P5), this activity is a report on the results of the students' process during project learning. In this learning, what is emphasised is the process of students while observing, identifying, and applying to the form of a work later. Then finally, in extracurricular learning in its implementation, he frees students to choose activities that are in accordance with their competence, such as banjari activities, Islamic theatre, qiro'ah and others.

The next data was obtained from class X students of SMA Darul Hikmah Burneh Bangkalan, researchers conducted interviews with students regarding the implementation of the independent learning programme in PAI learning in improving students' critical thinking, they explained that the implementation of the independent learning programme in PAI learning was the first intracurricular learning, the institution gave them a package book to study and learning according to the teaching module made by the teacher, learning using discussion and practice methods in groups, and there was no pressure to be able to learn, learning media using power points and computers. second, co-curricular learning in the implementation of the independent learning programme in PAI learning. Then secondly, co-curricular learning in its implementation, they make scientific work projects, caricatures about Islamic culture and

history within 3 months in groups and later there will be a work title in the Pancasila hall. And finally extracurricular learning in its implementation, they choose activities that suit their desires to support their skills. In addition to these three learning activities, there are PAI learning programmes or activities outside the classroom such as dhuha prayers and istighosa together every Monday morning in the school yard.

In implementing the independent learning programme at SMA Darul Hikmah Burneh Bangkalan, teachers are required to be competent in their fields and the learning model must be innovative and effective. Teachers must know the conditions of students and the surrounding environment in order to determine the right learning design for them, such as approaching students, conducting field studies (field research) and looking for existing references. To determine the right method, a teacher must pay attention to the purpose of learning and the condition of the learners.

In the implementation of the independent learning programme, it is not only carried out in the classroom but also outside the classroom, such as in the case of the implementation of the dhuha prayer programme, starting from the Islamic religious education teacher first providing knowledge about understanding dhuha prayer. And students are taught education through religious activities or ubudiyah which are carried out during the first lesson hours. And in these religious activities, students are encouraged to memorise and practice the dhuha prayer ubudiah, so that when implementing ubudiah activities there are no mistakes.

The Darul Hikmah Burneh Bangkalan High School institution as a driving school has carried out project work title activities to strengthen the profile of Pancasila students (P5) with the theme: The activity was held in the Pancasila hall of Yudharta University Bangkalan by presenting all students and guardians of class X students. This work title is carried out with the aim of appreciating the talents and potential that exist in students in the form of painting exhibitions, products and art performances. This work title is a development of the potential of students in shaping the character of Pancasila students by integrating 6 dimensions of the Pancasila student profile which includes:

- - Have faith, piety to God Almighty and noble character
- - Independent
- - Mutual cooperation
- - Global diversity
- - Reasoning or critical thinking
- - Creative

The work title began with a ceremonial opening, singing Indonesia Raya and SMADA Mars, remarks from the principal and prayer, followed by a procession of work titles from the learning outcomes of the project to strengthen the pancasila student profile phase E with the theme "Local Wisdom" in class X. The results displayed were various types of displays and exhibitions. Displays include student music, dance, and colossal drama. Exhibitions include posters, miniatures, and student paintings.

In the teaching and learning process, learners act as communicators who play an active role in real communicative activities. While the teacher initiates and designs various patterns of interaction between students, and acts as a facilitator. So the implementation of the independent learning programme in PAI learning in improving critical thinking of class X students at SMA Darul Hikmah Burneh Bangkalan has been running in accordance with existing procedures.

## DISCUSSION

The discussion of the results of the research/study contains analyses and theoretical comparisons of the results of the research/study so that it is possible to draw conclusions. In the discussion section, it is clearly described the position of the research/study produced among other studies and studies, whether it supports, rejects or deepens previously existing research/studies. If it supports, rejects or deepens the theory, then mention whose theory is supported, rejected or deepened along with explaining the theory statement and the reasons why the theory is supported, rejected or deepened. In this section, the differences between the results of research and studies that have been produced among other research or studies must also be clearly explained.

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## CLOSING

From the results of research that has been conducted by researchers, the results of the study are concluded as follows:

The independent learning programme in PAI learning in improving critical thinking of class X students at SMA Darul Hikmah Burneh Bangkalan has a programme in the classroom and outside the classroom or school environment and has 3 learning programmes, namely: intracurricular, co-curricular and extracurricular learning, such as innovative learning, dhuha prayer activities, istighosa, ceremonies, morning roll call, Pancasila Student Profile Strengthening Project (P5) or work title, banjari, Islamic theatre, qiro'ah and so on. The independent learning programme in PAI learning has 4 assessments, namely: cognitive, affective, psychomotor assessments and the project of strengthening the profile of Pancasila students (P5). In the independent learning programme in PAI learning, differentiation of students is highly recommended.

The implementation of the independent learning programme in PAI learning in improving critical thinking of class X students at SMA Darul Hikmah Burneh Bangkalan is firstly intracurricular learning, teachers use teaching modules, power points and laptops in their learning media, discussion and practice in groups in their learning methods, and innovative, attractive and effective in their learning models. The second is co-curricular learning, the teacher gives assignments or projects to make scientific papers, caricatures and paintings with themes according to the theme of learning within a period of 3 months and later a work title is held at the Pancasila Hall of Yudharta Bangkalan University, here the teacher is only a facilitator and motivator. Then finally extracurricular learning, the teacher gives freedom to students to choose skills or activities that are in accordance with their competence, including banjari activities, Islamic theatre, qiro'ah and others outside of school hours. Implementation of the independent learning programme in PAI learning outside the classroom such as dhuha



prayer activities and istighosa implementation once a month on Monday morning in the school yard, the activity is attended by all school residents.

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