



Islamic Religious Education Teacher Strategy in Implementing the Independent Curriculum at SMA Negeri 1 Tukka

Lestari Annisa Zega

Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan

e-mail: lestari.nisa@uinsyahada.ac.id

Abstract

This study aims to analyze the strategies of Islamic Religious Education (PAI) teachers in implementing the Independent Curriculum at SMA Negeri 1 Tukka, specifically in realizing student-centered learning, implementing learning differentiation, and integrating the strengthening of the Pancasila Student Profile with Islamic values. This study uses a qualitative approach with a case study design. Data collection techniques include learning observations, in-depth interviews with PAI teachers and related parties, and analysis of learning planning and implementation documents. The results show that PAI teachers implement four main strategies, namely: (1) learning differentiation based on students' needs, interests, and learning styles; (2) project-based learning that encourages religious reflection and the practice of Islamic values in real life; (3) the use of digital technology as a learning support medium; and (4) instilling moral and character values through contextual learning activities. This study also found obstacles in the form of limited facilities and infrastructure, heterogeneity of student abilities, and challenges in teacher adaptation to the Independent Curriculum paradigm. These obstacles were overcome through ongoing training efforts, collaboration in the MGMP forum, and innovation in the use of creative learning media. These findings confirm that Islamic Religious Education (PAI) teacher strategies play a central role in determining the successful implementation of the Independent Curriculum. Future research is recommended to quantitatively assess the effectiveness of these strategies or expand them to more diverse school and subject contexts to enhance the generalizability of the findings.

Keywords: Teacher Strategy; Islamic Religious Education; Independent Curriculum.

Abstrak

Penelitian ini bertujuan untuk menganalisis strategi guru Pendidikan Agama Islam (PAI) dalam menerapkan Kurikulum Independen di SMA Negeri 1 Tukka, khususnya dalam mewujudkan pembelajaran berpusat pada siswa, menerapkan diferensiasi pembelajaran, dan mengintegrasikan penguatan Profil Siswa Pancasila dengan nilai-nilai Islam. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Teknik pengumpulan data meliputi observasi pembelajaran, wawancara mendalam dengan guru PAI dan pihak terkait, serta analisis dokumen perencanaan dan implementasi pembelajaran. Hasil penelitian menunjukkan bahwa guru PAI menerapkan empat strategi utama, yaitu: (1) diferensiasi pembelajaran berdasarkan kebutuhan, minat, dan gaya belajar siswa; (2) pembelajaran berbasis proyek yang mendorong refleksi keagamaan dan praktik nilai-nilai Islam dalam kehidupan nyata; (3) penggunaan teknologi digital sebagai media pendukung pembelajaran; dan (4) menanamkan nilai-nilai moral dan karakter melalui kegiatan pembelajaran kontekstual. Penelitian ini juga menemukan kendala berupa keterbatasan fasilitas dan infrastruktur, heterogenitas kemampuan siswa, dan tantangan dalam adaptasi guru terhadap paradigma Kurikulum Independen. Hambatan-hambatan ini diatasi melalui upaya pelatihan berkelanjutan, kolaborasi dalam forum MGMP, dan inovasi dalam penggunaan media pembelajaran kreatif. Temuan ini menegaskan bahwa strategi guru Pendidikan Agama Islam (PAI) memainkan peran sentral dalam menentukan keberhasilan implementasi Kurikulum Independen. Penelitian selanjutnya direkomendasikan untuk menilai secara kuantitatif efektivitas strategi-strategi ini atau memperluasnya ke konteks sekolah dan mata pelajaran yang lebih beragam untuk meningkatkan generalisasi temuan.

Kata kunci: Strategi Guru; Pendidikan Agama Islam; Kurikulum Independen.



Introduction

The curriculum is the fundamental basis for determining educational success. A systematic and comprehensive curriculum design will produce educational outcomes that meet expectations, while an inadequate curriculum will lead to persistent failure (Hartono et al., 2023). The Independent Curriculum is a curriculum system that provides students with opportunities to deeply understand concepts and master skills through diverse intercurricular learning. The implementation of this curriculum is based on the current learning situation in Indonesia, which has faced several challenges (Muhammad Fauzi Syarif Hidayatullah, n.d.).

The implementation of the "Freedom to Learn" policy requires a positive response from Islamic Religious Education (ISE) teachers, delivered through various channels, including formal education in schools and informal and non-formal education within families and communities. In this context, Islamic Religious Education (ISE) teachers play a crucial role in guiding students to develop critical thinking skills at all levels of education, from elementary school to university. Through this guidance, students are expected to achieve intellectual maturity, wisdom in attitudes, and precision in actions, enabling them to understand, develop, and apply the values of Islamic teachings in their daily lives (Light, 2022).

The basis for implementing Islamic Religious Education teacher strategies in the independent curriculum can be referred to in QS. Al-Mujadilah verse 11, namely:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ وَادَّا قِيلَ انْشُرُوا فَاَنْشُرُوا يَرْفَعِ اللَّهُ الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

It means: you who believe, when it is said to you "Make room in the assemblies," make room, surely Allah will make room for you. When it is said, "Stand up," (you) stand up. Allah will surely elevate those who believe among you and those who have been given knowledge to several degrees. Allah is careful about what you do.



Based on the verses of the Quran above, it is the basis for the importance of encouraging active students and improving the quality of their knowledge.

Tukka 1 State Senior High School, as a senior high school, has implemented the Independent Curriculum through a phased implementation approach. In the context of Islamic Religious Education, implementing this curriculum presents its own complexities, particularly regarding adapting pedagogical strategies to meet the diverse needs and characteristics of students. The effectiveness of this curriculum implementation depends heavily on various factors, including the condition of the learning ecosystem, the availability of educational infrastructure, and the level of teacher preparedness.

However, the implementation of this curriculum still faces several obstacles, such as a lack of learning resources, limited facilities, and high expectations for teachers to continuously innovate in creating active, collaborative, and contextual learning. These conditions demand comprehensive research to identify the strategies used by Islamic Religious Education teachers at SMA Negeri 1 Tukka in implementing the Independent Curriculum, analyze how these strategies are implemented in learning activities, and explore the factors that facilitate and hinder the process (Miranti, 2024).

The primary objective of this study is to comprehensively examine the various strategies used by Islamic Religious Education teachers at SMA Negeri 1 Tukka in implementing the Independent Curriculum. It is hoped that this research will provide information that will enrich and improve Islamic Religious Education teaching practices, making them more effective and innovative, while also serving as inspiration and guidance for other schools seeking to better implement the Independent Curriculum.

Research Methods

The research conducted by the researcher is a qualitative research approach. A qualitative approach is a research method based on the post-



positivism paradigm and is applied to examine objects in natural or as-is situations (in contrast to experimental research). In this research, the researcher acts as the primary instrument, the data collection process uses triangulation techniques (a combination of various techniques), the data analysis process is carried out inductively/qualitatively, and the results of qualitative research prioritize in-depth meaning rather than generalization of results (Sugiyono, 2024).

This study employed a descriptive qualitative method with the aim of comprehensively describing the strategies used by Islamic Religious Education teachers in implementing the Independent Curriculum at SMA Negeri 1 Tukka. The research location was SMA Negeri 1 Tukka, located in Central Tapanuli Regency, with a flexible implementation period to suit research needs. The research participants consisted of three Islamic Religious Education teachers, the principal, the vice principal for curriculum, and students. They were selected using purposive sampling techniques because they were deemed to be closely related to the focus of the study. The data collection process was carried out using three methods: in-depth interviews, observation of Islamic Religious Education learning activities, and documentation studies covering teaching materials. The research data came from two categories: primary data and secondary data. Primary data is information obtained directly by the researcher from the original source. Meanwhile, secondary data is information obtained not directly from the primary source, but through other sources or third parties. All collected data were then analyzed using the Miles and Huberman analysis model, which includes the stages of data collection, data reduction, data presentation, and conclusion drawing (Asep Kurniawan, 2018).

The validity of the data in this study was ensured through the application of source triangulation, technical triangulation, and member checking. The research stages included pre-field preparation, data collection, data processing and analysis, and documentation in the form of a research report.



Results and Discussion

Implementation of the Independent Curriculum in Islamic Religious Education Subjects at SMA Negeri 1 Tukka.

Based on the research findings, the implementation of the Independent Curriculum at SMA Negeri 1 Tukka was carried out in stages. Islamic Religious Education teachers recognized that this curriculum prioritizes three key elements: student independence in the learning process, differentiated learning, and a student-centered approach. Therefore, Islamic Religious Education instruction was adapted to be more flexible, relevant to students' lives, and directed towards achieving the formulated Core Competence (CP) (Anggun et al., 2024).

Based on observations, Islamic Religious Education teachers have implemented independent teaching modules and ATP (Learning Objective Flow) in the process of developing learning materials. However, several elements were identified that require further strengthening, particularly regarding simplifying the formulation of learning objectives and determining the methods used (Daulay, 2019).

Islamic Religious Education Teachers' Strategies in Implementing the Independent Curriculum dan Learning Planning Strategy

Islamic Religious Education teachers implement several planning stages, namely: 1). Analysis of Learning Outcomes (CP) to determine the core competencies to be achieved. 2). Developing teaching modules that include learning objectives, activities, media, learning resources, and formative assessments. 3). Integrating character values, especially religious values, mutual cooperation, and integrity, in line with the Pancasila Student Profile. 4). Differentiating learning by preparing various activities for students with high, medium, and low abilities (Utari et al., 2022).

The results of the study show that teachers are able to develop fairly systematic planning, but they still need additional training to improve the quality of teaching modules and determine formative assessments.



Learning Implementation Strategy

The implementation of Islamic Religious Education (PAI) learning in the classroom is based on the principles of the Independent Curriculum, namely active, collaborative, and contextual learning. The identified strategies are:

Project Based Learning (PjBL) Model

Teachers carry out projects such as moral posters, or socio-religious activities to increase creativity and cooperation.

Problem Based Learning

Islamic Religious Education teachers provide case studies related to morality, social interaction, and worship to train students' analytical skills.

Group discussion and presentation

This activity increases interaction and encourages students to express their opinions.

Utilization of simple digital media.

Teachers use short videos, illustrative images, and online materials despite limited resources. Observations show that these methods make learning more lively, students more engaged, and the classroom atmosphere more interactive.

Assessment Strategies in Learning

Islamic Religious Education teachers implement the Independent Curriculum assessment system as follows: 1). Diagnostic assessment is conducted at the beginning of learning to determine the initial condition of student abilities. 2). Formative assessment consists of daily reflections, short questionnaires, process evaluations on project activities, and in-class Q&A sessions. 3). Summative assessment is conducted through topic exams, assignment portfolios, or final project evaluations. 4). Assessment Rubric: Teachers create special rubrics to evaluate aspects of the process and results, especially for project assignments and religious practices. Research results show that this type of flexible assessment provides a more complete picture of student development (Suparlan, 2022).



Supporting and Inhibiting Factors

Supporting Factors

1). Commitment of Islamic Religious Education teachers to improving the quality of learning. 2). School support, particularly by providing space for innovation. 3). Student enthusiasm for project-based activities. 4). Availability of government-provided sample teaching modules.

Inhibiting Factors

1). Limited digital facilities, such as LCDs, laptops, and internet access. 2). Variation in student preparation, both in digital literacy and in learning disciplines. 3). Lack of intensive training related to the development of teaching modules and assessments. 4). The administrative burden borne by teachers is still considered high.

The Impact of Implementing Islamic Education Teacher Strategies.

Overall, the implementation of the strategies used by Islamic Religious Education teachers yielded positive results: 1). Students became more active and independent, even when working on religious projects. 2). Learning motivation increased because learning activities were more diverse and relevant to everyday life. 3). Religious and social character development improved, as evidenced by increased student participation in religious activities at school. 4). Teachers became more creative and adaptive in their learning approaches. However, the impact was not optimal due to limited facilities and technological resources.

Based on the research findings, it can be concluded that the teaching strategies of Islamic Religious Education teachers align with the principles of the Independent Curriculum, namely flexible, student-centered learning, and the development of creativity. The use of Project-Based Learning (PJBL), group discussions, authentic assessments, and independent learning modules demonstrates a shift toward more active learning.

This finding is consistent with several previous studies showing that the successful implementation of the Independent Curriculum is greatly influenced by



teacher competence, creative methods, and support for facilities and training.

Therefore, the implementation of the Islamic Religious Education teacher strategy at SMA Negeri 1 Tukka is on the right track, although it still requires strengthening in the digitalization aspect and continuous professional development.

Conclusion

The research results show that Islamic Religious Education teachers at SMA Negeri 1 Tukka have implemented the Independent Curriculum quite successfully through three main stages: planning, implementation, and evaluation, in accordance with the curriculum principles. Teachers are able to assess learning outcomes, create contextual learning modules, and integrate Islamic teachings into all learning activities. During implementation, teachers use differentiated learning approaches, project-based methods, and contextual strategies that encourage student participation and strengthen their religious character.

Assessment is carried out continuously through diagnostic, formative, and summative evaluations to provide useful feedback. Despite facing challenges such as time constraints, diverse student abilities, and limited technical training, Islamic Education teachers overcome these obstacles by implementing various adaptive strategies. Overall, the strategies implemented demonstrate optimal efforts to create a more meaningful and flexible Islamic Education learning experience, aligned with the requirements of the Independent Curriculum. This implementation is expected to improve the quality of learning processes and outcomes, as well as foster religious awareness, independence, and competitiveness in students.



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