

ANALYSIS OF THE INDEPENDENT CURRICULUM OF LEARNING AQIDAH AKHLAK MATERIAL AT SMK YPPI SURABAYA

Nurul Fitria

Universitas Sunan Giri Surabaya
nurulfitria1112@gmail.com

Eli Masnawati

Universitas Sunan Giri Surabaya
elimasnawati@unsuri.ac.id

Abstract

This study aims to analyze the implementation of the Independent Learning Curriculum in the subject of Aqidah Akhlak at SMK YPPI Surabaya. The Independent Learning Curriculum is a new initiative from the Indonesia government that emphasizes learning flexibility and holistic student competency development. This study uses a qualitative descriptive method with data collection techniques through observation, interviews, and documentation. The results of the study show that the implementation of the Independent Learning Curriculum at SMK YPPI Surabaya has had a positive impact on improving students' understanding of Aqidah Akhlak material. Teachers have an important role in designing interactive and contextual learning according to the needs of students. In addition, the challenges faced include limited resources and adaptation to curriculum changes. However, with collaborative efforts between teachers, students, and school management, the implementation of the Independent Learning Curriculum is able to improve the quality of Aqidah Akhlak education and form the character of students with noble character.

Keywords: Independent Learning Curriculum; Aqidah Akhlak, SMK YPPI Surabaya; Character education.



Introduction

The change of times that causes a shift in the goals of national education is not spared from the educational journey in Indonesia (Iqbal, F. (2020). Globalization that has changed the world in the 21st century has resulted in the goal of national education no longer limited to advancing human science and society. On the contrary, educators must now consider Education as a community because it increasingly emphasizes the application of information, technology, and science (IPTEKS) which has a practical and material focus. (Aisha and Achadi, 2023)

Education is a policy implemented by the Ministry of Education, Youth, and Sports with the aim of advancing the existing curriculum. According to the Ministry of Education, Science, Knowledge, Technology, and Innovation, the curriculum consists of several internal learning formats, where the appropriate learning content provides students with the right time frame to refine the concept and improve their abilities (Febrianningsih & Ramadan, 2023). Freedom of learning is a concept that helps students and adults in developing their education system. Indonesian education emphasizes the acquisition of knowledge more than teaching, with the aim of preparing students to enter higher education and become enthusiastic teachers. because, in addition, students are also encouraged to consider character development based on the Indonesian nation (Armadani et al., 2023). In the implementation of the curriculum to ensure student learning with their needs. Considering that in the current era of the digital revolution, it is necessary to develop the competencies of students in order to be able to carry out 21st century education (Asadullah & Maliki, 2018).

The curriculum of Merdeka students is Education and learning of the Ministry of Education and Culture, realizing Indonesian human resources that excel in their fields, which aims to transform education and learning (Cholilah, M., Tatuwo, A. G. P., Rosdiana, S. P., & Fatirul, A. N. (2023). A student's ability to learn is highly dependent on the teaching methods used by the instructor to ensure students meet the goals of each lesson. In the proposed curriculum there must be assignments that are based on the profile of graduates and follow the requirements. The most commonly used consists of the development of RPS indicators, CPMK and graduate learning outcomes (CPL) each task is completed in accordance with the SN Dikti curriculum guidelines (Aisha and Achadi, 2023).

SMK YPPI Surabaya is one of the levels or levels of Education located in JL. Eldest No. 41-47, Contong Square, to Bubutan, Surabaya, East Java. One of the private high schools (SMK) in the city of Surabaya, SMK YPPI Surabaya has received formal school status since

2014. This school used to be an ancient building in the Dutch era, with the initiative of the Education division and from the YPPI Foundation, then, YPPI Vocational School was established right in the downtown area of Surabaya. This school also has two study programs, namely banking studies and computer network engineering (TKJ).

Learning outcomes are expressed in phase phases that indicate the maximum amount of time students must spend learning (such as in one semester) before moving on to the next phase, to the next phase, called the flow of educational objectives (ATP) educational objectives range educational objectives it is determined rationally based on the curriculum from the beginning to the end of a particular phase. This outline outlines the daily activities of the learning process carried out. However, according to the lesson plan, it is equipped with various teaching materials, student activity records, and assessments to determine whether students meet the transformative learning goals of the curriculum can be influenced by the style and structure of communication, group work, and individual learning processes that allow reflection and dialogue to occur (Aisha and Achadi, 2023).

The achievement of Aqidah akhlak is a very useful concept that reveals various mandatory relationships carried out in daily life (Oktariani, S., & Kosasih, A. (2022). Because every statement cannot be denied, human speech must be based on the teachings of Aqidah akhlak, then the life of the earth will not be controlled and have a bad impact on the life of the wider community (Jannah, 2020). Aqidah moral education aims to teach humans to do attitudes or even behaviors in accordance with Islamic teachings. Through increasing students' understanding of moral beliefs, it can have a negative impact on increasing students' firmness (Armadani et al., 2023). Morality in educational institutions is one of the applications and has an important useful position in religious action. The purpose of education and training is not to overload a child with all the knowledge they already have, but to develop character and relationships with others, instill a strong sense of morality and ethics, instill fadhilah in the souls of students, instill a sense of responsibility in fellow students, teach them to be morally strong (Nasution & Abadi, 2014). Character education is indeed the main concern in many educational institutions around the world, including in Indonesia. Character education aims to form positive attitudes, values, and behaviors in students, so that they not only have good academic knowledge, but also become ethical individuals and responsible for several challenges in implementing character education in Indonesia involving cases such as brawls, bullying, sexual violence, theft, and other crimes in the school environment (Mahwiyah, F., A'yun, Q., Nurussofiah, F. F., & Khotijah, S. (2023).

Considering that education is global, building a curriculum is one of the most important aspects to understand and ensure that the desired learning outcomes can be achieved through consistent efforts. In this case, there are standards that have been explained and set at the time of curriculum development. By adhering to the principles of these guidelines, it is hoped that the curriculum that has been set affectively will make a positive contribution to the progress of education and the ability of students to acquire the competencies that have been given previously. The purpose of this study is to adjust the curriculum of moral creed material that has been approved at SMK YPPI Surabaya. In this case, the goal of the self-paced curriculum is to prepare students to achieve the desired level of spirituality, integrity, and morality they will eventually encounter.

Research Method

This study uses a descriptive qualitative method (Hanyfah, S., Fernandes, G. R., & Budiarmo, I. (2022, January). The goal is to examine how the independent curriculum of SMK YPPI Surabaya acquires knowledge of the material. To collect data for this research, libraries can be used, where this research is carried out by utilizing various library sources (*library reach*) to obtain research data (Noor, J. (2011). This research conducts research in the field but only obtains materials from the library. This article contains the results of actual observations and analysis which contains abstracts, introductions, methods, results, and discussions. The data sources derived from this study are obtained from secondary data sources from various books, syllabus, journals, and other sources.

Discussion

1. Independent Learning Curriculum

In terms of etymology, the curriculum comes from the Greek word precisely "curi" which means runner and this "curre" indicates the location of the curriculum starting from the world of athletics during the ancient Roman rule in Greece, which indicates a race that must be fought from beginning to end (Bahri, 2017).

According to Oemar, Hamalik stated in the management book curriculum development is a program offered to students. This Educational Program follows a classroom teaching format, with the aim of enhancing student growth and development tailored to meet the program's objectives. A continuous process that culminates in a national education framework that is tailored through the use of national education vision, mission, and tactics (hamalik, 1995).

Merdeka is a term used to describe events and spirits. In the field of education, the term "independent learning" or known in the learning curriculum in the real world is used as an effort to prevent learning. Freedom of learning is learning that learners adapt themselves. Students who understand the goals, methods, and outcomes of their education. Since the beginning of education, independent learning refers to learning that supports students in achieving goals, offering choices, and reflecting on the learning process and outcomes (Putri & Arsanti, 2022).

Discussing the Independent curriculum which is based on the basic idea of character and skill development in accordance with the Pancasila learning profile, the Ministry of Education and Culture is committed to realizing Pancasila education. Learning Pancasila is a way of learning for Indonesians as global citizens with the ability to learn according to Pancasila guidelines, namely: having faith in fear of God Almighty, and having noble character, global diversity, working together, being independent, thinking critically, and creatively. Its characteristic is the strengthening of Indonesian religious beliefs and Pancasila, which is the foundation of all national development initiatives.

However, throughout the teaching process, each curriculum has a set of teaching principles that are followed. This is similar to the third learning principle contained in the high school curriculum, namely the first introduction to a subject that is taught differently so that students have enough time to understand the material and develop their skills. This also provides guidance to teachers in choosing appropriate learning materials.

Based on observations made at school, the Merdeka curriculum at SMK YPPI is not applied in all batches, but only in grade XI. The Independent Curriculum applied in class XI is not based on books but from the internet because the independent curriculum package book is still in the process of being made, therefore students at SMK YPPI Surabaya carry out learning according to what is directed or ordered by the teacher. Because there are 3 students in SMK who are Islamic, so during the lesson the power point method, explanation method, and Javanese question method are made which encourage students to practice using the examples that have been given. This strategy is implemented in teacher-led learning activities so that students can complete assignments individually in addition to using alternative methods that are in accordance with the material to be studied

2. Aqidah Akhlak Material

Etymologically, *akidah* comes from the word "*aqadaya'qidu-aqdan*" which means covenant bond. On the other hand, another meaning of faith is faith or belief. The term "*secular terminology*" refers to the principle of moral principles. Etymologically, the term "*akhlak*" comes from the Arabic language, precisely from the term "*jama'* the word *khuluq*" or "*al-khuluq* which means ethics or behavior in the context of the essence of *khulq* (ethics) is a state or quality that is sought from the community and transformed into a state where various kinds of products are made spontaneously and easily without the need for preparation or analysis (Hidayat et al., 2022).

One of the components of Islamic religious education is the study of moral beliefs. It is used as a means of conveying knowledge, wisdom, and guidance to students so that they can understand, recognize, and apply Islamic teachings in daily life (Nasution & Abadi, 2014).

Education through hands-on experience is essential for all of humanity, especially those in the experiential and hands-on simulation education group is essential for students because it helps develop critical thinking skills. At this time, educational institutions focus on the morals of students. This is because each Educational Institution has a curriculum related to morals aimed at helping students develop and prepare. The effectiveness of the methodology of teaching *Aqidah akhlak* in schools is a solid foundation for the development of good manners, so the hope of the surrounding community will be more successful (Berliana Suwandi et al., 2022).

The main goal in moral education is to develop good human traits in the next generation. This not only helps them develop intellectual capacity but also develops emotional and spiritual intelligence and this quality is beneficial to students in schools, the general public, and even the society of the country, which in turn helps them achieve good citizenship in their home country. In this case, religious practices, social norms, customs, and religious beliefs that are contrary to the nation's identity are generally not recommended. According to his understanding, Islamic education is described as education that fosters knowledge and strengthens a sense of responsibility and perseverance among students in the process of perfecting their religion which is taught in different degrees at all levels of grades, specializations, and forms of learning.

The results of the research on moral beliefs material at SMK YPPI Surabaya. Teachers apply lessons to understand the science of *kalam*, avoid reprehensible morals,

destroy commendable morals. aims for students and their behavior based on good morals and avoids the influence of purposeful reason. true knowledge, appreciation, and belief.

Analysis of the Independent Learning Curriculum and Aqidah Akhlak Materials at YPPI

The independent curriculum is sufficient to understand the concept and develop its skills and have the ability to have various teaching methods so that teaching can be adjusted to the learning style and needs of each student. The analysis of the independent curriculum at SMK YPPI Surabaya in the material while carrying out daily tasks encourages and motivates students to increase their knowledge. Have a good assessment, and develop their creativity according to their abilities and limitations. In addition, they emphasize Islamic teachings, show Islamic law in daily life and raise the importance of prayer.

Furthermore, there is a component of the learning objectives of faith, namely the need for students to be able to assess their progress in terms of competence, show their abilities, and understand the learning process linearly from start to finish. as well as several statements from the Ministry of Education, Research, Culture, and other organizations that ensure that the implementation of the program is useful in improving student learning. When teaching moral aqidah in class, the teacher tries to explain how to become a moral or moral student at school to be more effective. In other words, when teachers teach morals in class, the teacher gives a good example of the role model that has previously been taught by the Prophet PBUH, which means that in the end you have to leave this world in order to understand morals in its entirety, besides that it is always recommended to include daily life in the lesson plan because this makes it easier for students to learn the material discussed in each class session, one of the facts that is also included in The development of education is the presence of teachers and other school administrators, professional student institutions, and the support of fellow students.

The development of independent learning curriculum materials at SMK YPPI Surabaya semester shows the desired level of initial understanding:

1. The module (in the element of faith) knows, understands, and believes in the material "avoiding reprehensible morals" and having morals, working in harmony, critical reasoning, noble character, with the hope of referring to the Pancasila student profile, namely global diversity, faith, piety, to God Almighty

2. The module (in the element of Aqidah) knows, understands, and believes in the material "habituating commendable morals with the hope of referring to the profile of Pancasila, namely diversity, global, faithful, piety, mutual cooperation, noble character, independence, critical reasoning, to God Almighty.

The following is a summary of the educational objectives of students:

The element of Aqidah analyzes the will and will of Allah SWT. (nafsiyah, salbiyah and ma'nawiyah) and the will of Allah SWT. Asmaul husna in the moral unit of students learn morals that are weakly motivated (repentance, wisdom, iffah, shajaah, and the like) and strongly motivated (hubbudunya, hasad, ujub, arrogant, riya, and their derivative traits). Tazkiyyatun nufus the day of orgasm, cunning, greedy, zhalim, and discriminatory, as well as ghadab, as a way of bowing down through mujahadah to the elements of adab, students are able to analyze and apply the adab to other students by interacting with it and teachers based on the truth revealed by the ulama are able to analyze and apply the wisdom of abi dreams in relation to daily life.

The facilities and infrastructure used in the module in each domain are in the elements of faith using media and verses in the form of plano/manila paper, markers, pens, pencils, erasers, rulers, duct tape: in the elements of morality, the media and verses used are the internet, smartphones, lesson props, and discussion materials. In the moral element, the material "avoids reprehensible nature" using the TPS (think pair share) model, group discussion, and resitivity/assignment

The learning achievement formula has contained a collection of materials for the student growth phase at the time of completion of phase E for the 10th grade of advanced high school, vocational school, or MA and knowledge that is comprehensively explained in a narrative format of educational goals is presented in such a way as to describe the competencies that students need to develop and the development of learning linearly from the beginning to the end of the phase.

The curriculum in inquiry-based learning modules, can accommodate the goals that have been set because the learning process encourages students to be open-minded related to the educational process, encouraging students to be open-minded to the process and apply what has been learned in daily life

The following is a summary of the principles of unity, consistency and adequacy of the Independent curriculum for moral learning at SMK YPPI Surabaya:

- a. The teaching materials cover four main principles and cover a variety of skills and subject matter that are presented comprehensively in a narrative format, taking into account students' progress in the first stage of learning phase E for grade 10 of high school, vocational school or MA
- b. In the formulation of teaching components, the combination ideally consists of two components: first, competence refers to skills that include attitudes, understanding, and skills: second, content refers to the basic knowledge or principles that must be understood at the end of one unit of learning.
- c. The initial phase to the end of learning and a linear scope from the beginning to the beginning, provide a sequence of competency development that students must master in the component of the learning objective flow formulation which includes the third principle.

Included in the package book of moral and ethical high school/vocational high school / vocational school class X in the material components of the three principles, there are several additions.

1) CHAPTER I: Avoiding reprehensible traits

Life is a gamble and to make a good bet, one has to make a difficult bet. This is because humanity is constantly urged to create vices by Satan and lust. A person who shows off his beauty and godly deeds must be willing to work hard, be willing and sacrifice. Hubb aldunya, hasad, ujub, arrogant, and riyah' destroy all good deeds done with hard struggle is really terrible.

2) CHAPTER II: Knowing God's obligatory nature

As the saying goes, "do not know, do not love", therefore if we want to be touched by Allah, we must acknowledge it by understanding his nature as a Muslim, it is mandatory for you to understand the principles and obligations that Allah has, along with the specificity of his revelation (Qur'an and hadith).

3) CHAPTER III: Repentance

Every human being has been involved in sin at some time, because of these two things, there is no such thing as human beings. Therefore, Allah created the door of forgiveness as wide as possible for servants who humble themselves and admit their past transgressions. Identifying and overcoming this problem is known as repentance. "repent and realize the mistake" (HR. ibn majah) said the Prophet. Humans often engage in the act of respecting others

and making mistakes. Every day people are good people, small or great, for khalik (Allah the Creator) or for a group of unknown people.

4) CHAPTER IV: a noble life with respect for parents and teachers

In daily life, no human being can escape the bad opinions and behaviors of others. In our lives, his presence is a very important figure without concern for others, the book of isa normal and prosperous life. People who have a strong determination to accompany us until the end of life, even though they are just ordinary people who continue to degrade the quality of our lives.

5) Bibeo: Qasa Teladan Nabi Lath

For us, it is important to remember the teachings of the apostles and prophets. There are many important considerations regarding creed, worship, morals and da'wah in this special case that can give us strength in practicing our religious beliefs because there is an aspect of faith in it, so the history of the prophets and apostles is important and timely to read as Muslims, we not only learn: we also need to practice it, apply it and praise it.

The application of faith materials does not only involve the acquisition of theoretical knowledge but emphasizes the search for ideas or through discussion or student-based learning which aims to help students in developing their critical thinking skills over time, especially in vocational school students who are recorded to have good oral communication skills at the time of graduation, great and gentle spiritual benefits for students, open experiences and in line with students The daily life given by PAI teachers, for example, the teacher explains about the cycle of human life from birth to death, including the stages of aging, illness, marriage, divorce, childbirth, aging, charity sirathal mustaqim, and hell heaven, the teacher also explains how the human life cycle is relatively simple even though we follow the stages of life on earth and also use religious science as a means to achieve our goals.

Conclusion

The development of the independent curriculum has not been able to keep up with the level of education in Indonesia, among other things, caused by the somewhat erratic behavior of students which is reflected in the character of Pancasila students which can be applied to educational standards that have been met by all levels of education that have been met by all levels of education. Around the world, the independent curriculum in the education process is expected to be able to provide goals for every student. The results of the analysis related to the moral creed material of class X SMK YPPI Surabaya show that the development of the curriculum has been focused on the needs of students in the context of primary and secondary education, as well as on textbooks and learning materials for grade X students. In order to effectively shape the lives of children and adolescents, the impact of moral Aqidah Education has very important benefits through Aqidah-based education, children and the younger generation are not only encouraged to live a healthy lifestyle but also live free from difficulties through the Aqidah Moral Education program, children and adolescents are encouraged to achieve harmony between physical and spiritual values, human relations in society and their environment, and human relations with the environment, through Aqidah Education, human beings can develop that surpass other creatures.

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