

Analysis of the Development of the PAI Curriculum for Grade IV Elementary School from K13 to Independent Curriculum

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Abstract

Islamic religious education is given as a form of effort to guide students so that in the future, after learning, a person can understand and apply Islamic teachings correctly. The change that occurred from the 2013 Curriculum to the Independent Curriculum, of course happened because of the development where the development of this curriculum aims to make teaching and learning interactions between teachers and students will be more efficient and effective during the learning process. This study aims to see how the form of change in PAI subjects from the 2013 Curriculum to the Independent Curriculum. The method used in this study is literature. The results obtained from this study show that there is a difference in PAI Learning from K13 to the Independent Curriculum, namely in the use of media, methods and approaches that produce fun learning. In the PAI class IV subject, there are not many changes in the material, only how the teacher applies learning, starting from the use of fun learning methods, the use of interactive media, and the use of learning approaches that need to be adjusted to the interests and talents of students.

Keywords: PAI in elementary school; Independent Curriculum; 2013 Curriculum.

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INTRODUCTION

Education is an integral part of various aspects of human life. The existence of education allows everyone to acquire useful knowledge. Education is recognized as an important component in the understanding of society, as well as part of the process of building a nation.

Education is also a human need in a process that always follows changes, developments and improvements along with the times. Regarding the importance of education, Islam always needs to seek knowledge through formal and non-formal education (Syahnuria Adha et al., 2023). Allah began the revelation of the Qur'an as proof that man lives through a verse that commands his messenger to read. In this statement, Allah sent down Surah Al-Alaq verses 1-5, Meaning: "Recite by (mention) the name of your God who created. He has created man out of a clot of blood, read and your Lord is the Most Merciful. Who teaches humans (humans) with the intermediary of kalam. He teaches man what he does not know." (QS. Al-Alaq verses 1-5).

Islamic Religious Education, commonly abbreviated as PAI, is an effort to direct students so that in the future, after completing education, it is very important to understand and apply Islamic teachings correctly so that they can make it a long-term guideline that produces happiness both in this world and in the hereafter (Trisna et al., 2023). The Importance of

Islamic Religious Education in Shaping the Nature and Morals of Muslim Individuals for Students (Wulandari & Islam, 2023).

Indonesia, as a country with the majority of its population who embrace Islam, makes the government include Islamic Religious Education in the national education system. The purpose of this education, which starts at the kindergarten, elementary, junior high, high school/vocational level, and higher education, is to instil Islamic character values in Indonesian children so that they have good character and morals in the future.

In elementary schools, Islamic Religious Education is given with the aim of instilling character values that are in accordance with Islamic teachings in students, with the hope that elementary school students can understand the teachings of Islam, the goals of Islam since childhood which later if they are adults elementary school students can practice the teachings and goals of Islam itself, and making Islam a guide for their lives.

The 2013 curriculum is a curriculum created nationally to improve students' comprehensive skills, including information, skills, perspectives, and principles that are appropriate to the situation. The 2013 curriculum for Islamic Religious Education focuses on learning methods that are more holistic and in accordance with the current situation. In this method, it is important to equalize the understanding of learners who use Islam in their daily lives, which will allow them to relate religious lessons to real social circumstances and apply them to their lives (Wulandari & Islam, 2023).

Therefore, the purpose of the 2013 Curriculum, also known as K13, is to balance students' attitudes, knowledge, and skills. The K13 curriculum focuses on the development of spiritual and social characteristics, which are in accordance with the nature of Islamic religious education. The other goal is to build a foundation that will allow the formation of religious culture in the educational environment, especially in schools (Muktamar et al., 2024). This is in line with the goals of national education, which want students to become people who believe in and fear God Almighty, have noble morals, good health, skills, creativity, and independence, and become democratic and responsible citizens.

Suryaman (2020) in (Muktamar et al., 2024) discuss important ideas about the curriculum as the basis of education that must be changed regularly, creatively, and in accordance with the progress of the times, science, technology (IPTEK), and the community's need for competence. With the continued evolution, the 2013 Curriculum is expected to be a better foundation to overcome the weaknesses of the previous curriculum.

The Independent Curriculum is a curriculum that has a variety of learning activities outside the curriculum, with materials designed to improve the quality of learning so that students have enough time to understand concepts and strengthen their abilities. Teachers have the ability to adapt in teaching and make various teaching tools; this is so that learning can adjust to the needs of students; teachers can adjust learning methods by understanding the characteristics of students when learning in class. (Trisna et al., 2023).

Many changes have occurred in education in Indonesia today. First, the curriculum has changed from the 2013 curriculum to an emergency curriculum and is now an independent curriculum. The independent curriculum has brought about changes today due to the development of information technology and the convenience it offers (Puspita & Purnomo, 2023). It is hoped that the presence of an independent curriculum can open up the possibility of creating a good impression for students who always think that learning Islam is solely about memorizing, summarizing material and the like. The existence of an independent curriculum expected that teachers are not always monotonous in learning Islam but can combine it with suitable methods or media according to the material and grade level.

Each curriculum contains a comparison between the previous version and the latest version, starting with the preparation of learning to apply learning in the classroom. There are many comparisons between the 2013 Curriculum and The Independent Curriculum,

among others, that have differences in terms of core structure, competencies and learning, assessment methods, and the curriculum used (Syahnuria Adha et al., 2023). The change that occurred from the 2013 Curriculum to the Independent Curriculum, of course happened because of the development where the development of this curriculum aims to make the educational process between teachers who teach and students who learn more efficient and effective in learning.

After looking at the description that has been presented, this study tries to raise the comparison contained in the Islamic Religious Education (PAI) subject in grade IV from the 2013 Curriculum to the Independent Curriculum. This article will contain an explanation of the 2013 curriculum and the independent curriculum, the differences between the two curriculums, and the last is to look at the development that occurred in PAI subjects in grade IV from the 2013 curriculum to the independent curriculum.

RESEARCH METHODS

In this study, the research method used is literature. It is carried out by collecting data and scientific works that are library. The methods of this research are:

1. Orientation stage: Collecting general research data in the form of books and articles about the 2013 Curriculum and the Independent Curriculum
2. Exploratory stage: Refers to the focus of the research
3. Focused research stage: Focus on what will be learned in the research.

This research uses a qualitative approach. The data sources used for this study were obtained from library data divided into two types: main data and supplementary data. The main data sources come from the 2013 Curriculum Class IV Islamic Religious Education student book and the Islamic Religious Education Class IV Independent Curriculum student book; additional data sources in the form of journals, books, research results and other sources that are in accordance with the focus of the research discussion. The method used to analyze the data is content analysis, also known as content analysis. Source triangulation and theoretical triangulation have been used in this study. Source triangulation is a method to increase the certainty of research by seeking information from the following sources: Different but still interrelated sources. The researcher seeks to verify the accuracy of the information received from various sources (Syahnuria Adha et al., 2023).

RESULTS AND DISCUSSION

2013 Curriculum and Independent Curriculum

One of the learning facilities that must be owned by educational institutions based on the Law of the Republic of Indonesia Number 20 of 2003: This is stated in Chapter 1, Article 1 of the National Education System. "What is education" An effort that is realized and something planned so that something new can be realized in it. Supporting the learning and teaching process because it is important for students to actively develop their individuality, religious ability, ability to control themselves, personality, proficiency, morality, and skills necessary for a person, community, nation, and country (Rahmatul Adla et al., 2023).

K13 is a national curriculum that aims to improve the abilities of students as a whole, including the knowledge, skills, attitudes, and values contained in the 2013 curriculum for Islamic education to take a more in-depth approach to students, the 2013 curriculum in Islamic religious education invites students to understand the understanding of Islam in real life. So that students can combine and practice Islamic religious education in their daily lives.

In the 2013 curriculum, learning is focused on students, with students asked to participate more actively in the learning process (Wulandari & Aly, 2023). Teachers only function as intermediaries who help students. According to Ramadhan et al. (2023), The purpose of the 2013 curriculum is to educate the Indonesian people to become faithful, productive, creative,

innovative, and effective citizens and to be able to contribute to the life of the community, nation, state, and the world as a whole.

However, in the implementation of Islamic religious education in the 2013 curriculum, there are also several challenges, including 1. Teachers can have difficulty delivering the curriculum material as a whole due to resource issues. Problems such as a lack of sufficient textbooks or teaching materials can cause difficulties. 2. The curriculum is too dense. A curriculum that is too dense with limited resources leads to a lack of information about the material that will be taught by teachers; 3. The lack of professional teacher training in teaching Islamic religious subjects, we can see that at this time, many teachers do not have creativity and innovation in their teaching methods in Islamic religious subjects, so the material taught to students is difficult to understand for example, teachers only use textbooks in teaching without using other sources as a support for the material taught by teachers.

The independent curriculum is a curriculum that involves learning in the classroom. By varying, the content becomes more optimal, and students have more time. In understanding, developing ideas and improving skills. Teachers also have the freedom to use teaching methods to suit the learning needs of students (Trisna et al., 2023b)

The existence of this independent curriculum will definitely have an impact on all the arrangements that are already "comfortable"; it will definitely bring good changes in terms of methods, media, strategies and other priorities. In general, the following are the changes to the new curriculum: (1) The development of the National Standard School Exam is carried out by each school (2) The National Exam has been renamed the Minimum Competency Assessment. (3) Freedom of teachers in planning and designing lessons. (4) The Head of the Curriculum Standards and Educational Assessment Agency stated that the admission of new students must be able to adapt to various flexible situations. With these changes, it is crucial to understand the large-scale transformation design process. And the independent curriculum may have an impact on how lessons in Islamic religious education are assessed.

In the future, curriculum development will be very important because of developments in art, technology, and science in society at the local, national, regional, and global levels (Irmadani, 2019). As a result of the consideration of the independent learning curriculum proposed by the Ministry of Education and Culture of the Republic of Indonesia, the independent learning curriculum can be generalized as follows. It is characterized by flexibility in assessment, teacher creativity, adjustment of subject matter to meet the needs of the surrounding community, and freedom in planning lessons (Mughni, 2023).

Differences between the 2013 Curriculum and the Independent Curriculum

There is a data analysis that shows that the Independent Curriculum and the 2013 Curriculum have undergone significant changes, the competency-based curriculum focuses on the competence of students.

The key characteristics in the 2013 curriculum are designed to balance mental and social attitudes, knowledge, and skills. Positioning the school by relating it to different situations in the school and society, providing students with a learning experience so that they can apply the lessons in school to their daily lives and make them useful to society. It can be used as a source of education and provides ample time for growth. Perspective, knowledge, and ability. The competency development listed is a form of core class competency and is explained in more depth about the basic skills of the subject. Improve the core competencies of the classroom so that they become part of the core of the organization of the basic competencies (Rahmatul Adla et al., 2023).

Meanwhile, the independent curriculum designs learning characteristics, personality development, and soft skills in accordance with the project-based learning profile. Independent curricula are also designed to make learning easier focus on sensitive material, and develop learners' traits. The nature and purpose of this free curriculum serve to support the learning of

this curriculum. The characteristics of the curriculum are: 1) Learning projects that aim to improve soft skills and traits; Use the Pancasila learning profile. 2) Focus on what is important. Students spend a lot of time learning, especially counting, reading and writing. 3) Making learning more flexible so that teachers can carry out and adjust learning activities that are tailored to students' abilities related to local context and materials.

It is hoped that this curriculum can meet expectations with changes. In order to overcome the learning crisis. This curriculum change is expected to create safe, inclusive, and fun schools (Trisna et al., 2023b).

The independent curriculum and the 2013 curriculum differ in several ways, including:

1. The 2013 curriculum focuses on national educational goals and standards. On the contrary, the free curriculum aims to improve the characteristics of students in Pancasila, especially students.
2. As part of the 2013 curriculum, the abilities expected to be achieved are compiled below. Various elements include basic competencies (KD) and core competencies, including skills, social, mental, and knowledge. In addition, the independent curriculum consists of attitudes, knowledge, and skills needed to improve and strengthen independent learning abilities and learning achievements at each stage.
3. The Division of Learning Time in the Curriculum Structure The 2013 Curriculum learning hours are routine discussions every week and semester. However, the independent curriculum has a structure. Learning can be divided into two parts. First, practice regularly and regularly (through extracurricular activities). Second, the P5 project focuses on helping students to strengthen the values of the Pancasila character.
4. The 2013 curriculum uses scientific learning methods for all subjects. The Independent Learning Curriculum emphasizes more on learning that adjusts the character of students.
5. In the 2013 curriculum, an assessment of skills, attitudes, and knowledge is carried out. The independent curriculum also has relevant sections, namely, the assessment of abilities, behaviour, and knowledge.
6. In the 2013 curriculum, the subject matter supported by the government mainly consisted of textbooks and printed materials provided by schools to students. Learning resources in the independent curriculum can come from various types of materials, both textual and non-text, used in the learning process.

Development of PAI Class IV Subjects from the 2013 Curriculum to the Independent Curriculum

The subject of Islamic Religious Education is one of the national compulsory subjects that has been determined in all formal education units. As a result, this subject has a very important urgency in order to make students have character, personality, and manners in accordance with the guidelines in Islam. In the change of the Independent curriculum, PAI subjects are not spared from changes in terms of material development, development of learning objectives and others.

In the student book of Islamic Religious Education in the 2013 curriculum, there are no learning objectives as contained in the Islamic Religious Education (PAI) book of the independent curriculum. In the PAI independent curriculum book, in addition to learning objectives in each chapter, there is also a concept map that can help Learners, teachers and parents understand in a complete way what they want to achieve in learning each chapter.

We can find transliteration guidelines in the Islamic Religious Education (PAI) book of the independent curriculum which aims to facilitate students' understanding of the basic material of the entire existing chapter. This Arabic Latin transliteration guideline is the result

of a joint decree (SKB) of the Minister of Religion and the Minister of Culture of the Republic of Indonesia Number: 158 of 1987 and Number: 0543b/U/1987.

In the 2013 curriculum, the moral aspect is the aspect of attitude towards life or personality of human beings with their God; humans with other humans make the attitude towards the life of human characters have firm confidence in living life. Students will not only learn about good behaviour when attending Islamic Religious Education classes. It is expected that learners will be able to apply these principles in their daily lives after they learn morals. As a result, Islamic religious education is related to building the morals and character of students. One of the proofs that Islamic religious education has succeeded in spreading moral values is the noble ethics possessed by students. In the 2013 curriculum, the topic of discussion about adab was given less attention, but other topics, such as commendable behaviour, still dominated. The material on this commendable trait is discussed in lesson 8 of the curriculum. In addition, the 2013 curriculum takes moral values from the application of the Qur'an and Hadith. It was found that there was an integration between ethics and the values of the Qur'an. (Ayuhana, 2015).

As believers, worship is one of the efforts of individuals in getting closer to Allah by liking and doing what He likes, both with actions and words. Worship controls the relationship between Allah and human beings as stated in Surta Al-Baqarah verse 21 as follows:

يَا أَيُّهَا النَّاسُ اعْبُدُوا رَبَّكُمُ الَّذِي خَلَقَكُمْ وَالَّذِينَ مِنْ قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُونَ

It means: "O man, worship your Lord who created you and those who came before you, that you may be righteous." (Q.S. Al-Baqarah/2:21).

The above verse shows that devotion to Allah as the Lord who created them is the main purpose of worship. The aspect of worship in Islamic religious education is very important in elementary schools. Hopefully, by studying the aspect of worship, students can perform worship in accordance with Islamic teachings, both mandatory worship and sunnah, to achieve the goal of Islamic religious education, which is to become a pious person.

The 2013 curriculum was created without a clear and unstructured strategy. For example, material about worship and prayer will be taught in grade I. Students will then be taught how to perform ablution in the second grade. Students are taught about the procedure of purification in the 2013 curriculum book in grade IV. However, the independent curriculum does not include material on purification procedures. In addition, there are some unrelated topics.

As a form of learning recovery after COVID-19, the independent curriculum is one of the forms of efforts issued by the government in the context of learning development. This curriculum is expected to improve student learning achievement because it is designed in the form of adjusting the needs of students during learning. Thus, they can show what they need at the time of learning (Qurniawati, 2023).

The profile of Pancasila students consists of six dimensions: faith and piety to God Almighty, noble morals, global diversity, independence, collaboration, criticality, and creativity. All dimensions are interconnected with each other in the independent curriculum. From the perspective of the six dimensions in the Pancasila Student Profile, it is hoped that the participants can always acknowledge the existence of God by obeying commands and leaving prohibitions in accordance with their respective religious beliefs, have nationalist values by showing cultural insights, be able to develop independently and responsibly, think critically, and be able to work together to achieve goals (Warsidah et al., 2022).

The independent curriculum provides opportunities and freedom for teachers in the learning process that suits their needs. For example, the material about prayer can be used as a tool to teach students to be disciplined. The 2013 curriculum book taught about the procedure for carrying out obligatory prayers, which is found in lesson 9. In the independent curriculum book, it is also taught about prayer procedures, but it is no longer the obligatory prayer that is taught, but the Friday, Duha, and Tahajud prayers. So it can be concluded that regarding the

material on worship procedures contained in the two books, there is a development of learning outcomes that students are expected to continue to develop cognition and implementation of Islamic religious teachings. Nurhasanah & Sukino (2022) said that one of the challenges in PAI learning is the learning outcome assessment process that still prioritizes the cognitive component. In addition, teachers must be creative. Without it, PAI learning will become theoretical learning.

The moral aspect also needs to be studied in PAI. Knowledge is the result of morality. Moral improvement is the main goal of Islamic education. The basis of character or morals found in As-Sunnah was explained by the Prophet in his saying: From Abu Hurairah (r.a.) said: The Prophet PBUH said:

إِنَّمَا بُعِثْتُ لِأَتَمِّمَ مَكَارِمَ الْأَخْلَاقِ

It means: "Actually, I was sent only to perfect good morals". (HR. Ahmad and Baihaqi).

The verses of the Qur'an and As-Sunnah of the Prophet Muhammad (saw) above show that the Qur'an and Sunnah are the basis and foothold of character and moral education. From this foundation and foothold, we have the ability to understand good and bad. Moral development must start immediately and be planned (Choli & Rifa'i, 2021).

In learning about morals in the 2013 curriculum, it is seen in lesson 3 and lesson 8. Lesson 3 is taught about behaviors that reflect individual righteous children, while lesson 8 is taught about commendable behaviors. Moral learning in the independent curriculum can be seen in chapter 8, which is about righteous children. There is no significant change in the material regarding righteous children from the 2013 curriculum to the independent curriculum.

Next is History, which must be taught to students so that students can emulate the struggles of the Prophets, Companions and previous Islamic warriors and recreate these morals in real daily life. History learning about the Prophet can be seen in lesson 5 of the 2013 curriculum book I Love the Prophet and the Messenger. Chapter 10 of the independent curriculum book tells the story of the Prophet Muhammad building the city of Medina.

This learning of dates or History can be done through video shows or even storytelling. Here, teachers need to be creative in maximizing the skills possessed by students so that they can tell the struggle of the Prophet and his companions in the communicative language of their respective students. Teachers can also do this by making theatre performances with scenarios designed based on learning materials.

Another difference is that the learning process in the independent curriculum can be carried out according to the place and time, according to the skills of teachers and the needs of students, while the 2013 curriculum organizes learning activities in the classroom and for the lesson hours in the 2013 curriculum are regulated per week in each subject is Islamic Religious Education, while the lesson hours in the independent curriculum have been regulated and determined per year according to with its phase.

CONCLUSION

Curriculum changes are essentially learning developments that keep up with the times. So that the competencies achieved by students also need to be added or updated. In the subject of Islamic Religious Education in grade IV of elementary school, there are not many changes in the material, only how teachers apply learning, starting from the use of fun learning methods, the use of interactive media, the use of learning approaches that can increase students' interests and talents, and combining the background or atmosphere of the educational process that can be carried out both inside and outside the classroom.

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