PORTRAIT OF PAI TEACHER IN THE IMPLEMENTATION OF THE 2013 CURRICULUM TOWARDS AN INDEPENDENT LEARNING CURRICULUM AT AR-RAHMAN HIGH SCHOOL MEDAN HELVETIA

Bahtiar Siregar[1]
Tumiran[2]
Nurrayza[3]
Vinita Putri[4]

[1, 2, 3, 4]Universitas Pembangunan Panca Budi
(e-mail: bahtiarsiregar@dosen.pancabudi.ac.id)

Abstract: *The new policy initiated by Minister of Education and Culture Nadiem Makarim during his early tenure caused perceptions in all circles of society, especially in the field of education, therefore researchers wanted to raise and find out about the problem at one of the educational institutions located at Ar-Rahman High School Medan Helvetia to find out the views of PAI teachers on the concept of Independent Learning of the Minister of Education and Culture. Merdeka Belajar is the freedom of thought, which starts and ends from the teacher, he invites educational elements to participate in advancing education in Indonesia. This study aims to determine the perception and implementation of teachers about the concept of Independent Learning Minister of Education and Culture Nadiem Makarim in Islamic religious education at Ar-Rahman High School Medan Helvetia. This research is a type of qualitative research that aims to describe the phenomenon of a condition in the field, Informal this research uses Purposive sampling techniques, and data collection techniques, namely observation, interviews and documentation. The results of this study are: 1) PAI teachers at Ar-Rahman High School Medan Helvetia, have a positive perception of the concept of Merdeka Belajar Mendikbud Nadiem Makarim which is reflected in the willingness to follow existing policies, 2) Making a Learning Implementation Plan (RPP) with the concept of Independent Learning Minister Nadiem Makarim is carried out with steps such as holding a Workshop, 3) The implementation of active learning online is carried out by multiplying interactive learning techniques and communicative, using learning media.*

Keywords: *Portrait of PAI Teacher, Curriculum 2013, MBKM Curriculum*

Introduction

The 2013 curriculum is a character and competency-based curriculum that aims to encourage students to be able to observe, reason, and communicate what is obtained after students receive material from the teaching and learning process through an integrative thematic approach

with *Contextual Teaching and Learning* (CTL).[1] The curriculum was developed on the basis that science, technology and art develop dynamically. The curriculum is developed by taking into account national and regional interests to build the life of society, nation and state. Curriculum development must be carried out because of the challenges that must be faced, both internal and external challenges. To face the demands of the times, it is felt that there is a need to improve the mindset and strengthen curriculum governance as well as deepening and expanding the material. As of now, the 2006 Education Unit Level Curriculum (KTSP) was developed into the 2013 Curriculum.

SMA Ar-Rahman Medan is one of the schools that has implemented the 2013 curriculum and will go towards independent learning has never been conducted research on the portrait of PAI teachers in the implementation of the 2013 curriculum and independent learning in the school. The problem of the implementation of the 2013 curriculum and going towards independent learning that is being faced is the lack of socialization of the 2013 curriculum and will lead to independent learning, uneven teacher training, Most teachers know about curriculum changes precisely from mass media or online media.

According to Achmadi, Islamic education is defined as all efforts to maintain and develop the original human nature and resources that exist in humans towards the formation of a perfect man, namely the formation of a man who has faith and piety and has various actualized abilities in relation to Allah SWT. with fellow humans and the surrounding nature. The educational process can be formed through education, whether formal, non-formal, or informal. In other words education takes place in schools, communities, and families[2]

In the learning process, there are many students who use their linguistic intelligence more for things that are not useful for learning activities, for this reason, researchers use the main source of linguistic intelligence to be used as a reference in learning Islamic Religious Education inside and outside the classroom. Scientific development in the field of education in this case curricular and educational technology application of the 2013 Curriculum is a way to develop teachers' professional abilities in teaching with various learning models that can be used to develop a professional academic climate in the school environment. It is also hoped that it can improve the ability of teachers and overcome problems in terms of learning.

Curriculum as a system is explained the position of the curriculum in relation to other systems, curriculum components, curricula in various pathways, levels, types of education, curriculum management, and so on, curriculum as a plan is revealed various plans and designs or curriculum designs. Plans are comprehensive for all pathways, levels and types of education or

---

[1] E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013* (Bandung: PT Remaja Rosdakarya. 2015). hlm. 42.

[2] Heru Juabdin Sada, Rijal Firdaos, Yunita Sari, Universitas Raden Intan Lampung, *"Implementasi Nilai-Nilai Pendidikan Islam Dalam Budaya Nemui Nyimah Di Masyarakat Lampung Pepadun",* Al-Tadzkiyyah: Jurnal Pendidikan Agama Islam, Volume 9, 2018. 312

specific to specific pathways, levels and types of education. Similarly, with design or design, there is a design based on the concept, purpose, content, process, problem, needs of the student. Thus, researchers are interested in making the title Portrait of PAI Teachers in the Implementation of the 2013 Curriculum Towards an Independent Learning Curriculum at Ar-Rahman High School, Medan Helvetia.

Literatur Review

A. Teacher Perseption

1. Definition Teacher Perseption

Etymologically, perception in English perception comes from the Latin perception, from percipere, which means to accept or take. Quoted by Gege Agus in Gerungan, the word perception is usually associated with other words, being self-perception, social perception. Quoted by Gege Agus in Leavitt, the meaning of perception can be divided into two, namely narrow and broad understanding. Perception in the narrow sense is sight, for the way a person sees things, while in a broad sense it is a view or understanding, that is, how a person perceives or interprets things.[3]

2. Definition of PAI Teacher

Guru (sanskrit; meaning teacher, but meaning harfiyah "heavy") is a teacher of a science. In Indonesian, teachers generally refer to professional education with the task of educating, teaching, guiding, directing, training, assessing, and evaluating learners. In English, the word teacher is found which means to teach. Educator which means educator, expert education lecturer which means giver of lectures or lectures. The usual term used for educators is teacher. The two terms correspond together, meaning that different lies in the environment. If the teacher is only in a formal education environment while the educator is a formal, informal or non-formal educational environment.[4]

3. Islamic Religious Education

   a.   *Definition Islamic Religious Education*
   Religious Education as explained in PP RI Number 55 of 2007 concerning Agam

---

[3] Gege Agus S, *"Integrasi Pendidikan Hindu dalam Pembelajaran Bahasa Sanskerta".* (Bandung : Nilacakra, 2019). Hal. 103

[4] Izzan & Ahmad, *"Membangun Guru Berkarakter",* (Bandung : KDT, t.t), hal. 31

Education and Religious Education (Article 1), is education that provides knowledge and forms the attitudes, personalities, and skills of students in practicing their religious teachings, which is carried out at least through subjects / lectures on all paths, levels, and types of education Islamic religious education is a deliberate activity to guide humans in understanding and living the teachings of the Islamic religion and accompanied by demands to respect adherents of other religions.[5]

Islamic education is given by following the demands that religion is taught to humans with a vision to realize human beings who are devoted to Allah SWT and have noble character, and aim to produce human beings who are honest, fair, ethical, ethical, respectful, disciplined, harmonious and productive, both personal and social. Islamic Religious Education in formal schools, namely Islamic Religious Education and ethics that provide knowledge and shape students' attitudes, personalities, and skills in practicing Islamic teachings as explained by the government through the 2013 Curriculum emphasizes the concept of education that leads to the formation of students' personality or character.[6]

b. Objectives of Islamic Religious Education

Substantially the purpose of Islamic Religious Education is to nurture, encourage, strive for, cultivate the development of the takwa man. Takwa is a degree that shows the quality of man not only before his fellow human beings, but also before God. Piety is a "high concept" in the sense that it has many dimensions and is a condition whose achievement requires great effort through and beyond step by step.

In order to restore learning during 2020-2024, the Ministry of Education, Culture, Research, and Technology (Kemendikburistek) issued a policy in the development of the Independent Curriculum given to educational units. In this program, students and teachers are equally free to innovate to improve the quality of their learning. Then how can we support the work of the Merdeka Belajar program effectively.

B. Freedom to Learn

The Minister of Education and Culture, Nadiem Makarim explained the concept of Merdeka Belajar that he carried. "Freedom of learning is freedom of thought and independence. And especially the essence of this freedom of thought should be in the teacher first. Without

---

[5] Sri Hartati Afiatun, *"Dinamika Pembelajaran Pendidikan Agama Islam (PAI) di Sekol Dasar"*, Cendekia: Jurnal Rosdakarya, 2012

[6] Dina Dahniary, M Ari Khoiruddin *"Implementasi Pendidikan Agama Islam dalmMembentuk Karakter Religius Siswa"*, Jurnal Pedagogik, Vol. 06 No 01, Januari-Juni 2019

happening in teachers, it is impossible for it to happen in students," said Nadiem in the Discussion on National Education Standards, at the Century Park Hotel, Central Jakarta on Friday, December 13, 2019. Learning is a relatively permanent behavior and results from past experiences or from planned learning.

Experience is gained by a person in interaction with the environment, both unplanned and planned so as to produce changes of a relatively sedentary nature. Quoted by Mohamad Syarid S in Eveline and Nara, learning is a complex process in which several aspects are contained. These aspects include: 1) increased knowledge, 2) the ability to remember and produce, 3) the application of knowledge, 4) deduce meaning, 5) interpret and relate to reality.[7]

1. Effectiveness

The notion of effectiveness in general shows how far a goal is achieved that is first determined. This is in accordance with the notion of effectiveness, quoted by Mohamad Syarif S in Moore D. Kenneth, explaining that effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved, the higher the effectiveness. As for the notion of effectiveness, quoted by Mohamad Syarif S in Munandir, effectiveness is how much the level of attachment of the achieved learning objectives achieved with the expected learning objectives from a number of inputs.

One of the efforts made by the government in changing the paradigm of passive learning to active learning is to establish several learning principles when implementing the 2013 curriculum. The principles of such learning are:

a. Learners are notified towards learners finding out
b. Teachers as the only learning resource become learning based on various learning resources
c. Learning that applies values by providing traceability (ing ngarso sung tulodo), building will (ing madyo mangun karso), and developing student creativity in the learning process (tut wuri handayani)[8]

The principle of learning is stated that learning must be able to develop the creativity of students. Efforts to develop the creativity of students are also stated in PP 19 of 2005 concerning National Education Standards. The educational values inherited by Ki Hajar Dewantara must be implemented in learning.

2. Important Stages of the Independent Learning Policy

---

[7] Mohamad Syarif, *Strategi Pembelajaran*, Cet. 2 (Jakarta : Rajawali Pers, 2016), hal. 2
[8] Riduwan Abdullah S, *Strategi Pembelajaran Mengajar*, Cet 1 (Jakarta : Rajawali Pers,2019). hal. 56

There are three important stages to support and become a teacher driving the Merdeka Belajar policy, namely building a technology-based education ecosystem, collaborating with cross-parties, and using data and technological innovation as a reference for policies and learning patterns.

1) Building a Technology-based Education Ecosystem

   The technology-based education ecosystem does not just create an education system that is not outdated but is aimed at encouraging the emergence of creativity, innovation and driving character for educators. It is hoped that the driving teachers will be able to have freedom of thought, courage to act and analyze risks appropriately. From this character, teachers will be created who are able to support the child's learning process independently.

2) Collaboration with Cross-Parties

   Collaboration with cross-parties means that as driving teachers we do not need to be afraid or hesitate to work with various parties to optimize each other's competencies. This collaboration can be done by supporting each other regarding ideas and / or resources to produce the best innovation and quality

3) Use of Data and Technological Innovation as a Reference for Policies and Learning Patterns

   Pusdatin Kemendikbud has prepared the best human resources and infrastructure to support government policies. In addition, Pusdatin's strategic work has also been pursued with careful planning and targeted applications. Next is the task of educators to use the available data and innovations as a reference for children's policies and learning patterns. In addition, teachers also need to insert important values on how to prepare and learn in the data era so that students realize that they not only need to develop the competencies they have but also virtuous character in the future..[9]

From the explanation above, the 2013 curriculum towards the Merdeka Belajar curriculum needs to be understood by teachers in the context of its implementation and the competencies that must be achieved by each student.

Method

The research method that researchers use is with a qualitative research approach which is also called naturalistic research and by using descriptive analytical methods. According to Sugiyono, the qualitative research method is a research process that is carried out naturally or naturally according to the circumstances or conditions in the field, and the type of data collected

---

[9] https://websis.co.id/apa-itu-merdeka-belajar/

is qualitative and the results of qualitative research emphasize the meaning of.[10] Because with this approach researchers can convey research results descriptively in the form of written word descriptions from the observation results. According to Whitney quoted by Moh. Nazarite.[11]

This research uses qualitative methods (Moleong, 2017) with a case study approach. This case study research focuses deeply on some of the problems that are targeted, namely by studying the case. Therefore, this study aims to study, study, and analyze the professionalism of Islamic religious education teachers in fostering the religious character of students in vocational high schools.

This study uses several techniques to obtain data in the study, namely:

a) Observation is observation that includes the activity of concentrating attention to an object using all sensory devices. According to Lexy J. Moeleong the cast as well as the observer in question is the researcher as an observer not entirely as a cast as well, but still performs the function of an observer.
b) An interview according to Kartini Kartono is "a conversation directed at a certain 5 issues; This is an oral question-and-answer process, in which two or more people face each other physically.
c) Documentation studies can be utilized to test, interpret even to forecast. Seeking and studying documents related to strengthening student character through Islamic Religious Education.

The main informants in this study were Islamic Religious Education teachers and students at Ar-Rahman High School Medan Helvetia. The data analysis techniques are as follows:

a) Data reduction is a process of selecting, disconnecting attention to the simplification, abstraction, and transformation of "rough data that emerges from field notes. Reduction is carried out since data collection, starting with creating summaries, coding, tracing themes, writing memos, and so on, with the intention of setting aside irrelevant data or information, then the data is verified.
b) Data presentation is the description of a set of composed information that provides the possibility of drawing conclusions and taking action. Drawing conclusions or verification. The research must come to a conclusion and verify, both in terms of meaning and correctness of the conclusions agreed upon by the place where the research is carried out.

---

[10] Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, CV, 2015), Cet-21.hal.25
[11] Nazir, Moh. *Metode Penelitian,(* Jakarta: Ghalia Indonesia, 2003.hal.20

Results and Discussion

1. Teachers' Perceptions of the Concept of Independent Learning

PAI teachers' perceptions of the concept of Merdeka Belajar, which was initiated by Minister of Education and Culture Nadiem Makarim in a speech speech on National Teacher's Day on November 25, 2019. In the early days of his appointment, he had already provided a new policy on the education system in Indonesia, which of course caused perceptions from educational institutions, and others. As is known, perception is an attitude in accepting the source of information obtained, then giving rise to a view or understanding into a sensory response from the message received.[12]

Minister of Education and Culture Nadiem Makarim said that "Merdeka Belajar is the Freedom of Thought", which starts and ends from the teacher. He also invited teachers to initiate change by using active learners, as he said in his 2019 National Teachers' Day welcome speech..[13] Starting active learners, of course, teachers must have an implementation plan in the learning process which is commonly referred to as the abbreviation "RPP". However, not long ago implementing the 2013 Curriculum RPP, it will now undergo another change from the RPP which is in the form of several sheets now to simplified.

2. Adjustment of Rpp Making with the Concept of Independent Learning

The Learning Implementation Plan (RPP) which was simplified from the beginning became a boom or was hotly discussed in the world of education when the beginning of the appointment of the Minister of Education and Culture Nadiem Makarim, he seemed to give a new breakthrough in the plan to advance the world of education in Indonesia with the Concept of Independent Learning, which will begin and may continue until the future.

Of course, as stated by him, Minister of Education and Culture Nadiem Makarim in his speech said that: "change is a difficult thing and full of inconveniences. One thing is for sure, I will fight for the independence of studying in Indonesia". It is true that researchers also respond to this, being in a safe zone is more comfortable but if you don't dare to take opportunities, opportunities, and changes and then when else to try to advance education in this country, of course not for trial and error, of course, you have to consider carefully, yes as if he gave a new spirit even though it sounds not easy, he tried.

---

[12] Observasi untuk jadwal wawancara penelitian skripsi kepada guru-guru PAI di SMA Ar-Rahman Medan Helvetia . Pada tanggal 13 Februari 2023, pukul 10.00-12.00

[13] Kemendikbud, "Pidato Mendikbud pada Upacara Bendera pada Hari Guru Nasional Tahun 2019", dkutip dari. *https://www.kemdikbud.go.id/main/blog/2019/11/pidato-mendikbud-pada-upacara- bendera-peringatan-hari-guru-nasional-tahun-2019*. Diakses Tanggal 10 Maret 2020

3. Implementation of Active Online Learning

The learning process is actually not limited to time and space, learning can be done anywhere and anytime, from the time the human being is in the womb and until the grave, learning until the end of life, then the process of the individual's life ends. The education path in Indonesia is divided into three, namely formal, non-formal and informal education. Actually, what distinguishes learning in the three educational pathways is only the place of implementation and the situation of the conditions.

Online/distance learning is focused on improving lives, among others, regarding the Covid-19 outbreak. 3) Learning activities and tasks may vary between students, according to their interests and conditions, including in terms of gaps in access / learning facilities at home. 4) Evidence or products of learning activities are given qualitative and useful feedback from teachers, without being required to give quantitative scores/ scores. "Although many schools implement learning from home, it does not mean that teachers only give jobs to their students. But also interacting and communicating helps his students in doing their assignments. Please, even though we work from home, please also guide our students," explained the Minister of Education and Culture.[14]

The timing of the implementation of the Minimum Competency Assessment and Character Survey will be carried out in the middle of the education level, not at the end of the level as in the implementation of the Nasioanl Exam. The Minister of Education and Culture said there are at least two reasons why the implementation is carried out in the middle of the level.[15]

The Minister of Education and Culture, Nadiem Makarim, also said "that each region has the authority to determine the final proportion and determine its zoning area' as well as from the Ar-Rahman Medan Helvetia High School, from the division of percent of the PPDB Zoning line also adjusts to the class kouta because as the researcher knows, each class must have a maximum limit for its students, it is so that when learning in class the teacher can control or supervise his students, Because if the capacity of the classroom with students exceeds the limit, it will interfere with the feasibility and comfort of the learning process in the classroom, both the students and the teacher.

---

[14]Kemendikbud, "Surat Edaran Pembelajaran Daring Tahun 2020", dikutip dari :. *https://www.kemdikbud.go.id/main/blog/2020/03/mendikbud-terbitkan-se-tentang pelaksanaan-pendidikan-dalam-masa-darurat-covid19* Diakses Tanggal 10 Januari 2023

[15] Kemendikbud, " Ujian Nasional digantikan asesmen kompetensi dan survei karakter", dikutip dari ; https://www.kemdikbud.go.id/main/blog/2019/12/tahun-2021-ujian-nasional-diganti- asesmen-kompetensi-dan-survei-karakter. Diakses Tanggal 10 Januari 2023

CONCLUSION

1. PAI Teachers at Ar-Rahman High School Medan Helvetia, have a positive perception of the concept of Independent Learning Minister of Education and Culture Nadiem Makarim which is reflected in the willingness to follow existing policies, while hoping that a policy on technical guidance can be issued soon so that it can advance education in Indonesia.
2. The steps to adjust the making of rpp with the concept of Merdeka Belajar Mendikbud Nadiem Makarim at SMA Ar-Rahman Medan Helvetia, are carried out by holding workshops, improving teacher quality, teacher competence, teaching competence. For example, guidance from supervisors and Kasidik, as well as Deliberations of Subject Teachers (MGMP).
3. Implementation of active learning at Ar-Rahman High School Medan Helvetia, carried out by multiplying interactive and communicative learning techniques, using learning media.

References

Abdullah S, Riduwan *Strategi Pembelajaran Mengajar*, Cet , Jakarta : Rajawali Pers,2019

Afiatun, Sri Hartati "*Dinamika Pembelajaran Pendidikan Agama Islam (PAI) di Sekol Dasar*", Cendekia: Jurnal Rosdakarya, 2012

Ahmad, Izzan *"Membangun Guru Berkarakter",* Bandung : KDT, t.t

Agus S, Gege, *"Integrasi Pendidikan Hindu dalam Pembelajaran Bahasa Sanskerta",* Bandung : Nilacakra, 2019

E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013* , Bandung: PT Remaja Rosdakarya. 2015. https://websis.co.id/apa-itu-merdeka-belajar/

Kemendikbud, "Pidato Mendikbud pada Upacara Bendera pada Hari Guru Nasional Tahun 2019", dkutip dari. *https://www.kemdikbud.go.id/main/blog/2019/11/pidato-mendikbud-pada-upacara- bendera-peringatan-hari-guru-nasional-tahun-2019*. Diakses Tanggal 10 Maret 2020

Kemendikbud, "Surat Edaran Pembelajaran Daring Tahun 2020", dikutip dari :. *https://www.kemdikbud.go.id/main/blog/2020/03/mendikbud-terbitkan-se-tentang pelaksanaan-pendidikan-dalam-masa-darurat-covid19* Diakses Tanggal 10 Januari 2023

Kemendikbud, " Ujian Nasional digantikan asesmen kompetensi dan survei karakter", dikutip dari ; https://www.kemdikbud.go.id/main/blog/2019/12/tahun-2021-ujian-nasional-diganti-asesmen-kompetensi-dan-survei-karakter. Diakses Tanggal 10 Januari 2023

Kemendikbud, "Pidato Mendikbud pada Upacara Bendera pada Hari Guru Nasional Tahun 2019", dkutip dari. *https://www.kemdikbud.go.id/main/blog/2019/11/pidato-mendikbud-pada-upacara- bendera-peringatan-hari-guru-nasional-tahun-2019*. Diakses Tanggal 10 Maret 2020

M Ari Khoiruddin, Dina Dahniary, "*Implementasi Pendidikan Agama Islam dalmMembentuk Karakter Religius Siswa*", Jurnal Pedagogik, Vol. 06 No 01, Januari-Juni 2019

Nazir, Moh. *Metode Penelitian,* Jakarta: Ghalia Indonesia, 2003

Observasi untuk jadwal wawancara penelitian skripsi kepada guru-guru PAI di Ar-Rahman Medan Helvetia. Pada tanggal 13 Februari 2023, pukul 10.00-12.00

Subakti, Eka Ganjar *Implementasi Pendidikan Agama Islam di SD Islam Terpadu,* jurnal Tarbawi, Vol. 1 No. 1 Maret 2012

Syarif, Mohamad *Strategi Pembelajaran*, Cet. 2, Jakarta : Rajawali Pers, 2016

Sugiyono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, CV, 2015), Cet-21

Yunita Sari, Heru Juabdin Sada, Rijal Firdaos, , Universitas Raden Intan Lampung, "*Implementasi Nilai-Nilai Pendidikan Islam Dalam Budaya Nemui Nyimah Di Masyarakat Lampung Pepadun",* Al-Tadzkiyyah: Jurnal Pendidikan Agama Islam, Volume 9, 2018. 312