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CHALLENGES OF CURRICULUM TRANSITION IN IMPROVING LEARNING OUTCOMES IN ISLAMIC EDUCATION SUBJECTS

Abstrak

Kajian ini dilaksanakan dengan tujuan untuk mengidentifikasi kendala yang menyebabkan SMA Muhammadiyah Pagar Alam belum beralih ke kurikulum baru, yang terutama disebabkan oleh kurangnya kesiapan sekolah karena kurikulum tersebut masih dalam tahap uji coba dan belum diwajibkan. Metode yang digunakan dalam penelitian ini adalah pendekatan deskriptif kualitatif, dan pengumpulan data dilakukan melalui observasi, wawancara, serta dokumentasi. Analisis data dilakukan melalui tiga tahap: reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dari penelitian ini menunjukkan dua hal utama: Pertama, kendala utama yang dihadapi SMA Muhammadiyah Pagar Alam dalam menggunakan kurikulum K13 dan belum beralih ke kurikulum Merdeka adalah karena belum ada kesiapan dari pihak sekolah, yang dipengaruhi oleh status kurikulum tersebut sebagai kurikulum uji coba yang belum mendapatkan penekanan atau kewajiban. Kedua, solusi yang diusulkan untuk mengatasi kendala dalam peralihan kurikulum dan peningkatan hasil belajar di sekolah tersebut adalah dengan memotivasi guru untuk lebih aktif mencari informasi tentang kurikulum Merdeka serta meningkatkan hasil belajar siswa melalui pemberian apresiasi atas kemajuan mereka.

Kata Kunci: Hasil Belajar, Kurikulum, Problematika

Abstract

This study was conducted to identify the challenges that have prevented SMA Muhammadiyah Pagar Alam from transitioning to the new curriculum, primarily due to the school's lack of readiness as the curriculum is still in the trial phase and has not yet been mandated. The method used in this research is a qualitative descriptive approach, and data collection was carried out through observation, interviews, and documentation. Data analysis was conducted in three stages: data reduction, display, and conclusion drawing. The findings of this research indicate two main points: First, the primary challenge faced by SMA Muhammadiyah Pagar Alam in adopting the K13 curriculum and not transitioning to the Merdeka curriculum is due to a lack of preparedness on the part of the school, influenced by the status of the curriculum as a trial version that has not yet been emphasized or mandated. Second, the proposed solution to overcome the challenges in curriculum transition and improve learning outcomes at the school is to motivate teachers to actively seek information about the Merdeka curriculum and enhance student learning outcomes through recognition of their progress.

Keywords: Curriculum, Challanges, Learning Outcomes

INTRODUCTION

Education is crucial in shaping the next generation, as it fosters good morals and character and instills positive habits that enhance an individual's personality. Through education, one can draw closer to the Creator, as indicated in the Quran, which communicates its messages to humanity in diverse linguistic styles, ensuring its guidance and instructions are easily understood and embedded in human hearts. Indeed, the Prophet Muhammad exemplified 17 perfect virtues that significantly shape individual character, particularly for children. It is essential for parents, being the closest figures to their children, to provide and exemplify good behavior, as children easily imitate what they see and learn from those around them. Character

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formation in children becomes challenging without a proper role model (Jundi, 2020). Education is fundamental in shaping an individual's character and positively impacts a person's personality, especially in children. Thus, parents' role is vital in moral upbringing because of their closeness to their children, meaning parents must set a good example. Furthermore, curriculum development is a dynamic process that responds to governmental demands on educational processes in Indonesia, advancements in science, technology, and globalization. Educational policies within the curriculum should align with the national development vision and mission, reflecting policies aimed at increasing participation, quality, efficiency, and relevance in education. The curriculum is a crucial part of the educational process, as education without a curriculum would appear disorganized and chaotic. This would lead to changes in curriculum development, especially in Indonesia.

A curriculum serves as a guide to achieve educational goals, especially during the teaching and learning process across various types and levels of schooling. A well-designed, systematic, comprehensive, and integral curriculum can realize educational expectations because the achievement of educational goals depends on the curriculum used (Suparman, 2020). According to Law No. 20 of 2003, a curriculum is a set of plans and regulations concerning content and teaching materials and methods used as guidelines in the teaching and learning process.

Etymologically, the term "curriculum" originates from the Greek words 'curir' and 'currere,' which refer to a race course that competitors must follow. Thus, the curriculum functions as a tool to achieve educational goals, serving as a vital component for students to develop all their potential under teacher guidance in schools. It also provides teachers with guidelines and references for conducting lessons (Jeflin & Afrriansyah, 2020).

Therefore, the curriculum is especially important in the world of education, including Islamic Religious Education, as it guides the teaching and learning process. Without a curriculum, education would appear disorganized and chaotic, leading to changes in curriculum development, particularly in a society that evolves with the times. The curriculum is a crucial educational tool for developing quality human resources, aiming to achieve specific goals set for students. The curriculum provides extensive opportunities for students to undergo educational and learning processes.

METHOD

This research is a qualitative study, a method rooted in the philosophy of positivism, utilized to investigate the natural conditions of the subject matter (as opposed to experiments) where the researcher serves as the key instrument. Data collection techniques are performed through triangulation (a combination of methods), with data analysis being inductive/qualitative and the results of qualitative research emphasizing meaning over generalization. The sampling technique used in this study is purposive sampling, a method of sample selection based on specific considerations. Data collection techniques include observation, documentation, and interviews.

RESULT AND DISCUSSION
Challenges of Curriculum Transition in Enhancing Learning Outcomes in Islamic Education Subjects at Muhammadiyah High School in Pagar Alam

In Chapter 3, the researcher explains the data analysis technique comprising four stages: data collection, data reduction, data display, and data verification. Thus, the researcher will divide this section into sub-chapters to address the first problem statement, beginning with the first stage:

Based on interviews with Mr. Firman Feriza, M.Pd., and Mr. Anggi Sumanda, S.Pd., who teach Islamic Education at Muhammadiyah High School in Pagar Alam City, it is evident that technology plays a crucial role in the learning process. However, it can also hinder teaching if not properly managed. Furthermore, essential supportive elements include learning media, which are vital during educational activities, and the exemplary behavior of teachers. However, one obstacle mentioned is the tendency of some students to procrastinate on assignments given by teachers. From these discussions, the researchers conclude that teachers strive to enhance student engagement and learning outcomes by offering encouragement and support, which is especially important for students born in the 2000s and beyond. Teachers must understand their

students well to serve as good role models, and one approach includes administering memorization tasks and sanctions to boost student activity.

For data reduction, the interviews also highlighted that a teacher must be a good role model, taking into account the specific situations and conditions of the students, and setting a positive example in various aspects.

The researcher used interviews to address the first research question, gathering data as described in the previous sub-chapter before data reduction. An initial indicator emerged regarding the reluctance to transition from the K13 curriculum to the Independent Curriculum. Mr. Eko Pauzan from Muhammadiyah High School explained that the school is not yet ready to switch, with readiness being a primary factor.

The explanation clarifies that the school's continued use of the old K13 curriculum is due to its readiness; if the school is ready, it can register immediately, but if not, it is not pressured since it is still in a trial phase.

In transitioning to the new Independent Curriculum while still applying the old K13 curriculum, the readiness of the school is significant. Mr. Eko Pauzan highlighted both the positive and negative impacts of this situation. The negative impact is clear: the school is behind others, such as SMAN 1, which has already implemented the Independent Curriculum for two cohorts. However, the positive impact is that the school must follow and implement the new curriculum changes.

In every impact resulting from the lack of transition to the new curriculum, the response from the curriculum deputy, Mr. Eko Pauzan, emphasizes the need to actively motivate teachers to seek information about the Independent Curriculum.

From the interviews, the researcher concludes that effective learning requires motivation and support for teachers to seek information about the new curriculum actively. The role of motivation in the learning process is crucial, as it helps educators take various actions and provide assistance to students, aiming to fulfill specific goals related to the learning process.

Inquiring about future solutions and ways to overcome the challenges of adhering to the K13 curriculum, Mr. Eko Pauzan suggested that, if possible, Muhammadiyah High School should adopt the Independent Curriculum, as following the established program is essential for future impacts, especially to avoid lagging behind other schools. Even if the school is not yet ready ("Humer"), it must follow the flow and align with already compliant schools.

SUMMARY

The challenges of transitioning to the new Independent Curriculum from the existing K13 curriculum in enhancing learning outcomes are significant. The main issue is the school's readiness; since the shift to the Independent Curriculum is not yet mandatory or emphasized as it remains in trial, the school continues to use the K13 curriculum. This situation results in the school falling behind others that have already implemented the new curriculum for two cohorts, while this school is just starting with the tenth grade. Consequently, teachers must be proactive in seeking information about the new curriculum. As educators, their role extends beyond mere implementation to being catalysts for change. The school must adapt to and align with the new standards. Supporting and motivating students to become more engaged in their learning is essential to address these curriculum challenges and improve learning outcomes. Teachers play a crucial role in understanding their students' needs, especially in an era of rapidly advancing technology and information, and providing the motivation and support needed to inspire greater enthusiasm and activity in their students.

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