



IMPLEMENTASI KURIKULUM SEJARAH KEBUDAYAAN ISLAM (SKI) PADA PEMBELAJARAN ABAD 21

IMPLEMENTATION OF THE ISLAMIC CULTURAL HISTORY (SKI) CURRICULUM IN 21ST CENTURY LEARNING

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Abstract

Merdeka Curriculum is the latest 21st-century curriculum that provides diverse intracurricular learning, so students have adequate time to understand concepts and strengthen skills. Teachers can choose teaching methods tailored to students' needs and interests. In madrasas, one of the essential subjects is Islamic Cultural History (ICH), which discusses the development of Islam from the time before the entry of Islam to the present. SKI learning aims to provide students with an understanding of history so that they can take lessons from past events. Implementing the Merdeka Curriculum in Madrasas is based on applicable regulations, including guidelines from KEMENDIKBUD and KEMENAG, such as KMA 347 of 2022. One of the practical teaching methods in SKI learning is the role-playing method. This method was chosen based on its suitability to the teaching materials and students' abilities, thus creating flexible and engaging learning..

Keywords: *Merdeka Curriculum, Islamic Cultural History (SKI), role-playing method*

Abstrak

Kurikulum Merdeka adalah kurikulum terbaru abad ke-21 yang memberikan pembelajaran intrakurikuler beragam, sehingga siswa memiliki waktu memadai untuk memahami konsep dan memperkuat keterampilan. Guru memiliki fleksibilitas dalam memilih metode pengajaran, disesuaikan dengan kebutuhan dan minat siswa. Di madrasah, salah satu mata pelajaran penting adalah Sejarah Kebudayaan Islam (SKI), yang membahas perkembangan Islam dari masa sebelum masuknya Islam hingga masa kini. Pembelajaran SKI bertujuan memberikan pemahaman sejarah kepada siswa agar dapat mengambil hikmah dari peristiwa masa lalu. Implementasi Kurikulum Merdeka di madrasah berlandaskan regulasi yang berlaku, termasuk pedoman dari KEMENDIKBUD dan KEMENAG, seperti KMA 347 Tahun 2022. Salah satu metode pengajaran yang efektif dalam pembelajaran SKI adalah metode *role playing* (bermain peran). Metode ini dipilih berdasarkan kesesuaian dengan materi ajar dan kemampuan siswa, sehingga menciptakan pembelajaran yang fleksibel dan menarik.

Kata kunci: Kurikulum Merdeka, Sejarah Kebudayaan Islam (SKI), metode *role playing*

INTRODUCTION

Education in Indonesia has developed from time to time to achieve National education goals. However, both educators and students face difficulties due to these changes. The changes that occur often force educators to make new changes to meet the demands of the new curriculum. This is a problem for teachers, especially for technologically challenged teachers.



Ten types of curricula have been implemented in the history of Indonesian education. Among these curricula include: 1947 Curriculum (Lesson Plan), 1952 Curriculum (Decomposed Lesson Plan), 1968 Curriculum, 1975 Curriculum, 1984 Curriculum (CBSA / Active Student Learning), 1994 Curriculum (1999 Curriculum Supplement), 2004 Curriculum (KBK / Competency Based Curriculum), 2006 Curriculum (KTSP / Education Unit Level Curriculum), 2013 Curriculum and 2017 Curriculum (revision of the 2013 Curriculum), and independent learning curriculum is the latest.

The independent curriculum is an improvement on the previous curriculum. It was inaugurated by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbud Ristek RI). This curriculum aims to maximize the spread of education in Indonesia through various extracurricular learning activities. Implementing the independent curriculum emphasizes comfortable, independent, active, characterful, significant, and independent learning so that teachers can adapt teaching tools to the interests and needs of students. Teaching tools with students' interests and needs. (Ayi Suherman, 2023:18).

Madrasahs that have implemented an independent curriculum. One of the Islamic religious education subjects taught is the SKI subject, where SKI discusses the history of Islamic culture, starting from the time before the entry of Islam, the process of entering Islam, the time of the Prophet, and Islam today. Studying history is very important for students because they will know how life, especially Islam, developed and are expected to take lessons from past events. Studying SKI subjects is also very important for teachers because it can achieve national learning objectives set in the curriculum. Based on the description above, the problem formulations in this study are:

How is the Islamic cultural history (SKI) curriculum implemented in 21st-century learning subjects?

RESEARCH METHOD

Method uses the literature study method (Mansyur & Ulya, 2023), a data collection technique carried out by studying and analyzing information from various literature relevant to the research. The approach used is content analysis, which is descriptive analysis, by exploring the content and material on an ongoing basis through reading, reviewing, and referring to several literature, including books and research journals, as well as various reference sources that discuss the same or similar topics.

The author endeavors to collect literature materials in accordance with this research's theme. These materials include main reference books, related research journals, and various other reference sources related to the theme of this research.

RESUL AND DISCUSSION

1. Islamic Cultural History Curriculum

According to the Regulation of the Minister of Education and Culture of Indonesia in Law No. 20 of 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve educational goals.



According to the Big Indonesian Dictionary, history is an event that happened in the past. Meanwhile, culture results from human activities and inner creation (intellect), such as beliefs, arts, and customs. Culture is also defined as the relationship between the whole of Islamic history and events or events that happened that are entirely related to Islam.

Islamic history has a broad scope; among its scope, there are those related to the history of the process of growth, development, and spread, the figures who carried out the development and spread of Islam, the history of progress and setbacks achieved by Muslims in various fields, such as in the fields of religious and general science, culture, architecture, political government, warfare, education, economy and so on (Nata, 1999: 315).

The Regulation of the Minister of Religious Affairs of the Republic of Indonesia in the appendix of Chapter III-Standard Content of PAI and Arabic Language in 2013 explains that SKI is a record of the development of the Muslim human life journey from time to time in worship, business and morals and in developing a system of life or spreading the teachings of Islam based on faith. Based on some of the above definitions, it can be concluded that SKI is one of the subjects in Madrasah, which contains essential events that happened in the past. Applying the Islamic Cultural History curriculum in 21st-century learning is expected to create comfortable, independent, active, characterized, significant, and independent learning.

2. 21st century learning

21st-century learning must be technology-based to balance the demands of the millennial era and ensure students will be familiar with 21st-century life skills. The 21st century, associated with the Industrial Revolution era, has broadly influenced education. Teachers, as an extension of the government in schools, implement 21st-century learning (Yunianto, Suyadi, and Suherman 2020, 204).

This means that educators are expected to be able to develop 21st-century competencies in students, including critical thinking skills, communication, collaboration, creativity (4C), literacy, PPK, and higher thinking skills (HOTS).

a. 4 C (Critical Thinking, Creativity, Communication, and Collaboration)

4C skills must be mastered and owned by every learner to face the challenges of the 21st century. The 4C abilities, according to (Sugiyarti and Arif 2018, 440), are Critical thinking. Students' ability to think critically through reasoning, expressing, analyzing, and solving problems. Thinking critically usually begins with a person's ability to criticize various phenomena around him and then judge from the point of view he uses.

- 1) Communication. The actual form of educational success is the existence of good Communication from educational actors to improve the quality of education.
- 2) Collaboration. Able to work together, compete in synergy with various parties, and be responsible with oneself, society, and the environment. Thus, he will always be helpful to his environment.
- 3) reativity. The ability to produce something new. Learners' creativity needs to be honed daily to make breakthroughs or innovations in the world of education. Creativity equips a learner who has the competitiveness and provides several opportunities for



him to be able to fulfill all his life needs.

b. Higher Order Thinking Skills (HOTS)

Higher-order thinking Skills are a process of thinking of students at a higher cognitive level developed from various cognitive concepts and methods and learning taxonomies such as problem-solving methods, Bloom's taxonomy, and taxonomies of learning, teaching, and assessment (Saputra, 2016: 91).

c. Strengthening Character Education (PPK)

PPK, which is regulated in Presidential Regulation (Perpres) Number 87 of 2017, is stated as an educational movement under the responsibility of the education unit to strengthen the character of students through the harmonization of heart, taste, mind, and exercise with the involvement and cooperation between education units, families, and communities as part of the National Movement for Mental Revolution (GNRM).

d. Literacy (literacy skills)

Literacy skills focus on how learners can distinguish facts, determine sources of information, be able to counteract false information (hoaxes) and know the technology behind it. These skills are indispensable in the midst of the rapidly growing information age. A lot of information is flooding the internet, hence the need for skills to sort and check whether the information is accurate. The three 21st-century literacy skills are:

- 1) Information literacy: understanding facts, figures, statistics, and data
- 2) Media literacy: understanding the methods and channels through which information is published. Technology literacy: understanding the machines that create information.

3. Basic concepts of the Merdeka curriculum

The independent curriculum is the latest in Indonesia in the 21st century. In the 2022/2023 school year, the government, through the Ministry of Education, Culture Research, and Technology, established the Merdeka Curriculum as an effort to restore learning in early childhood, primary, and secondary education units, including madrasah (Marlina, 2022).

The Ministry of Religious Affairs also issued a Decree of the Minister of Religious Affairs Number 347 of 2022 concerning Guidelines for Implementing the Merdeka Curriculum in Madrasahs. The implementation of the Merdeka Curriculum (IKM) in madrasahs 100% follows the Ministry of Education and Culture's policy, with the Ministry of Religious Affairs making adaptations according to the learning needs of madrasahs in the context of strengthening Islamic Religious Education (Rambung et al., 2023).

The independent curriculum is one part of the effort to restore learning, where previously, the independent curriculum was referred to as a prototype curriculum, which was then developed as a more flexible curriculum framework while still focusing on essential material and character development and student competencies. The main characteristics of this curriculum that support learning recovery are:

- a. Project-based learning for soft skills and character development according to the Pancasila



learner profile

- b. Focus on essential materials so that there is sufficient time to learn basic competencies such as literacy and numeracy in depth.
- c. Teachers should be flexible in differentiating learning according to student abilities and adjust local contexts and content.

Three options for implementing the Merdeka Curriculum or IKM can be applied: independent learning, independent change, and independent sharing.

- a. Independent Learning: The independent learning option provides freedom to education units when implementing the independent curriculum for several parts and principles of the Independent Curriculum without replacing the education unit curriculum currently implemented in the education unit.
- b. Independent Change: Independent change provides flexibility to education units when implementing the Independent Curriculum using teaching tools offered in the education unit.
- c. Independent Sharing: the independent sharing option will provide flexibility to education units in implementing the Independent Curriculum by developing various teaching tools in education units.

Several things can be drawn from the idea of independent learning launched by Nadiem Makarim:

- a. The idea of independent learning serves as a solution to the problems teachers face in educational practice.
- b. The burden on teachers is reduced when they carry out their duties. This can be achieved through free discretion to assess student learning with various instruments, unaffected by administrative structures, and free from pressure and politicizing teachers.
- c. gain further understanding of teachers' challenges in the school learning task. These challenges include new student issues, teacher administration in teaching preparation, the learning process, and evaluation issues such as USBN-UN.
- d. teachers play an essential role in shaping the country's future through the learning process. It is necessary to create a more enjoyable classroom environment. (Khoirurrijal, et al, 2022:17-18).

In a more general context, the benefits of an independent learning policy are:

- a. School principals, teachers, parents, and local governments can work together to find practical, efficient, and fast solutions to the conditions, challenges, and problems of education in each school, significantly improving the quality of students' learning process.
- b. Principals, teachers, parents, and local governments feel ownership and responsibility for the education management in schools in their respective regions.

However, technically, the benefits of the independent learning program for students are student independence in the learning process and independence for the educational environment



to determine the best learning process. Meanwhile, the benefits of independent learning for teachers are:

a. Reducing the Teacher's Burden

With the independent learning program, teachers are no longer burdened with administrative tasks that tend to be intimidating and are also, more often than not, unnecessary. This condition will make teachers freer and teach students freely and happily.

b. Simplification of lesson plans

Simplifying lesson plans can reduce the administrative burden and give teachers more freedom. This policy also allows teachers to create, use, and develop lesson plans as long as three essential components are not left out: learning objectives, learning activities

c. Making Learning More Fun

The independent learning policy program aims to liberate teachers. As we know, the learning process requires inherent independence for children and teachers and involves the support of many parties. With the independent learning program, the classroom atmosphere will become more fun and happy; this certainly improves the quality of learning.

d. Freedom of Expression

The independent learning policy provides freedom for teachers and students to express themselves. With this, it is hoped that a school environment will be created free from various psychological barriers and pressures.

e. Not Demanding Students to Be the Same

If teachers are required to form the same students by being pegged through grades, then the independent learning policy program will bring changes for students and teachers. Making children recognize their talents takes patience, time, and facilities. When they are familiar with their potential, they will develop it and practice to hone their abilities. While nurturing the child's talent, the teacher should be a good mediator, listener, and counselor, and assessment.

Supporting Teacher Innovation in Teaching

With the independent learning program, teachers are freed to innovate and supported to introduce better learning methods to create a more lively and enjoyable class (Imas: 2022). The development of curriculum components is interrelated and supportive, from the basic outline of work to implementation guidelines.

There are several learning methods in the independent curriculum, among others:

a. Problem-Based Learning (PBL)

is a learning approach that involves learners actively using their critical thinking skills and acquiring the ability to solve problems. The more actively learners use their thinking skills, the more likely the problem will be solved.

b. Role playing method



According to Hamzah (2008: 26-28), the role-playing procedure consists of nine steps, namely warm-up, selecting players, preparing observers, setting the stage, playing the role, discussion, and evaluation, re-playing the role, second discussion and assessment, and sharing experiences and conclusions. A learning model involves students playing characters in a story or event.

c. Peer Teaching Method (peer tutor)

According to Sani (2013, pp. 198-199), the peer tutoring method is a method that requires learners to actively discuss with their peers, or work on group tasks with the guidance or direction of competent friends. requires students to actively discuss with their peers, or work on group assignments with the guidance or direction of competent friends. In line with this opinion, Sanubari, Yamitnah and Redjeki (2014, p. 147) suggest that the peer tutor method is a method that involves students who have above-average abilities to help other students understand the lesson material.

d. Contextual Learning is an independent curriculum learning approach emphasizing the relationship between the material learned and real-life situations that students can observe and analyze. In other words, students can see and understand directly how the material they are learning exists in the real world.

4. Implementation of the Islamic Cultural History curriculum in 21st-century learning

According to Hasan, curriculum implementation (2009: 11) is an effort to realize the ideas, concepts, and values contained in the written curriculum into reality. Curriculum implementation can also be interpreted as actualizing the written curriculum through learning.

The SKI curriculum is designed to be tailored to the needs and conditions of each school and provides freedom to schools and teachers in compiling the curriculum. This allows teachers to choose subject matter and learning methods that best suit the characteristics of students and the school environment.

To realize the implementation of the Merdeka curriculum, the following role-playing method (role-playing) can be applied to SKI subjects.

a. Roll Playing Method (Role Playing)

Material 'Medina agreement' Steps:

1) Preparation or warm-up

The teacher prepares the material story 'Madinah Agreement' for students to read or presents the material video 'Madinah Agreement' for students to watch. And stops reading or watching videos if a problem has been found.

2) Selecting players (participants)

Teachers and students discuss each player's character, and then the teacher appoints students to become role players whose characters match. Or the teacher appoints students who are willing to play the character.



3) Setting the stage (classroom)

The teacher discusses where and how the stage should be set with the students.

4) Prepare observers

The teacher appoints students as observers. Students as observers also participate in the role.

5) Playing the role

The teacher asks students to play the role according to the role played; if the game has gone too far out of role, then the teacher can stop.

6) Discussion and Evaluation

The teacher and students discuss the roles that have just been played. The teacher evaluates the roles performed. There may be improvements in the story scenario or even substitutions.

7) Re-role Play

- The teacher asks for a re-enactment of the role play so that it fits the direction of the storyline and should work better. Players can role-play according to the scenario.

8) Discussion and Second Evaluation

- The teacher and students discuss the second evaluation, the reality of the players playing the role, whether according to the scenario.

9) Experience Sharing and Conclusion

-The teacher guides students in sharing their experiences with the problems in the 'Medina Agreement' material.

-The teacher asks students to exchange ideas about the conclusion of the game that has been done.

CONCLUSION

Based on the discussion above, the independent curriculum is the newest in the 21st century, with diverse extracurricular learning. Therefore, students will have enough time to learn the concepts and strengthen their skills. Teachers can choose various teaching methods so that learning can be tailored to student needs and student interests.

One of the subjects taught at Madrasah is the SKI subject, where SKI discusses the history of Islamic culture, starting from the era before the arrival of Islam, the process of the entry of Islam, the time of the Prophet, and Islam today. Studying history is very important for students because they will know how life, especially Islam, developed in the past and are expected to be able to draw lessons from past events.

The basic concept of the independent curriculum in Madrasah follows existing regulations. To implement it, follow the existing guidelines. Apart from rules from the Ministry of Education and Culture, there are also regulations from the Ministry of Religion, namely KMA 347 of 2022,



concerning guidelines for implementing the independent curriculum in madrasahs. Teachers can apply to learn using the role-playing method (role-playing). This method is adjusted according to the teaching material and the student's abilities to make learning more flexible.

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