

## **Innovation of Entrepreneurship Projects on The Quality of Islamic Education The Independent Learning (Merdeka Belajar) Curriculum: Case Study at SMKN 1 Pedan**

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### **ABSTRACT**

*Quality education is education that is carried out through several processes in realizing and developing the quality of students in ignorance of the learning process. To achieve a high quality education, it is necessary to have innovations in an education by paying attention to innovation, one of which is from the curriculum. The method used in this research is through interview techniques which are carried out using a phenomenological qualitative approach. The object of this research is the deputy head of school in the field of curriculum and Islamic religious education teachers and students. The source used is data from interviews. The results of this study are that Freedom to Learn is something new in schools in general for all teachers. with the new curriculum guided to learn but in the independent curriculum both teachers and students have the teacher's discretion in determining learning methods. This means that teachers are given the opportunity to innovate in developing learning materials and techniques. The concept of teaching and learning that provides more space for creativity and innovation in the learning process at madrasahs. Strengthening the character of the Pancasila student profile Rahmatan Lil Alamin in the learning process which is highlighted. The conclusion is that in the independent learning curriculum, all schools, both students and teachers, are required to always learn and innovate because this curriculum emphasizes aspects and direct learning experiences to develop the talents possessed by students.*

**Keywords:** *Innovation, Curriculum Freedom of Learning (Merdeka Belajar), Quality Of Islamic Education*

### **ABSTRAK**

Pendidikan yang bermutu adalah pendidikan yang dilaksanakan melalui beberapa proses dalam mewujudkan dan mengembangkan kualitas peserta didik tanpa mengenal proses pembelajaran. Untuk mencapai pendidikan yang bermutu maka perlu adanya inovasi dalam suatu pendidikan dengan memperhatikan inovasi salah satunya dari kurikulum. Metode yang digunakan dalam penelitian ini adalah melalui teknik wawancara yang dilakukan dengan menggunakan pendekatan kualitatif fenomenologis. Objek penelitian ini adalah wakil kepala sekolah bidang kurikulum dan pendidikan agama Islam guru dan siswa. Sumber yang digunakan adalah data hasil wawancara. Hasil dari penelitian ini adalah Kebebasan Belajar merupakan sesuatu yang baru di sekolah pada umumnya bagi semua guru. dengan kurikulum baru dibimbing untuk belajar tetapi dalam kurikulum mandiri baik guru maupun siswa memiliki keleluasaan guru dalam menentukan metode pembelajaran. Artinya, guru diberi kesempatan untuk berinovasi dalam mengembangkan materi dan teknik pembelajaran. Konsep belajar mengajar yang lebih memberikan ruang kreativitas dan inovasi dalam proses pembelajaran di madrasah. Penguatan karakter siswa pancasila profil *Rahmatan Lil Alamin* dalam proses pembelajaran yang ditonjolkan. Kesimpulannya bahwa dalam kurikulum belajar mandiri, semua sekolah baik siswa maupun guru dituntut untuk selalu belajar dan berinovasi karena kurikulum ini menekankan pada aspek dan pengalaman belajar langsung untuk mengembangkan bakat yang dimiliki oleh siswa.

**Kata kunci:** *Inovasi, Kurikulum Merdeka Belajar, Mutu Pendidikan Islam*

## **A. INTRODUCTION**

Improving the quality and quality of education is currently a top priority in order to produce competent human resources to face globalization ( Baro'ah, 2020 ). Where now the advancement of technology and information is something that cannot be underestimated and left for granted in an educational institution, which from year to year will continue to experience changes and will increasingly be faced with various challenges and complex problems. Efforts to improve school quality will continue to be carried out by all education staff in order to make schools have a high standard curriculum and continue to develop innovations in the process of advancing the quality of education. Quality improvement must be thought through critically and through innovations that will later be able to change a high standard of this independent learning curriculum. And the influence of this innovation is the biggest factor that must be realized in the learning process.

One of the government's efforts to improve the quality of education in every school is to create an independent learning curriculum policy. Where in every school must simultaneously use the curriculum. At SMKN 1 Pedan, we also don't want to be outdone in using the independent learning curriculum (Merdeka Belajar) so that it becomes a school that has a high standard of quality education and has a high Islamic religious intellectual as well. In Article 1 point 20 of Law no. 20 of 2003 concerning SISDIKNAS, learning is a process of interaction between students and educators and learning resources in a learning environment. In learning contained 5 concepts, namely interaction, students, educators, learning resources, and learning environment. From this, it definitely requires an innovation in the educational process. One of the innovations made by the school in improving the quality of education, especially Islamic education, is one of the roles of the school principal, namely by providing guidance to all teachers, staff, and students in the effectiveness of the learning process. The school principal also supervises and evaluates the technical implementation and development of learning education with program improvements to the performance of the quality of education in the school.

Several theoretical studies have been carried out by researchers. Research conducted by Faiz, Kurniawaty, Prasetyo, Bashori and Novi regarding the independent learning curriculum (Merdeka Belajar) concept shows that the independent learning curriculum (Merdeka Belajar) concept emphasizes giving freedom in education ( Faiz and Kurniawaty, 2020 ); ( Prasetyo, Bashori, & Novi Nur Lailisna, 2020 ). Independent Learning Curriculum (Merdeka Belajar) This is a form of assessment of the 2013 curriculum. Adapted from the

KEMENDIKBUD website, the Merdeka curriculum is a curriculum with intracurricular learning whose content will be more optimal so that students have time to explore concepts and strengthen competence ( Lie, 2022 ). With this program students can be more responsive in understanding something so that they can develop it according to their potential and abilities ( Siregar et al., 2020 ). Fauziyah also conducted school development. Namely, driving schools use a curriculum which includes important aspects of social, national and state life ( Fauziyah, FF, 2021 ). Inanna also researched that quality education is education that is developed by freeing students or students ( Inanna, 2018 ). Puspitasari and Nugroho also explained that the creation of competent human resources cannot be separated from the role of education. In this increasingly sophisticated era, competent human resources are needed to build the progress of a nation ( Puspitasari & Nugroho, 2021 ).

From the literacy above, educational quality innovation in the independent learning curriculum (Merdeka Belajar) needs special and widespread attention. This means that in improving the quality of a school it is necessary to involve many various parties to jointly create innovations that will develop and improve the quality of Islamic education in schools. Because if the independent learning curriculum (Merdeka Belajar) is not carried out by improving the curriculum and only continuing the previous curriculum, then the quality of the school will decrease and not increase. The independent learning curriculum (Merdeka Belajar) teaches all people that in this curriculum everyone must have the abilities or competencies of each individual that must be developed. If in this curriculum the individual does not experience improvement and does not know the potential within himself, it means that it can be said to have failed in the vision and mission of this independent learning curriculum (Merdeka Belajar) whose main goal is that each individual has the potential or ability of each in learning.

From here it is necessary to have superior and good innovations in the process of improving the quality of Islamic education in this independent learning curriculum (Merdeka Belajar). The first thing that must be considered in innovation in the development of the quality of an education is educational innovation in teacher professionalism. Now that technology and knowledge are increasingly sophisticated and advanced, in improving the quality of an education the main thing is to prepare and form quality human resources, namely presenting professional teachers. Teachers as professionals have an important role in improving an institution, especially in the independent learning curriculum where students who must have their own potential will find it difficult to find their identity. From

here professional teachers are used that professional teachers will produce quality students as well. And qualified students will bring progress in education.

Islam also teaches that learning is a necessity that cannot be abandoned, especially in religion, where each individual will be held accountable for what he has led or done while in the world. Therefore Islamic education here is also very closely related to this independent learning curriculum. For the sake of welfare and improving the condition of the earth, this free learning curriculum is already a concept from Rasulullah SAW. Because he has been able to create a pleasant learning atmosphere so that each individual has principles and potential that can be developed by each individual, namely by his friends. The concept of independent learning practiced by Rasulullah SAW is when he educates quite a lot of students. And there are three methods that he teaches, namely the interactive dialogic method, exemplary, and stories using the fun learning method or the fun method.

The advantage of the innovation carried out by this school is to see the activities of the surrounding community, most of them in Pedan are the world of business people. Looking at the world of work, we no longer absorb many employees, our school is trying to create entrepreneurial souls. Knowledge and skills, entrepreneurial insights so that children are more enthusiastic about opening jobs and being independent. The P5 Program, (Project for Strengthening Pancasila Student Profiles) in the independent curriculum (Merdeka Belajar) really supports the realization of entrepreneurial spirits. And encourage them to be more open to reading and literacy to convey the project's learning . Because this project involves various things related to the theme that has been set earlier. Here the teacher's role is to direct the child regarding where the project will be taken and to direct observation and research on what will be chosen on a particular theme, and encourage children to collaborate to make presentations in front of the class related to what has been done in the surrounding environment. Then students are also required to make a product related to the theme chosen or made.

The purpose of this research is that on the other hand students have freedom in learning through this independent learning curriculum (Merdeka Belajar) students can also dig deeper into Islamic-based science and technology. The concept of the independent learning curriculum in the perspective of Islamic education is also very important to develop because in this curriculum there are no restrictions on its followers in learning everything or all aspects, as long as it is *bi ismi rabbik*. And in this curriculum students will also feel more comfortable and enjoyable while studying. Students can also develop and know the potential that exists within them. And it is hoped that later students as well as teachers and educational

staff will realize this independent learning curriculum (Merdeka Belajar) properly and progress in accordance with the provisions and Shari'a of the Prophet Muhammad.

## **B. LITERATURE REVIEW**

### **1. Understanding the Quality of Islamic Education**

According to Hari Sudrajad (2005) quality education is education that is able to produce graduates who have abilities or competencies, both academic and vocational competencies, which are based on personal and social competencies, as well as noble moral values, all of which are life skills. skills). Sudrajad further stated that quality education is education that is capable of producing complete human beings (plenary human beings) or human beings with an integral personality (integrated personality), namely those who are able to integrate faith, knowledge, and charity.

### **2. Free Learning Curriculum (Merdeka Belajar)**

The curriculum must be responsive and comprehensive in social life, not excessive, relevant, and able to balance the diversity and needs of each period (Julaeha, 2019). In addition, the curriculum must always be dynamic and always influenced by changes in the underlying factors (Insani, 2019). Along with its development, the curriculum always tries to meet the needs of students. One of them is the 2013 Curriculum which is the current National Education reference which fully encourages learning about students. Students are required to be active and creative in the learning process and teachers with all their knowledge do not only act as instructors but are required to be inspirational. Learning optimizes students' thinking power and creativity to increase their skills and knowledge, learning to discover through experimentation (Ikhsan & Hadi, 2018). The fundamental difference with the previous curriculum is that the teacher no longer applies the lecturing method and is not the only source of knowledge, students may get knowledge from other sources, such as from the internet. The role of the teacher encourages his students to experience the process for themselves which makes their experience even greater.

Curriculum development from time to time cannot be separated from the meaning of the curriculum itself. Curriculum which is interpreted in a narrow sense as a plan about student learning experiences in an educational institution is very useful in developing curriculum (Hasan, 2004). Curriculum development is important to be carried out as an operational basis for the learning process by looking at the condition of students in each educational unit, especially after the COVID-19 pandemic. This condition needs to be considered in developing the curriculum, one of which is the Independent Curriculum as the

government's effort to overcome the post-pandemic learning crisis. So that in this study, researchers tried to examine the Independent Curriculum policy as a form of curriculum development and a response to the learning crisis due to COVID-19.

### **3. Entrepreneurial Project**

Entrepreneurship comes from French, namely *entreprendre* which means to do (to undertake), in the sense of carrying out organizing and managing activities (Antoni, 2014). This term was first introduced by Richard Cantillon in 1755 in his *Essai Sur La Nature du Commerce en General*. At that time the term entrepreneur was a term for traders who bought goods in the regions and then sold them at uncertain prices. (Suryana, 2013).

Research conducted by Cindy Patika with a theme discussing the value of entrepreneurship at SMPI Mentari Indonesia, Bekasi Utara, has gone well. That is through a process carried out by educators and the entire school community. The results shown are the presence of student characters that reflect an entrepreneurial spirit such as reactivity, confidence, communicativeness, and responsibility. The inculcation of entrepreneurial values is integrated through strategies in programmed activities such as learning activities, extracurricular activities, entrepreneurial practices, self-development, local content and school culture.

### **C. RESEARCH METHOD**

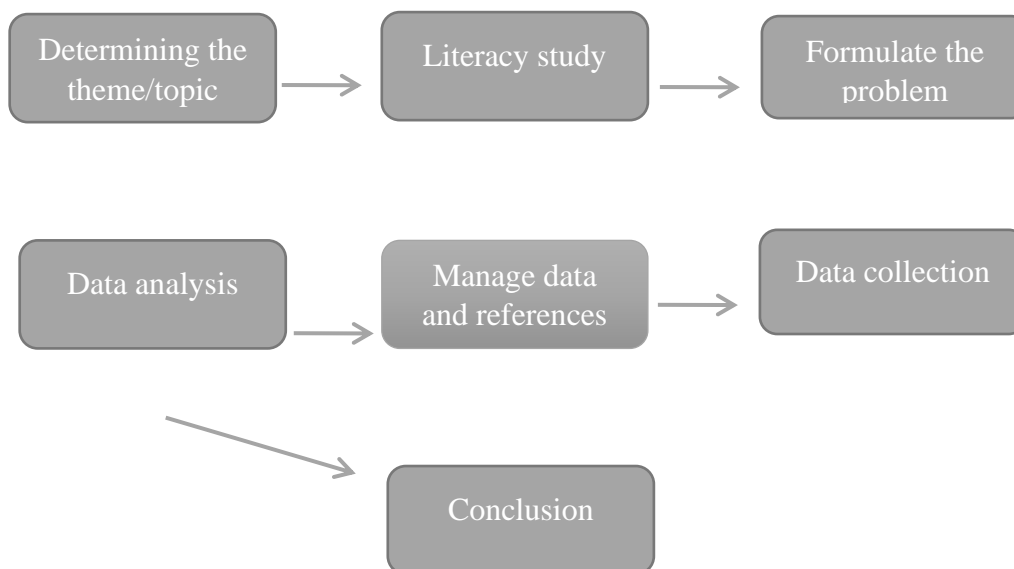
The type of research that the authors use is field research with a phenomenological qualitative approach using data collection methods, observation, interviews, and documentation.

Interviews were conducted by the author to the vice principal of curriculum and Islamic religious education teachers at SMKN 1 Pedan. The first interview was conducted with the curriculum representative for the curriculum vice chief regarding the independent learning curriculum (Merdeka Belajar) policy and innovation in the quality of school education. It will also be asked how the previous curriculum has improved to the current independent learning curriculum. This was followed by interviews with teachers of Islamic religious education regarding the quality of Islamic education in the independent learning curriculum (Merdeka Belajar) and how the innovations of Islamic Religious Education teachers also affect learning and interviews with grade 10 students. There were several questions asked by the author to the informants. The data obtained from the results of the interviews were analyzed using a qualitative descriptive approach. The answers from the results of these interviews were then analyzed in order to find findings in accordance with

the formulation of the research problems. And observations and observations during the making of entrepreneurial products took place with students of SMKN 1 Pedan.

The phenomena raised in this study include innovation and constraints on the application of independent learning. Where the process of investigating or examining a problem is carried out in depth, detail and detail on an event that occurred. Using this method will find out how the development of a situation towards the innovations that have been carried out by schools to improve the quality of Islamic education in the independent learning curriculum (Merdeka Belajar).

There are several steps in conducting case study research which are written on the Gramedia Blog, written by M. Hardi. The steps are as follows:



**Table 1. Design of Research Steps**

## **D. RESULT AND DISCUSSION**

### **1. Independent Learning Curriculum (Merdeka Belajar) Concept**

Independent learning (Merdeka Belajar) is something new at this school, generally for all teachers with the implementation of the new curriculum we are led to learn but in the independent curriculum both teachers and students have the teacher's discretion in determining learning methods, the material is more independent. In the sense that teachers are given the opportunity to innovate in developing learning materials and techniques. In addition , the learning system that used to be conventional is now required to be student oriented. The teacher as a facilitator then creates a fun learning situation for school children.

Independent learning (Merdeka Belajar) has been implemented in grade 10 , we as teachers sometimes still don't really understand its application . Position is still fumbling,

applying some, and still learning. There is online training, namely PMM , in which there are instructors, theories, and real action in the field as evidence of the implementation of an independent curriculum (Merdeka Belajar). Students, happy with the impact of the independent curriculum (Merdeka Belajar). This is because the material is taken from the most essential, interesting, important, contextual in the field. There is an initial diagnostic, which makes each child different in terms of initial learning. Readiness to learn, potential , talents , interests, and early abilities of children. This is where , later the child will be mapped and given differential learning , which varies according to the initial diagnostics. There is also an initial agreement made between the teacher and students before learning begins. There is a coaching approach for special students who need special attention. So children enjoy and enjoy the learning process more.

The concept of teaching and learning that provides more space for creation and innovation in the learning process at madrasas . Strengthening the character profile of Pancasila students and *Rahmatan Lil Alamin* in the learning process which is highlighted . The independent curriculum is a bridge for adjusting needs and implementing learning from the pandemic period to normal conditions. It is hoped that the quality of education will be maintained properly after the pandemic. The impact of A was initially a bit doubtful because in this curriculum the rations for subjects were reduced because 30% was allocated for project activities. For project learning, namely P5 so that it will reduce the child's learning quota to master science and technology. However, it turns out that after the emergence of this new regulation, its connection with the selection of college admissions through tests, it turns out that those that normally use science/social studies subjects no longer exist. So that it is in line with the emergence of an independent curriculum (Merdeka Belajar). In this independent curriculum (Merdeka Belajar), the development of literacy and numeracy for children and for teachers is very important. Children are required to read from various kinds of literature not only related to subjects but also related to others. So that in the future students will have dimensional characters in the Pancasila student profile. Because character is important for the younger generation to prepare quality human resources. The doubts that have become a source of anxiety for teachers have begun to dissipate because of the new Minister of Education and Culture. But indeed teachers are required to learn even more in relation to this independent teaching platform teachers are required to improve their quality independently by participating in independent online training in order to improve the quality of teachers independently. Sometimes the teacher has to divide the available free time to complete training independently and to complete the lesson.



## 2. Teacher Preparation In Learning

The need prepared by the teacher is the implementation of education and training in order to increase self-competence, self-development. Additional facilities and infrastructure to carry out supporting learning in the independent curriculum (Merdeka Belajar), such as cameras, broadcast rooms, tools for printing student-made handicrafts, etc. This cannot be separated from school policies, revisions to the vision and mission so that they are relevant to the independent curriculum (Merdeka Belajar). While students prepare enthusiasm and insight into the independent curriculum (Merdeka Belajar) and why the curriculum needs to change. Students also prepare supporting learning tools, such as cellphones, laptops, and other learning tools.

## 3. Learning Innovation at SMKN 1 Pedan

The innovation that is most visible and developed in the quality of children in project improvement is that children are scheduled specifically, some use a special system, some use a regular system. This means that every week set aside 1 day for 10 hours of lessons for project learning. Where has 3 themes out of 7 themes provided for 1 year. The chosen theme is Entrepreneurship, Local Wisdom, and Sustainable Development. From subject teachers who initially only taught specific subjects, now they are encouraged to be more open to reading and literacy to convey the project's learning. Because this project involves various things related to the theme that has been set earlier. Here the teacher's role is to direct the child regarding where the project will be taken and to direct observation and research on what will be chosen on a particular theme, and encourage children to collaborate to make presentations in front of the class related to what has been done in the surrounding environment. Then students are also required to make a product related to the theme chosen or made.

Table 2. Special program learning time distribution

No.	Theme	Day	Time
1.	Entrepreneurship	1 Day/7 Days	10 Hours
2.	Local wisdom	1 Day/7 Days	10 Hours
3.	Continuous development	1 Day/7 Days	10 Hours

**Table 2. Special program learning time distribution**

**a. From this it can be observed that at SMKN 1 Pedan, entrepreneurship is more desirable.**

Seeing the activities of the surrounding community, most in Pedan are business people. Looking at the world of work, we no longer absorb many employees, our school is trying to create entrepreneurial souls. Knowledge and skills, entrepreneurial insights so that children are more enthusiastic about opening jobs and being independent. The P5 Program, (Project for Strengthening Pancasila Student Profiles) in the independent curriculum really supports the realization of entrepreneurial spirits.

**b. The concept of learning in the independent curriculum(Merdeka Belajar)**

follows the rules, the PP that has been set. for the name is no longer a syllabus or lesson plan but CP and ATP with reference to the elements that have been defined. and have learning goals set by the school.

Table 3. Data Description of Learning Objectives

FILL NO. TP MATCHED IN ATP		DATA THESIS LEARNING OBJECTIVES
No. Mas sage	No. TP	LEARNING OBJECTIVES
1	XA 1 ,2,3	Students are able to analyze the verses of the Qur'an and hadith regarding the command to compete in kindness and work ethic as well as the prohibition of promiscuity and adultery;
2	XA 4	Students can present content and explanations about orders to compete in kindness and work ethic as well as the prohibition of promiscuity and adultery; believes that being competitive in kindness and work ethic and avoiding promiscuity and adultery is a religious order
3	XA 5	Get used to a competitive attitude in kindness and work ethic and avoid promiscuity and adultery by being more careful and maintaining self-respect

4	XB1 ,2	Students analyze the meaning of <i>syu'abul īman</i> (branches of faith), understanding, propositions, types and benefits
5	XB 3	Believing that in faith there are many branches; as well as applying several attitudes and characters as a reflection of the branches of faith in life. apply several attitudes and characters as a reflection of the branch of faith in life.
6	XC1 ,2, 3	Analyze the benefits of avoiding extravagant living, <i>riya'</i> , <i>sum'ah</i> , <i>takabbur</i> and <i>hasad</i>
7	XD 1	Analyzing the implementation of fiqh <i>muamalah</i> : insurance, banking and sharia cooperatives in society , being able to present an explanation of fiqh <i>muamalah</i> : insurance, banking and sharia cooperatives , being able to believe that the provisions of fiqh muamalah are religious teachings , fostering an entrepreneurial spirit and social awareness.
8	XE1 ,2, 3	Analyzing the history and role of Islamic scholars in Indonesia , Be able to chart a <i>timeline</i> of the history of Muslim scholars in Indonesia and explain it , Believing that the development of civilization in Indonesia is <i>sunatullah</i> and polite, moderate, <i>bi al-hikmah wa al- mauidlatil hasanah</i> is the order of Allah SWT .

**Table 3. Data Description Learning Objectives.**

#### **4. Evaluation of the Entrepreneurship Program On The Independent Learning Curriculum (Merdeka Belajar).**

Evaluation of the entrepreneurship program in the independent learning curriculum(Merdeka Belajar) is carried out in 2 ways, formative and summative. Formative is carried out with initial diagnostics to determine the extent to which the child 's abilities and potential are possessed at the beginning, further evaluation when the learning process is monitored for progress, and summative, evaluation at the end of learning. From the data I have observed, it shows that the list of PAIBP scores at SMKN 1 Pedan, especially grade 10, has very high formative and summative weight scores. Most of the scores obtained by grade 10 students are above average, namely above 80-90, where this value indicates that

from the student's assessment it is very good and has achieved very good mastery, it needs enrichment or more challenges. The achievement of competence in student report cards is also very good and does not disappoint, meaning that students are able to demonstrate good morals at school and are able to share their ideas and opinions in the learning process, so that interactions in learning become more lively. Also students are able to analyze the verses of the newspaper and hadith correctly.

#### **5. Constraints on the independent entrepreneurship program learning at SMKN 1 Pedan.**

The obstacle in this independent curriculum (Merdeka Belajar) is how to arrange scheduling between intra-curricular learning and project learning, there must be consideration of implementing it in blocks or regularly. And the obstacle is implementing 3 themes in 1 implementation at once, so here the teacher must have a lot of considerations. And divided into entrepreneurship themes are class A, B, C, D then local wisdom class E, F, G, H. And changing every 3 months to the next theme requires really mature thought. In the independent curriculum (Merdeka Belajar) activities there are activities called work exhibitions/titles which also require long and thorough preparation so that the work titles can run well.

In an obstacle faced by the teacher, the teacher should prepare appropriate teaching strategies and methods according to learning styles and learning ability levels ( Mislán & Santoso , 2019: 12 ) by sorting them into auditory, visual and kinetic learning styles. And it becomes very important in implementing education by reflecting actual life values in all learning, ( Naufal, 2021 ).

#### **E. CONCLUSION**

The independent curriculum (Merdeka Belajar) is a bridge for adjusting needs and implementing learning from the pandemic period to normal conditions. It is hoped that the quality of education will be maintained properly after the pandemic. The teacher's view of the independent learning curriculum (Merdeka Belajar), namely independent learning (Merdeka Belajar) has been implemented in grade 10 , we as teachers sometimes still don't really understand its application . Then the students' views of the independent learning curriculum (Merdeka Belajar), namely students, are happy with the impact of the independent curriculum (Merdeka Belajar). Because, material is taken that is the most essential, interesting, important, contextual in the field. The concept used is to create an innovation that is indeed a center of attention by teachers and students. This innovation

turned out to really bring about a change in the quality of education in schools, because with the existing innovations students were able to measure their talents or abilities. Where has 3 themes out of 7 themes provided for 1 year. The chosen theme is Entrepreneurship, Local Wisdom, and Sustainable Development. From subject teachers who initially only taught specific subjects, now they are encouraged to be more open to reading and literacy to convey the project's learning. The obstacle in this independent curriculum (Merdeka Belajar) is how to arrange the scheduling between intra-curricular learning and project learning, there must be consideration of implementing it in blocks or regularly. And the obstacle is implementing 3 themes in 1 implementation at once, so here the obstacle is that the teacher must have many considerations. And divided into entrepreneurship themes are class A, B, C, D then local wisdom class E, F, G, H. And changing every 3 months to the next theme requires really mature thought. In the independent curriculum (Merdeka Belajar) activities there are activities called work exhibitions/titles which also require long and thorough preparation so that the work titles can run well. It is also hoped that this curriculum will be able to make students capable of external competitiveness and produce superior generations.

## **F. SUGGESTIONS AND ACKNOWLEDGMENTS**

We as writers are very grateful to all parties who took part in making this journal, especially to the school where my research was carried out. As the author of this article, there must be a lot of shortcomings in writing this article.

Suggestions from the author of the results of the images of entrepreneurial products to be increased even more, because this independent curriculum is indeed something new for all schools, therefore, there are not many pictures taken by the author of the products produced by the school and also time constraints.

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