Evaluation of Interdisciplinary Islamic Environmental Education in the Independent Curriculum at SMAN 1 Cempaga

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ABSTRACT

Evaluation of Islamic religious education learning related to the independent curriculum and the environment plays an important role in measuring student progress in understanding the Islamic religion. The aim of this research is to describe the evaluation of environmental interdisciplinary Islamic religious learning in the independent curriculum at SMAN 1 Cempaga and to describe the supporting and inhibiting factors for evaluating environmental interdisciplinary Islamic religious learning in the independent curriculum at SMAN 1 Cempaga. The method used in this research is a descriptive qualitative method. The results of this research show that evaluation of PAI learning related to the independence and environmental curriculum at SMAN 1 Cempaga is not only carried out with written tests. Evaluation is also carried out through project assignments that hone students' skills in collaboration, communication and critical thinking. Supporting factors for evaluating PAI learning related to the independent and environmental curriculum at SMAN 1 Cempaga include teacher and student participation, resources, and support from the school and parents. Factors inhibiting the evaluation of PAI learning related to the independent curriculum and the environment at SMAN 1 Cempaga include limited teacher expertise, teacher workload, and students' lack of understanding of reading and writing the Koran.

Introduction

In the field of education, the topic of multiculturalism has become a significant area of interest among academics. The concept of multicultural education was initially proposed and debated in the United States and other Western countries during the 1960s. At that time, discrimination against minority groups by the majority population was a pressing issue in America. Consequently, civil rights movements emerged with the objective of reducing these discriminatory practices. The emergence of these movements had a notable impact on education. Subsequently, numerous experts developed proposals for educational reform that emphasised tolerance and equality, with a particular focus on aspects of ethnic and cultural diversity (Makmun et al., 2021). Multicultural education is a learning strategy that utilises students' cultural

backgrounds to enhance learning in the classroom and school environment. It aims to support and expand the concepts of culture, difference, equality and democracy (Hasan, n.d.).

Education is one of the industries that produces human resources, so planning, implementation, and evaluation of education are important issues for a nation. There are three different ways to obtain education: formal, non-formal, and informal. Primary, secondary, and post-secondary education form an organised and tiered educational process known as formal education. A systematic and tiered educational process that takes place outside of formal education is known as non-formal education. Family and community education is informal education (Hidayat, 2019).

The evaluation of Islamic religious education aims to determine the extent to which the educational process is in line with Islamic ideals, which are the ultimate goal of Islamic education. Assessment can be carried out through written tests, projects, portfolio-based assessments, or classroom observations. Ensuring that students understand and apply Islamic teachings and principles correctly is the main objective of evaluating Islamic religious education.

Adiwiyata schools have programmes that aim to foster a sense of love for the school community and its surroundings. This includes fostering a culture of environmental awareness and caring attitudes and behaviours. The school community's efforts to implement environmentally friendly ideas in the management of the school environment are an indication of the school's concern. The head teacher, teachers, all students, cleaning staff, security guards, and school committee are all part of the school community (Priyantini, 2015)

SMAN 1 Cempaga is an eco-school that has only achieved provincial level status, meaning it has not yet achieved national level status. This means that it has achieved district and provincial level status, but not national level status. There is still much to be done to achieve national eco-school status. One of the things that must not be found in an eco-school is plastic beverage bottles, and SMAN 1 Cempaga has not yet been able to eliminate plastic packaging, especially in the stalls around the school. This is the reason why the school has not yet been able to achieve national eco-school status.

The independent curriculum is a curriculum with diverse intracurricular learning. The learning content will be more optimal so that students have enough time to explore concepts and strengthen their competencies. Therefore, with the independent curriculum, much of the learning is now carried out outside the classroom and in the school environment. Examples include planting flowers and other plants to decorate the school environment.

Method

The research method used in this study is qualitative research. Qualitative research is a research method based on postpositivism philosophy, used to examine natural conditions of objects. The aim is to understand a phenomenon in its natural social context by emphasising the process of in-depth communication interaction between the researcher and the phenomenon being studied (Muslimah, 2020). In this study, the researchers used a qualitative approach with the aim of gaining an in-depth understanding of the evaluation of Islamic Religious Education (PAI) learning, particularly in

the context of the implementation of the Merdeka Curriculum and the influence of the school environment on the learning process and outcomes. The qualitative approach was chosen because it was considered most relevant for exploring complex social and educational phenomena, as well as for understanding the meaning, perspectives, and experiences of the subjects holistically.

The subjects in this study were two Islamic Religious Education teachers who taught at schools that had implemented the Merdeka Curriculum. The data collection techniques used in this study included observation, in-depth interviews, and documentation. Observations were conducted to directly observe how the PAI learning and evaluation processes took place in the classroom. In-depth interviews were conducted to explore the teachers' views, experiences, and reflections regarding the implementation of the Merdeka Curriculum and the influence of the environment in supporting or hindering the learning evaluation process. Meanwhile, documentation was used to supplement data from observations and interviews, such as lesson plans, evaluation instruments, student assessment results, and other supporting documents. By combining these three data collection techniques, it is hoped that the results of this study can provide a complete, accurate, and comprehensive picture of the implementation of PAI learning evaluation within the framework of the Merdeka Curriculum.

Result and Discussion

1. Evaluation of Interdisciplinary Islamic Religious Education in the Merdeka Curriculum at SMAN 1 Cempaga

The process of collecting, processing, and evaluating data to determine whether or not students have achieved their learning objectives is called learning evaluation or learning assessment. Meanwhile, the objectives of Islamic education assessment determine whether students have met the competency requirements in the areas of 'aqliya, 'amaliya, and qalbiya. Therefore, these three categories need to be covered in the evaluation developed by educators. Meanwhile, the review of Islamic religious education has two objectives: (1) to determine whether competency standards have been met, and (2) to provide information to assist in developing learning plans. Assessment results are used to determine the outcomes of Islamic religious education implemented in accordance with the established learning objectives. Continuous learning evaluation can facilitate (Arifin, 2021).

Cognitive, emotional, and psychomotor components must all be considered when assessing Islamic religious education. The findings of the evaluation can be used to identify the strengths and weaknesses of the Independent Curriculum in the implementation of Islamic Religious Education topics, so that updates and adjustments can be made if necessary. Of course, after the lessons have been practised, we want to know how well the students understand the content, and after the entire learning process is complete, we will be able to ascertain this. Stimulating questions that are answered within a specified time may be used for evaluation.

The Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud

RI) launched a new policy initiative called Merdeka Belajar (Freedom of Learning), introduced by Minister Nadiem Anwar Makarim. Nadiem had good reasons for implementing this educational freedom programme. This is in line with the 2019 Programme for International Student Assessment (PISA) study, which revealed that Indonesian students' assessment results were only sixth from the bottom; out of 79 countries, Indonesia ranked 74th in mathematics and literacy. In response to this, Nadiem pioneered a minimum competency assessment through character, reading and numeracy surveys. Reading proficiency is only one aspect of literacy; other abilities include evaluating what is read and understanding the ideas contained therein (Heroza, 2022).

The evaluation of PAI learning related to the independent curriculum and environment at SMAN 1 Cempaga was carried out well and smoothly. The evaluation was also conducted through project assignments that honed students' skills in collaboration, communication, and critical thinking. The evaluation was also considered good because it used a learning approach that was in line with local needs and student development at the school. The use of the independent curriculum makes students more involved in learning so that they can hone their thinking to be more critical, creative, and able to solve problems well. The independent curriculum uses modules which, in principle, require students to be more active so that teachers are only motivators and facilitators. The implementation of the independent curriculum at SMAN 1 Cempaga began in early 2023. With the use of the independent curriculum, there has been an increase in the ease with which students can express or channel their talents. The environment plays an important role in the implementation of the independent curriculum at school because it assists in the implementation of the material in the independent curriculum.

2. **Faktor Pendukung dan Penghambat Evaluasi Pembelajaran Agama Islam Terinterdisipliner Lingkungan Dalam Kurikulum Merdeka di SMAN 1 Cempaga**

There are supporting and inhibiting factors in every learning activity. This also applies to the evaluation of PAI learning related to the independent curriculum and the environment. There are several supporting factors that play an important role in the evaluation of PAI learning related to the independent curriculum and the environment, including the following:

a. Teacher and Student Participation

An environment that supports the active participation of teachers and students in designing and implementing the curriculum is also necessary so that evaluation can be more effective. Teachers can better assess student progress and responses to adapted PAI material. Teacher and student participation in the evaluation of PAI learning related to the independent curriculum and environment is an important element in improving the quality of PAI learning. In this context, teachers and students are actively involved in the evaluation process, whether in designing evaluation methods, collecting data, or identifying improvements needed in the curriculum (Nurhadi, 2012).

b. Recources

The availability of resources such as textbooks, teaching materials, and technological devices can support better evaluation. An environment that supports the provision of these resources will assist in a comprehensive evaluation process. Evaluations that focus on improving and enhancing PAI learning in accordance with the Merdeka Curriculum can be a supporting factor. Good resources will support teachers in collecting data, analysing results, and providing useful feedback for improvements in Islamic religious education (Ngalimun, 2017).

c. Support from the School and Parents

Support from the school, teachers, and parents in the evaluation process can provide positive encouragement to students. Collaboration between Islamic Education teachers, school principals, and other relevant parties can facilitate the exchange of information and best practices in evaluation. Involving parents in the Islamic Education learning evaluation process is also important. They can provide insights into how students apply Islamic teachings in their daily lives. Support from the school can also include providing resources for teachers and creating a supportive environment for the evaluation process (Nurhadi, 2012).

By considering these factors, the evaluation of PAI learning can be more relevant, comprehensive, and in line with the principles of the independent curriculum, as well as better supporting the holistic development of students and the religious context. In addition to supporting factors, there are also inhibiting factors. There are several inhibiting factors that can influence the evaluation of PAI learning related to the independent curriculum and environment, including the following:

a. Limitations of Teacher Expertise

The limited amount of time allocated to PAI in the curriculum can be an obstacle to conducting comprehensive evaluations. Similarly, not all PAI teachers have adequate knowledge of the independent curriculum, which hinders them in designing and implementing an appropriate curriculum (Mulyasa, 2013)

b. Teachers' Workload

The high workload of PAI teachers, especially if they have to teach many subjects or have additional tasks, can hinder their ability to conduct proper evaluations. Teachers have a role in managing educational evaluations, so they need to manage PAI learning evaluations well to ensure effective results that are relevant to the independent curriculum (Nur, 2016)

c. Students lack understanding of reading and writing the Qur'an

Students' understanding of reading and writing the Qur'an is also one of the factors hindering the evaluation of PAI learning related to the independent curriculum and environment because the ability to read and write the Qur'an is a basic component in understanding Islam, so if students have limitations or difficulties in understanding PAI material comprehensively, teachers need to pay special

attention to ensure that students have a strong foundation in reading and writing the Qur'an (Hasan, 2018)

In overcoming these obstacles, it is important to design evaluations that are appropriate to the specific situations and needs of schools and students, while maximising existing supporting factors. Good evaluation in the context of the Merdeka Curriculum should focus on a better understanding of PAI material and more effective learning. To overcome these obstacles, it is important to provide adequate support to teachers, ensure the availability of resources, and communicate with all parties involved in the education process. In addition, there needs to be a strong understanding of how the independent curriculum can be effectively implemented in the context of PAI, as well as how evaluations can be adjusted to achieve broader educational goals.

Conclusion

The evaluation of Islamic religious education in relation to the independent curriculum and environment at SMAN 1 Cempaga is not only conducted through written tests. Evaluation is also carried out through project assignments that hone students' skills in collaboration, communication, and critical thinking. The evaluation is also considered effective because it uses a learning approach that is tailored to local needs and the development of students at the school. The use of the independent curriculum makes students more involved in learning so that they can hone their thinking to be more critical, creative, and able to solve problems well. Supporting factors for PAI learning evaluation related to the independent curriculum and environment at SMAN 1 Cempaga include teacher and student participation, resources, and support from the school and parents. Hindering factors for PAI learning evaluation related to the independent curriculum and environment at SMAN 1 Cempaga include limited teacher expertise, teacher workload, and students' lack of understanding of reading and writing the Qur'an.

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