

## Islamic Religious Education Teachers' Perceptions of Emancipated Learning Curriculum in Pontianak City

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**Abstract:** The Emancipated Learning Curriculum, introduced in 2019 under the leadership of the Minister of Education and Culture, Nadiem Makarim, stands as the latest curriculum initiative in Indonesia, evolving from the 2013 curriculum. While some teachers express appreciation for the curriculum policy, others harbor objections based on various considerations. The changes in the curriculum are perceived as adjustments to various components that support learning. To delve into these dynamics, the research addresses the following questions: 1) What are the teachers' perceptions of the concept of the emancipated learning curriculum?; 2) What are the teachers' perceptions of the emancipated learning curriculum policy?; and 3) What are the teachers' perceptions of the implementation of the emancipated learning curriculum? Employing a mixed methods approach, this research used the phenomenological method. Data were collected through questionnaires and interviews simultaneously, and a concurrent triangulation strategy was employed for data analysis. This involved the simultaneous collection of quantitative and qualitative data, enabling the comparison of the two types of data for convergence, differences, and synthesis. The findings of the research show that teachers' perceptions of the emancipated learning curriculum are generally positive. Specific details include: Teachers' perceptions of the concept of the emancipated learning curriculum fall within the good category, accounting for 61.11%. The evaluation of teachers' perceptions of the emancipated learning curriculum policy reveals a positive outlook, with 83.33% rating it as good. Additionally, 72.22% of teachers express a positive perception of the implementation of the emancipated learning curriculum.

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**Abstrak:** Kurikulum merdeka belajar yang diperkenalkan pada tahun 2019 di bawah kepemimpinan Menteri Pendidikan dan Kebudayaan Nadiem Makarim merupakan inisiatif kurikulum terbaru di Indonesia yang berevolusi dari kurikulum 2013. Meskipun sebagian guru mengapresiasi kebijakan kurikulum tersebut, sebagian lainnya keberatan karena berbagai pertimbangan. Perubahan kurikulum dirasakan sebagai penyesuaian terhadap berbagai komponen pendukung pembelajaran. Untuk mendalami dinamika tersebut, penelitian ini menjawab pertanyaan-pertanyaan berikut: 1) Bagaimana persepsi guru terhadap konsep kurikulum pembelajaran emansipasi?; 2) Bagaimana persepsi guru terhadap kebijakan kurikulum pembelajaran emansipasi?; dan 3) Bagaimana persepsi guru terhadap penerapan kurikulum pembelajaran emansipasi? Dengan menggunakan pendekatan metode *mixed method*, dengan pendekatan fenomenologi. Data dikumpulkan melalui kuesioner dan wawancara secara bersamaan, dan strategi triangulasi secara bersamaan digunakan untuk analisis data. Hal ini melibatkan pengumpulan data kuantitatif dan kualitatif secara simultan, yang memungkinkan perbandingan kedua jenis data untuk konvergensi, perbedaan, dan sintesis. Temuan penelitian menunjukkan bahwa persepsi guru terhadap kurikulum merdeka belajar secara umum positif. Rinciannya antara lain: Persepsi guru terhadap konsep kurikulum merdeka belajar termasuk dalam kategori baik yaitu sebesar 61,11%. Evaluasi persepsi guru terhadap kebijakan kurikulum merdeka belajar menunjukkan pandangan positif, dimana 83,33% menilai baik. Selain itu, 72,22% guru menyatakan persepsi positif terhadap penerapan kurikulum merdeka belajar.

**Kata Kunci:** Persepsi, Kurikulum Merdeka, Guru PAI

## A. Introduction

The educational curriculum serves as the foundation for facilitating learning, particularly for teachers who are entrusted with educating and guiding students. Each educational provider, whether formal, non-formal, or informal, possesses unique goals and characteristics aligned with a predetermined vision. (Nasihi & Hapsari, 2022).

Nonetheless, non-formal and informal education, in contrast to formal education ranging from kindergarten to tertiary levels, often lacks a systematically structured curriculum. Unlike formal education, which has a documented and systematic curriculum, many non-formal and informal education programs operate without such a framework. In Indonesia, formal education includes both state-run and private educational institutions (Ivan, 2021), State educational institutions are administered by the government, whereas private educational institutions are established and managed by a group of individuals forming an institution. However, all types of education implementation in Indonesia fall under the supervision of the government through relevant ministries and high state institutions.

The history of curriculum development in Indonesia dates back to the period before the country gained independence in 1942. During the colonial era, educational curricula were formulated and implemented to serve the interests of both Dutch and Japanese authorities (Ritonga, 2018). Curriculum changes and developments are essential to keep pace with advancements in science, information and communication technology, and the evolving dynamics of social life within society (Rahadian, 2017). Each curriculum change in Indonesia doesn't consistently elicit a positive response; rather, it often draws various criticisms from the community, students, and teaching staff who are at the forefront of implementing the learning curriculum. Curriculum alterations invariably trigger protests from different quarters, particularly from teachers who fear increased workloads resulting from these changes. Moreover, the current curriculum is perceived as suboptimal and has struggled to be implemented effectively, prompting calls for revisions.

The series of contradictions surrounding curriculum changes do not entirely address the fundamental essence of the curriculum in question. The criticism is primarily centered on alterations to textbooks, raising concerns about an added financial burden on parents to meet the learning demands required by the introduction of new books (Lestari & Gunawan, 2020). The Ministry of Education and Culture is not immune to criticism, as every change in leadership within this institution is often accompanied by corresponding adjustments to the curriculum (Susanti, 2021), as if

these changes are driven not by necessity but by the personal preferences of the Minister. While this view originates from the assumptions of certain individuals, it has gained footing in society and among educational stakeholders. Implementing curriculum changes is a complex process, impacting various components of learning for teaching and educational staff directly involved. In addition to adjustments to textbooks, modifications to the preparation of the lesson plan (RPP) and other aspects are also necessary (Sulistiyono, 2022).

The Emancipated Learning Curriculum (*Kurikulum Merdeka Belajar*) is the latest curriculum introduced in Indonesia, initiated in 2019 under the leadership of the Minister of Education and Culture, Nadiem Makarim. (Santosa, 2022). The emancipated learning curriculum represents an improvement from the 2013 curriculum. One of its notable changes involves the approach to preparing lesson plans. Previously, teachers preparing to teach lessons were tasked with creating highly detailed plans encompassing 10 components. However, the emancipated learning curriculum simplifies this process with what is known as a one-page lesson plan. (Syaiful et al., 2021). Essentially, the idea of a one-page lesson plan does not imply that the implementation of learning is solely confined to the written components. Instead, it emphasizes that the supporting elements of learning are still addressed in detail, as outlined in the formulated plan.

While some teachers express appreciation for the policy of the emancipated learning curriculum, there are also quite a few who raise objections based on various considerations. (Hadi, 2020). Curriculum changes are perceived as adaptations to various learning support components, a perception that some find to be less effective and burdensome for certain teachers (Nurwiati, 2022). Certain assumptions made by some teachers lack a comprehensive understanding of the concept behind the emancipated curriculum. Nevertheless, it is important to acknowledge that the implementation of the emancipated learning curriculum has not been entirely successful (Aprima & Sari, 2022);(Anwar et al., 2022).

In light of the identified issues, the researcher will undertake a comprehensive examination of teachers' perceptions regarding the emancipated learning curriculum. The study is formulated through several research questions, namely: 1) What are the

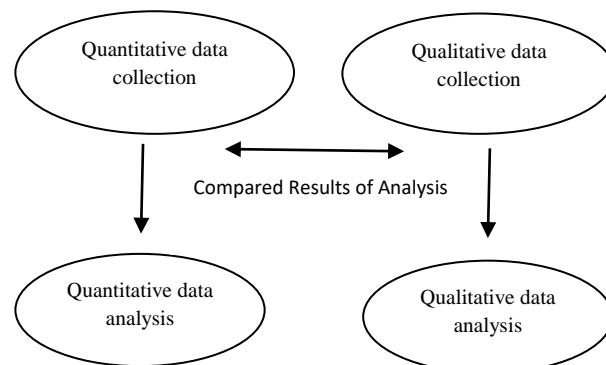
teachers' perceptions of the concept of the emancipated learning curriculum?; 2) What are the teachers' perceptions of the policy of the emancipated learning curriculum?; and 3) What are the teachers' perceptions of the implementation of the emancipated learning curriculum?

## **B. Method**

This research adopted a Mixed Methods approach, integrating both quantitative and qualitative methodologies within a single framework or across different stages of the study. (Abbas & Teddlie, 2010). The research employed the phenomenological method, involving the collection of data through in-depth interviews to explain the phenomena experienced by individuals. (Suyanto, 2019). The researchers asked questions to teachers regarding their perspectives on the concept of emancipated learning, the policy governing emancipated learning, and the implementation of emancipated learning in the educational process. Each response provided was thoroughly explored, with a particular focus on answers that required more detailed explanation.

The research process involved concurrent data collection through questionnaires and interviews. Questionnaires, a technique used for gathering data, consisted of written statements or questions provided to respondents, seeking the desired information from each participant. (Eko Putro, 2016). Data collection involved distributing a questionnaire consisting of 37 statements and questions categorized into three variables: 13 items for the teachers' perceptions of the concept of emancipated learning, 16 items for the teachers' perceptions of the emancipated learning policy, and 8 items for the teachers' perceptions of the implementation of emancipated learning. Quantitative data analysis was conducted on the questionnaires distributed to Islamic Religious Education (PAI) Teachers in Pontianak City, with each statement scored on a Likert scale ranging from 1 to 4. Concurrently, qualitative data analysis was based on the informants' responses, including the reasons behind their assessments for each question posed by the researchers. In addition to providing quantitative ratings, the informants also offered insights into their assessments by providing reasons.

Data analysis employed a concurrent triangulation strategy, where researchers simultaneously collect quantitative and qualitative data to compare the two datasets, identifying points of convergence, differences, and combinations. The researchers used mixed techniques to interpret and discuss the findings, integrating both quantitative and qualitative data into a unified analysis (John W, 2010).



**Figure 1.** Mixed Methods Research Flow

### C. Results and Discussion

This research was analyzed using descriptive statistics. The descriptive statistical analysis in this study is based on Azwar's ideal norm score conversion. (2010). This research assesses teachers' perceptions of the implementation of emancipated learning. A Likert scale was used to measure the indicator items which were administered to 18 Islamic Religious Education (PAI) teachers in Pontianak City. The scores obtained were converted to a scale of 100. The conversion of respondents' answer scores involved calculating the minimum ideal score ( $X_{min}$ ), maximum ideal score ( $X_{max}$ ), ideal mean ( $\bar{X}_{ideal}$ ), and ideal standard deviation ( $SD_{ideal}$ ). These calculations were performed using the following formulas:

- Minimum ideal score =  $\frac{\text{lowest response scores} \times \text{number of items}}{\text{highest response scores} \times \text{number of items}} 100$
- Maximum ideal score =  $\frac{\text{highest response scores} \times \text{number of items}}{\text{highest response scores} \times \text{number of items}} 100$
- Ideal mean =  $\frac{\text{maximum ideal score}}{2}$
- Ideal standard deviation =  $\frac{\text{maximum ideal score}}{6}$

Scores from the responses of 18 participants were gathered through the distribution of Table 1: Scores on the perception of the concept of emancipated learning. The questionnaire comprises three variables: 13 items for the teachers' perception of the concept of emancipated learning, 16 items for the teachers' perception of the emancipated learning policy, and 8 items for the teachers' perception of the implementation of emancipated learning. Each item in the responses from the participants, converted using the ideal norm, is presented in the form of a frequency distribution table as follows:

Table 1 Score on Perceptions of Emancipated Learning Concept

Score Interval	Category	F	%
$\geq 91.67$	Very Good	0	0.00
75.00-91.66	Good	11	61.11
58.33-74.99	Fair	7	38.89
41.67-58.32	Poor	0	0.00
$\leq 41.66$	Very poor	0	0.00
<b>Total</b>		18	100

Examining the teachers' perceptions of the concept of emancipated learning as categorized in Table 1, the majority of teachers provide favorable responses, accounting for 61.11%, whereas 38.89% of teachers express unfavorable responses. Overall, Islamic Religious Education teachers demonstrate a positive perception of the concept of emancipated learning.

The majority of teachers hold the assumption that emancipated learning provides a space for creativity based on students' individual abilities. In addition, they believe that emancipated learning also fosters critical thinking and independence in students. The flexibility of emancipated learning allows students to showcase their abilities based on their interests and talents, alleviating the pressure often associated with a teacher-centered curriculum model. The primary focus of assessment revolves around character development, emphasizing values such as good manners and independence



rather than solely relying on cognitive scores. The learning method employed encourages students to solve problems and produce learning outcomes aligned with their interests and talents. In the concept of emancipated learning, the teacher's role shifts from being the sole source of information to that of a facilitator and motivator, guiding students through the learning process in which they actively participate.

The concept of emancipated learning, seen as offering significant benefits for students' mental development, is not universally well-received by all teachers. Some educators express a lack of confidence in their ability to instill self-directed learning in students. Concerns arise, particularly when students engage in learning outside of the school environment, given the rapid flow of information and instances of students deviating from the intended learning path. Some teachers worry that students may not navigate emancipated learning as expected. In contrast, guided learning within mentoring programs at school is deemed more effective in enhancing students' knowledge and character. Even when students are expected to pursue emancipated learning outside of school, teachers find it necessary to maintain continuous guidance and supervision. The active presence of teachers remains relevant, as they play a crucial role in directing and overseeing students, ensuring that information and cognitive structures are channeled appropriately.

**Table 2.** Score on the Perception of Emancipated Learning Policy

Score Interval	Category	F	%
≥91.67	Very Good	0	0
75.00-91.66	Good	15	83.33
58.33-74.99	Fair	3	0
41.67-58.32	Poor	0	0
≤41.66	Very poor	0	16.67
Total		18	100



Analyzing the teachers' perceptions of the emancipated learning policy as categorized in Table 2, it is evident that the majority of teachers provide favorable responses, accounting for 83.33%, while 16.67% of teachers express very unfavorable responses. Overall, Islamic Religious Education (PAI) teachers generally respond positively to the emancipated learning policy.

The majority of respondents provided favorable responses to various emancipated learning policies. While acknowledging that the National Examination is not the sole standard for measuring student abilities, it serves as an assessment tool to evaluate the attainment of specific national education standards. The decision to abolish the National Examination does not signify the elimination of educational standards; rather, it involves replacing the previous National Examination system with an alternative assessment designed to serve as a tool for evaluating the quality of national education. The results of this replacement assessment will serve as an indicator of the achievement of national education standards in each region. Competency assessments are carefully designed to ensure they do not have detrimental consequences for students.

This assessment deviates from the current national exam model, as it does not focus on individual subjects or the mastery of specific curriculum content. Instead, it centers on mapping two fundamental student competencies: proficiency in literacy and numeracy. At the same time, the character survey aims to build the Pancasila profile within students, with character education playing a vital role in instilling Pancasila as the foundation of the country. The decision for student graduation is decentralized to the schools, allowing them to conduct their assessments through school exams. Schools have the flexibility to evaluate student competency through various means, including written tests or more comprehensive methods such as portfolios and assignments.

The policy of implementing emancipated learning faces challenges in gaining full support from teachers. One notable weakness identified is the mechanism for admitting new students , which employs a zoning system. Some teachers have reported instances of fraudulent practices in determining the graduation of students competing for acceptance into a school. One prevalent form of cheating involves manipulating a family card to secure admission to a specific school. Additionally, there are reports of collusion and nepotism persisting in several schools. Instances of prospective students paying money to secure admission at their desired school still occur in certain schools, often involving individuals with access to policy-makers.

**Table 3.** Perceptions of the Implementation of Emancipated Learning

Score Interval	Category	F	%
$\geq 91.67$	Very Good	0	0
75.00-91.66	Good	5	0
58.33-74.99	Fair	13	72.22
41.67-58.32	Poor	0	0
$\leq 41.66$	Very poor	0	27.78
Total		18	100

Based on the teachers' perceptions concerning the implementation of emancipated learning, as presented in Table 3, the majority of teachers provide favorable responses, accounting for 72.22%, while 27.78% of teachers express very unfavorable responses. Overall, Islamic Religious Education (PAI) teachers demonstrate a positive inclination toward the implementation of emancipated learning.

The concept of emancipated learning extends beyond exploratory learning for students; it also empowers teachers to determine suitable learning strategies. According to most teachers, they conduct assessments that measure knowledge, skills, attitudes, and character. Teachers acknowledge the diverse abilities of each student in grasping teaching materials. Students exhibit unique strengths – some master theoretical concepts effortlessly through reading, while

others, despite repeated explanations, may struggle with theoretical concepts but excel in areas like arts and sports. Teachers recognize the importance of accommodating these different talents and personalities. For instance, students who may not excel in theoretical aspects often demonstrate good interpersonal skills, such as coordination and providing assistance to their peers in the classroom. The demands on teachers to plan and implement varied learning methods are put to the test, especially with the introduction of environment-based learning. In this approach, students independently seek information and develop the required competencies, all under the guidance and supervision of the teacher.

The adoption of the emancipated learning approach among teachers has led to unfulfilled challenges. Particularly in the evaluation of learning outcomes using non-test instruments, some teachers encounter difficulties in employing diverse assessment tools. These instruments include objective and descriptive tests, while non-test methods include observation, interviews, questionnaires, documentary analysis, and sociometry. The encountered difficulty arises from the fact that certain teachers lack proficiency in fundamental computer skills required in the 21st century, such as utilizing MS Word and creating engaging presentations, hindering their ability to effectively utilize these tools.

### **1. Emancipated Learning Concept**

The learning principles align with John Dewey's progressivism theory, advocating that a teacher should not possess all knowledge. Instead, the teacher assumes the role of a facilitator, fostering a mutual give-and-take attitude between teacher and student (Mualifah, 2016). *“Freedom to learn offers the broadest scope to uncover one's potential based on individual interests and talents. Learning resources are accessible through various means, fostering a collaborative paradigm between teachers and students. Students voice diverse issues that serve as valuable information to be collectively addressed.”*

Every student possesses unique knowledge and aspirations, their breadth of understanding shaped by individual experiences gained from diverse learning sources. Technological advancements significantly influence students' knowledge and behavior. Recognizing this, teachers assume the responsibility of steering students toward utilizing the information and knowledge available for a positive impact on their lives. Teachers guide students beyond the confines of the classroom, employing learning resources that utilize the environment, encouraging experiential learning. This method fosters significant impact as students directly observe, feel, and engage with the learning experiences themselves.

One of the educational priorities in Indonesia is enhancing the quality of human resources to enable them to adapt to contemporary conditions. The objective of education is to deliver the necessary learning experiences for students while maintaining a focus on the mental well-being of each student. The awareness that every student has unique tendencies must be accommodated in the educational process, even as teacher guidance remains crucial. This approach aligns with Ki Hajar Dewantara's perspective, asserting that strong discipline should be complemented by providing freedom. Discipline, in his view, begins with one's intrinsic will and is concurrently governed by regulations established in an independent atmosphere (Ministry of Education and Culture, 2022). Implementing emancipated learning with democratic and humanistic principles involves a shift from a behavioristic learning model to a constructivist paradigm. (Siregar et al., 2020).

*"Teachers take on the role of coaches, aiming to instill in students a balanced blend of scientific knowledge and ethical principles. This coaching function operates optimally when complemented by ongoing evaluations, identifying any shortcomings in the learning process shared with students."* Evaluations are comprehensive, including not only student assessments but also evaluations of teachers as integral parts of the learning environment. Coaching efforts should begin early, particularly during early childhood and elementary school, with a primary emphasis on nurturing mental autonomy and gradually fostering self-assurance, equipping students with a resilient

mindset to confront diverse situations as they progress to higher levels of education. (Faiz & Kurniawaty, 2020).

## 2. Emancipated Learning Policy

*“The introduction of Minimum Competency Assessment and character survey has garnered diverse responses from teachers. Some appreciate this policy, as it grants teachers the freedom to assess students beyond the conventional emphasis on final exams. This departure from the traditional assessment approach, which typically focuses on end-of-semester evaluations and similar methods primarily assessing cognitive aspects, signifies a shift. Despite the 2013 curriculum’s incorporation of attitude and skill assessments, teachers had not fully embraced this comprehensive assessment pattern.”* Since 2021, the National Examination system has officially been replaced with the Minimum Competency Assessment and character survey. The core of this assessment system directs teachers to concentrate on evaluating minimum competencies in literacy, numeracy, and student character. The reference models utilized are TIMSS (Trends in International Mathematics and Science Study) and PISA (Program for International Student Assessment), with assessments conducted at grades 4, 8, and 11. (Sudarto et al., 2021)

TIMSS assesses knowledge and skills in two subjects—mathematics and science—aiming to provide valuable student achievement data related to the curriculum, learning methodologies, and distinctions within school environments, particularly in these subjects (Hunt et al., 2013). The PISA assessment model differs from TIMSS despite their shared focus on evaluating competencies in mathematics and science. PISA assessments not only measure students’ ability to recall information but also evaluate their capacity to apply and explore the knowledge they have acquired (Rastuti & Prahmana, 2021). Many teachers advocate for a diverse range of assessment formats beyond traditional written tests. While written tests have been the norm, teachers are encouraged to incorporate alternative assessment methods like assignments, portfolios, and collaborative projects into their teaching practices.

Teachers hold varying perspectives on the Minimum Competency Assessment Model and Character Surveys. While these approaches carry noble intentions, their implementation remains challenging. The emphasis on literacy and critical reasoning poses difficulties as current teaching practices have predominantly prioritized rote memorization over the development of reading and analytical skills. Research conducted by the Ministry of Education and Culture through its Education Research Center in 2016 revealed concerning statistics regarding Indonesian students' literacy. A mere 6.06% fell into the 'good' category, with 47.11% categorized as 'fair' and a significant 46.83% in the 'poor' category (Tahmidaten & Krismanto, 2020). Furthermore, according to research from Central Connecticut State University in 2017, Indonesia ranked 60th out of 61 countries in literacy skills. These findings should serve as a catalyst for teachers and educators across Indonesia to adopt teaching strategies that foster a heightened interest in reading, starting with teachers at every level of the education system.

*“Another policy promoting emancipated learning involves the adjustment of the Lesson Plan. The preparation of lesson plans under the 2013 curriculum has imposed additional administrative responsibilities on teachers, alongside numerous other tasks. The emancipated learning curriculum streamlines the lesson plan, simplifying a document that previously comprised numerous components into a concise, one-sheet lesson plan. This policy has been well-received by teachers, as the streamlined one-sheet lesson plan retains the essence of learning while proving to be a more efficient approach.”*

“The lesson plan under the 2013 curriculum traditionally comprises 10 components. However, the one-page lesson plan, as outlined in the circular letter of the Minister of Education and Culture Number 14 of 2019, focuses on essential elements—learning objectives, learning steps, and assessments. The transition to a one-page lesson plan does not compromise the depth of learning geared towards student development. Instead, it improves effectiveness and efficiency in its implementation.” (Baro'ah, 2020)

*“In line with teachers' perceptions that; the RPP within the emancipated learning curriculum is streamlined into three core components, condensed into a single sheet.*

*The concise descriptions are deemed more user-friendly, ensuring ease of application without sacrificing the depth of learning. The primary objective of designing lesson plans is to facilitate the contextual application of each learning stage without the need for prolonged and exhaustive detailing. The rationale behind this approach is the recognition that an excessively detailed lesson plan may lead to incomplete implementation due to practical constraints.”*

The implementation of the zoning system policy for admitting new students in the emancipated curriculum has received positive feedback from certain teachers. This policy provides an advantageous opportunity for students residing in the vicinity of the school, enabling them to commute shorter distances and potentially reducing transportation costs. The zoning system in the student admission not only considers proximity but also maintains provisions for high-achieving students and other admission schemes.

As outlined in the circular letter of the Minister of Education and Culture number 1 of 2020 concerning emancipated learning, several rules govern this policy which include four key points of allocation for student admission: 50% for zoning, 15% for affirmation, 5% for transfer, and 30% for achievement. The specific proportions for admission and zoning are determined based on considerations specific to each region. The objective of this policy is to achieve a balance between regional access and the quality of education, facilitated by the proportional distribution of teachers across schools, as mandated by the government.

“Teachers acknowledge that the zoning system does not entirely ensure fairness for prospective students and their parents. A significant issue affecting various regions in Indonesia is the prevalence of fraudulent practices. Reports received by the Indonesian Child Protection Commission highlight concerns, including the processing of documents for changing domicile at a cost ranging from IDR 8 to 20 million. This practice is aimed at achieving administrative proximity to the target school.” (Indonesian Child Protection Commission *noted several fraudulent practices related to zoning-based student admission* / *Republika Online*, n.d.). In 2019, the Indonesian Child



Protection Commission received 23 reports concerning alleged illegal fees associated with changing domiciles across various regions in Indonesia.

### **3. Implementation of Emancipated Learning Curriculum**

Implementing the emancipated learning curriculum for Islamic Religious Education teachers involves offering extensive choices to conduct lessons using various methods without being confined to a specific study space. Teachers acknowledge that the freedom to determine learning approaches comes with consequences, specifically the demand for increased creativity and innovation. Teachers aim to create a conducive and pressure-free learning environment, providing students with opportunities to learn comfortably and experience joy. This approach is crucial because relying on teacher-provided materials without encouraging students to explore and seek their own understanding can hinder student development. Sugata Mitra, an innovative education professor from India, conducted an experiment known as the ‘hole in the wall,’ revealing a noteworthy finding. The study indicated that the learning outcomes of children who received educational guidance from a professional teacher did not significantly differ from those who were given facilities to learn independently (Nofri et al., 2017).

Sugata Mitra conducted an experiment comparing the learning outcomes of two groups of children in India. One group, consisting of city children, received guidance from professional teachers, while the other group, comprising village children, gathered in a room equipped with computer facilities. The computer-based learning material covered biotechnology and English content, and the children were motivated by a female teacher without additional intervention. Surprisingly, the results showed no significant difference in learning outcomes between the two groups, despite the village children facing challenges such as a lack of adequate English language skills and the absence of professional teacher guidance. The conclusion drawn from this experiment is profound: education itself does not make children learn; rather, it is the freedom to learn that empowers them. When provided with the opportunity, children can achieve remarkable learning speed.

In line with teachers' perceptions, it is emphasized that students should not be compelled to learn based on predetermined targets set by teachers aspiring for academic excellence. Teachers must recognize the diversity in students' abilities, making it their responsibility to guide without imposing targets beyond individual capabilities. Emancipated learning, as perceived by teachers, is a deliberate effort to provide space for children to explore their imagination according to their needs. This approach aims to develop students from an early age, allowing them to discover their identity along with their unique potential. Teachers use a strategic method by encouraging students to learn from their surroundings. The term 'environment' here encompasses the social context, enabling students to develop problem-solving skills by internalizing values. (Aan et al., 2021)

Emancipated learning can be achieved through the formulation of teaching strategies that build critical, creative, collaborative, and participatory personality. The model of consideration guides students to develop not only individual thinking skills but also enhances their social sensitivity, fostering a willingness to help others and the ability to construct collaborative efforts (Hakam & Nurdin, 2016). The internalization of cooperative values is manifested through joint projects undertaken by groups of students. The ultimate objective of these activities extends beyond the output, emphasizing the importance of students working collectively as a learning group. Assessing the process can be effectively executed through methods such as peer assessment.

Students' adaptability to advancement in science and technology is crucial, encompassing skills in searching, managing, and communicating information. In the era of Industry 4.0, educational institutions should not only refine traditional skills like reading, writing, and arithmetic but also foster the development of new literacies. These literacies include: Data Literacy: The ability to read, analyze, and utilize data or information in the digital world; Technological Literacy: Understanding the functionality of machines and technological applications, including coding, artificial intelligence, and engineering principles; Human Literacy: Strengthening values related to humanism, communication skills, and design (Yamin & Syahrir, 2020). The demands

for abilities are not exclusive to students; individuals must also possess sufficient skills to provide guidance that aligns with the needs of scientific development. This ensures that students can effectively utilize their abilities without compromising their character values.

#### **D. Conclusion**

A sequence of data analysis and theoretical studies has concluded that teachers' perceptions of the emancipated learning curriculum fall into a positive classification, supported by three research indicators; First, teachers' perceptions of the concept of the emancipated learning curriculum are considered positive, with 61.11% in the good category. Most teachers express positivity towards this concept, recognizing that emancipated learning opens opportunities for discovering individual potential based on interests and talents. The availability of learning resources facilitates a complementary learning paradigm between teachers and students. Second, teachers' perceptions of the emancipated learning curriculum policy are rated at 83.33% in the good category. This curriculum has introduced policies such as replacing the National Examination system with Minimum Competency Assessment, implementing a zoning system for new student admissions, and streamlining the preparation of a one-page lesson plan. While teachers view these policies as positive steps, they acknowledge the need to address certain associated challenges. Third, teachers' perceptions of the implementation of the emancipated learning curriculum stand at 72.22% in the good category. Teachers emphasize the importance of not imposing learning targets beyond students' abilities, and recognizing the diversity in their competencies.

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