APPLICATION OF THE INDEPENDENT CURRICULUM IN JURISPRUDENCE LEARNING IN THE INDUSTRIAL REVOLUTION ERA 4.0

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ABSTRACT

The era of the industrial revolution 4.0 brought many changes in various areas of life. One of them is the field of education, not only in the general field that has changed, but also in the field of Islamic education, such as Jurisprudence. These changes include curriculum and technology changes that are increasingly rapid. Currently, Indonesia has implemented an independent curriculum that aims to provide opportunities for students to explore and develop talents and interests. This study aims to determine the implementation of the independent curriculum in fiqh learning at MA Al-Muayyad Surakarta and to determine the suitability of the application of the fiqh curriculum in the era of the industrial revolution 4.0. The method used in this study is descriptive qualitative by describing the data found in the field which is then reinforced with relevant theories. The results of this study show that the implementation of the curriculum applied at MA Al-Muayyad Surakarta includes learning preparation, learning implementation, and learning evaluation. The suitability of application in the era of revolution 4.0 is appropriate, but not optimally. This is due to the lack of facilities that support the theme in learning.

Keywords: Jurisprudence, Independent Curriculum, MA Al-Muayyad Surakarta, Learning, Industrial Revolution Era 4.0

INTRODUCTION

Indonesia is currently in the era of the industrial revolution 4.0 which is centered on automation and artificial intelligence.[1] The industrial revolution 4.0 is used as a goal of the future promoted by the WEF (World Economic Forum) where technology changes and controls the way a person interacts with information.[2] As stated by Purwandi & Irwansyah that this era changes all human activities to switch to technology.[3] The industrial revolution 4.0 (4.0 IR) has a major impact on several fields, such as economics, politics and especially in the field of education.[4] Education 4.0 is a form of response that must be carried out by the world of education in facing the digital era, where activities carried out by humans and technology can be aligned to obtain solutions and innovations.[5] This era provides many new opportunities in all fields and at the same time gives birth to complex and difficult challenges.[6] This era requires the quality of human resources to be able to master science which will be able to solve problems

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[1] Anealka Aziz Hussin, "Education 4.0 Made Simple: Ideas For Teaching," *International Journal of Education & Literacy Studies* 6, no. 3 (2018): 92–98. Hlm. 93.

[2] Elizabeth Pollitzer, "Will the 4th Industrial Revolution Be Gender-Blind," *Elvisear.Com*, 2017. Hlm. 1.

[3] Dian Amintapratiwi Purwandini and Irwansyah, "Komunikasi Korporasi Pada Era Industri 4.0," *Jurnal Ilmu Sosial* 17, no. 1 (2018): 53–63. Hlm. 54.

[4] Mochamad Nurkholiq, "Desain Pengembangan Kurikulum Madrasah Aliyah Unggul Di Era Revolusi Industri 4.0," *Jurnal Piwulang* 1, no. 2 (2019). Hlm.73.

[5] Hussin, "Education 4.0 Made Simple: Ideas For Teaching." Hlm. 93

[6] Adun Priyanto, "Pendidikan Islam Dalam Era Revolusi Industri 4 . 0," *J-PAI: Jurnal Pendidikan Agama Islam* 6, no. 2 (2020): 80–89. Hlm. 83.

in people's lives.[7] There are several indicators of education 4.0, namely first, identifying learning resources in science and skills. Second, analyze the learning process of learners. Third, there is discussion in class. Fourth, in teaching and learning activities, an educator acts as a facilitator. Fifth, the form of learning is carried out anytime and anywhere. Sixth, giving hard tasks after students master the learning material. Seventh, students have choices in determining the way they want to learn. Eighth, project-based or hands-on practice-based learning. Education 4.0 referred to here is more about Islamic religious education.

Islamic religious education is education that is carried out consciously to learn religious knowledge that.[8] This is a form of instilling character education for students as provisions in the future.[9] Another opinion was also expressed by Hasanah (2015) that religious education is used as an instillation of religious education carried out by educators to students as a provision for the world and the hereafter.[10] In Islamic religious education referred to in this paper is more focused on learning jurisprudence. Jurisprudence learning is one of the most important subjects for learners.[11] Jurisprudence is a field of science that discusses Islamic laws. Jurisprudence learning is a study that discusses the laws and regulations that exist in Islam.[12] In addition, fiqh learning discusses the provisions and procedures for the implementation of taharah, prayer, fasting, zakat, hajj, sacrifice, buying and selling, and so on.[13] The study of jurisprudence is closely related to human life in carrying out worship to Allah. The purpose of learning fiqh is to equip students about Islamic law related to how to worship God. In the implementation of the learning process, it is inseparable from the established curriculum.

Currently, the curriculum in Indonesia has switched to an independent curriculum. The independent curriculum is a shift in the focus of education from rote memorization and exams to development for critical thinking, solving problems, communicating effectively, and collaborating with others.[14] The curriculum emphasizes project-based learning and encourages students to explore their interests and interests. The independent curriculum also combines digital literacy and 21st century skills to prepare students to face future challenges.[15] In MA Al-Muayyad in jurisprudence learning has implemented an independent curriculum. It aims to prepare learners to face future challenges. The fiqh curriculum applied at MA Al-Muayyad is

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[7] M. Rembangy, *Pendidikan Transformatif: Pergulatan Kritis Merumuskan Pendidikan Di Tengah Pusaran Arus Globalisasi* (Yogyakarta: Teras, 2010). Hlm. 15.

[8] Sutrisno, "Berbagai Pendekatan Dalam Pendidikan Nilai Dan Pendidikan Kewarganegaraan," *Jurnal Dimensi Pendidikan Dan Pembelajaran* 5 (2016): 29–37. Hlm. 30.

[9] Hanif Cahyo Kistoro Adi et al., "Islamic Character Education : Mapping and Networking Data Using Bibliometric Analysis," *Jurnal Pendidikan Agama Islam* 20, no. 2 (2023), https://ejournal.uin-suka.ac.id/tarbiyah/jpai/index. Hlm. 197.

[10] Nur Hasanah, "Pelaksanaan Pengelolaan Kelas Pada Mata Pelajaran Fiqih Di MTS Al-Kautsar" (UIN Syarif Hidayatullah Jakarta, 2015). Hlm. 5

[11] Firman Mansir, "Analisis Model-Model Pembelajaran Fikih Yang Aktual Dalam Merespons Isu Sosial Di Sekolah Dan Madrasah," *Jurnal Pendidikan Islam Ta'dibuna* 10, no. 1 (2021): 88–99, https://doi.org/10.32832/tadibuna.v10i1. Hlm. 89.

[12] N. Nurhayani, "Penerapan Metode Simulasi Dalam Pembelajaran Fikih Ibadah Bagi Siswa Di MTS YMPI SEI Tualang Raso Tanjung Balai," *Jurnal Ansiru PAI: Profesi Guru Pendidikan Agama Islam* 1, no. 1 (2017): 88–100, https://doi.org/10.30821/ansiru.v1i1.812. Hlm. 91.

[13] Mohammad Rizqillah Masykur, "Metodologi Pembelajaran Fiqih," *Jurnal Al-Ma'rifat* 4, no. 2 (2019): 31–45. Hlm. 36.

[14] A.A. Pertiwi and M. W. Achmadi, "Implementasi Kurikulum Merdeka Dalam Pembelajaran Fikih Pada Kelas 9 Di MTs Negeri 2 Karawang," *Jurnal Manajemen Dan Pendidikan Islam* 3, no. 3 (2023): 111–20, https://ejournal.penerbitjurnal.com/i%0Andex.php/JMPI/article/view/195%0A.

[15] A. Wahyudiono, "Perkembangan Kurikulum Merdeka Belajar Dalam Tantangan Era Society 5.0," *Education Journal: Journal Educational Research and Development* 7, no. 2 (2023): 124–31, https://doi.org/https://doi.org/10.315%0A37/ej.v7i2.1234.

more directed to the introduction, understanding, and practice of Islamic law to be used as a guide for life and provision in the future.

The problems in this study are 1) how to implement the independent curriculum in jurisprudence learning at MA Al-Muayyad Surakarta, 2) whether the application of the fiqh curriculum is in accordance with the era of the industrial revolution 4.0. Thus the purpose of this study is to determine the implementation of the independent curriculum in fiqh learning at MA Al-Muayyad Surakarta and to determine the suitability of the application of the fiqh curriculum in the era of the industrial revolution 4.0. This research needs to be done because it can provide knowledge to educators so that the application of learning can be relevant to the development of the industrial revolution era so that learning is more advanced and developed. The reason researchers chose the object of place at MA Al-Muayyad is that the quality of education is good and also has a 30 juz Qur'an tahfiz program, a madrasah diniyah wustho program. In addition, Al-Muayyad's diploma has been equated with Egypt's Al-Azhar. The novelty of this study is that research on the application of the Merdeka curriculum in jurisprudence learning in the era of the industrial revolution at MA Al-Muayyad has never been carried out so that researchers are interested in researching more deeply.

The discussion about the Merdeka curriculum is currently in demand by researchers in Indonesia. The author found several studies on the Merdeka curriculum conducted by Nabila and Achadi (2023) regarding the implementation of the Merdeka curriculum in fiqh learning in tsanawiyah madrasas.[16] The results of this study show that the implementation of the independent curriculum in jurisprudence learning in MTsN 3 Sleman has begun to be implemented since T.A 2023/2024 even though its application has not been optimal. There are several obstacles and problems in implementing the independent curriculum in jurisprudence learning, namely the creation of teaching modules, lack of platform readiness, and so on. The similarity of this research with the author is that both discuss the jurisprudence curriculum, while the difference in this study lies in the location of the research, in this study it was conducted at MTSN 3 Sleman, while the author at MA Al-Muayyad Surakarta.

Another research was also conducted by Khadziq and Achadi (2023) regarding the implementation of an independent curriculum based on jurisprudence subjects.[17] The results of this study show that there are disadvantages and advantages in learning jurisprudence using the independent curriculum including the independent curriculum that has been used for all subjects in MAN 4 Bantul, the lack of educators because not all of them understand the independent curriculum, and the lack of supporting facilities such as student textbooks used for learning. The similarity of this research with the author is that they both discuss the application of the independent curriculum in jurisprudence learning. The difference is that this research was conducted at MAN 4 Bantul, while the author was conducted at MA Al Muayyad Surakarta.

Research relevant to this research was conducted by Nurkholiq (2019) entitled Design for Superior Madrasah Aliyah Curriculum Development in the Industrial Revolution Era 4.0.[18] The results of this study show that curriculum design is used as an important part of education

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[16] Nisa Afrinauly Nabila and Muh. Wasith Achadi, "Implementasi Kurikulum Merdeka Dalam Pembelajaran Fiqih Di Madrasah Tsanawiyah," *AT-TAJDID: Jurnal Pendidikan Dan Pemikiran Islam* 7, no. 2 (2023): 304–15.

[17] Muhammad Fuadzy Al Khadziq and Muh. Wasith Achadi, "Implementasi Kurikulum Merdeka Belajar Pada Mata Pelajaran Fikih," *Al-Liqo'* 8, no. 2 (2023): 200–211.

[18] Nurkholiq, "Desain Pengembangan Kurikulum Madrasah Aliyah Unggul Di Era Revolusi Industri 4.0."

related to the socio-cultural conditions of the community in order to follow the development of the industrial revolution era 4.0. The similarity of this study with the author is that they both discuss the Madrasah Aliyah curriculum in facing the era of the industrial revolution 4.0. The difference is that this study is more about curriculum development design, while the author is more about the implementation and suitability of the curriculum in the era of the industrial revolution 4.0. The second difference lies in the place object used in this study at MA Unggul, while the author at MA Al-Muayyad Surakarta.

Another relevant research was also conducted by Susanti and Nikmah (2020) regarding the integration of the fiqh curriculum in the face of the industrial revolution 4.0 using a case study at MA Al-Muayyad Surakarta.[19] The results of this study show that the Jurisprudence curriculum at MA Al-Muayyad has not been fully integrated properly due to the lack of facilities and infrastructure, as well as the lack of human resources that have not been able to keep up with the era of the industrial revolution 4.0. The similarity of this research with the author is that both discuss fiqh in MA Al-Muayyad, while the difference in this study is more to the integration of the curriculum with the era 4.0, while the author is more about the relationship between fiqh learning and the era of the industrial revolution 4.0. Another research was also conducted by Syathori (2017) regarding the fiqh curriculum applied in Madrasah Tsanawiyah.[20] The results of this study show that in the development of learning indicators a teacher needs to be guided by Bloom's taxonomy to be used as a systematic psychomotor, cognitive, and affective assessment in accordance with the Basic Competencies of learning. The similarity of this study with the author is that they both discuss the curriculum in jurisprudence learning. The difference is the object of place used in Madrasah Tsanawiyah, while the writer in Madrasah Aliyah. The second difference is that this study is not associated with the era of revolution 4.0, while the author relates to the era of revolution 4.0. So the three have differences.

METHOD

The research method used in this study is descriptive qualitative. According to Meleong in Nikmah (2023) said that the descriptive qualitative research method emphasizes the description of data which is then strengthened by theoretical references relevant to the research. Research.[21] Meanwhile, the research model focuses on case studies. The object of place used in this study is at MA Al-Muayyad Surakarta. The data collection techniques used in this study were through in-depth interviews and content analysis. Interviews were conducted to deepen the data studied in the study. In the selection of informants, researchers chose to conduct interviews with Mr. Rodhi as a fiqh teacher at MA Al-Muayyad who has deep potential and ability in his knowledge of jurisprudence learning. Content analysis aims to reduce various theories relevant to research. The data analysis techniques used in this study by collecting in-depth data on jurisprudence learning, grouping data according to their respective types,

[19] Sinta Ari Susanti and Faridhatun Nikmah, "Integrasi Kurikulum Fikih Dalam Menghadapi Revolusi Industri 4 . 0 (Studi Kasus MA Al-Muayyad Surakarta)," in *Prosiding Konferensi Integrasi Interkoneksi Islam Dan Sains*, vol. 2, 2020, 353–59.

[20] A. Syathori, "Kurikulum 2013 Mata Pelajaran Fikih Di Madrasah Tsanawiyah," *Al-Tarbawi Al-Haditsah : Jutnal Pendidikan Agama Islam* 2, no. 1 (2017).

[21] Faridhatun Nikmah et al., "Model PBT Berbasis ICT Dalam Pembelajaran Puisi Di Madrasah Di Era Revolusi Industri 4.0," *Jurnal Widyantara* 1, no. 1 (2023): 27–39.

analyzing data on fiqh learning associated with learning in the industrial revolution era 4.0 which is then relevant to theories relevant to research, the last step is to draw conclusions.[22]

RESULTS AND DISCUSSION

Learning is inseparable from the elements of education that need to be prepared, one of which is the curriculum. The curriculum is used as an important element in education because it spearheads success in education.[23] The curriculum is made the largest center of the educational process. The curriculum has an important role in nurturing the next generation of the nation and government that is responsible, inventive, and broad-minded. The curriculum is used as the heart of the school, the school is the heart of the people, and the people are the heart of the state or nation.[24] In this case, it shows that the curriculum is used as the heart of the school. Each school has its own way of implementing the curriculum, especially in the jurisprudence curriculum. In this case, it shows that the curriculum is used as the heart of the school. Each school has its own way of implementing the curriculum, especially in the jurisprudence curriculum. The fiqh curriculum applied at MA Al-Muayyad Surakarta is more about the introduction, understanding, and practice of Islamic law which is used as a basis for views and provisions in the future.

In compiling the jurisprudence curriculum, it is necessary to pay attention to several principles that are used as life guidelines, including the principle of relevance which emphasizes more on the needs of students. Second, the principle of flexibility that better understands the background of learners. Third, the principle of contingency that understands in more detail related to the continuous learning process, Fourth, the principle of efficiency that emphasizes the suitability of the curriculum with subjects. Fifth, practical principles that link science with technological developments.[25] Another opinion was also expressed by Zarkasyi (2005) who divided the curriculum into four, namely first, educational objectives that are more directed at the learning process, second, material related to the formation of school quality development. Third, methods related to the steps used by educators in transferring knowledge to learners. Fourth, evaluation is related to assessment to find out the extent to which education is achieved.[26] The existence of this development principle aims to produce an Islamic generation that has broad insight and understanding of communication media as a form of the times.[27]

Curriculum development needs to be done. This is because the curriculum is used as an instrumental input in achieving national education goals that are developed dynamically in accordance with the demands and rapid development of the times.[28] The curriculum is a program that is designed in such a way to be applied by schools, the results of which can be seen from changes in student behavior.[29] The curriculum is at the heart of a country's progress

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[22] John W. Creswell, *Research Design: Pendekatan Kualitatif, Kuantitatif, Dan Mixed Edisi Ketiga Diterjemahkan Oleh Achmad Fawaid*, Ketiga (Yogyakarta: Pustaka Belajar, 2013). Hlm. 253.

[23] Junawariyah, "Kurikulum Ideal Antara Cita Dan Realita," *Jurnal Pendidikan Agama Islam* 1, no. 2 (2004). Hlm.47.

[24] Wiwik Pratiwi, Sholeh Hidayat, and Suherman, "Jurnal Teknologi Pendidikan Dan Pembelajaran, Universitas Sultan Ageng Tirtayasa Vol. 10, No. 1 Tahun 2023," *Jurnal Teknologi Pendidikan Dan Pembelajaran, Universitas Sultan Ageng Tirtayasa* 10, no. 1 (2023): 80–90. Hlm. 80.

[25] Fariza Sham, "Elemen Psikologi Islam Dalam Silibus Psikologi Moden: Satu Alternatif. Jurnal GJAT, 6 (1). 75-85.," *Jurnal GJAT* 6, no. 1 (2016): 75–85. Hlm. 22.

[26] Abdullah Syukri Zarkasyi, *Gontor Dan Pembaharuan Bidan Pendidikan Pesantren* (Jakarta: Raja Grafindo Persada, 2005).

[27] Abdullah, *Revitalisasi Pendidikan Islam* (Yogyakarta: Tiara Wacana, 2006).

[28] Sholeh Hidayat, *Pengembangan Kurikulum Baru* (Bandung: PT Remaja Rosdakarya, 2017). Hlm.2.

[29] A. Aslan, "Kurikulum Pendidikan Vs Kurikulum Sinetron," *Khazanah: Jurnal Studi Islam Dan Humaniora* 14, no. 2 (2016): 130–40, https://doi.org/10.18592/khazanah.v14i2.1482. Hlm. 135.

in shaping human capital. Therefore, there is a need for improvement in the form of mindset and governance as well as material deepening. In addition, it is necessary to strengthen the learning process that aims to ensure conformity in accordance with the desired plan so that it can obtain the desired results.

Suryadharma Ali as Minister of Religious Affairs of the Republic of Indonesia (2013) described aspects related to the curriculum and strengthening curriculum implementation by reconceptualizing ideas, design, implementation, and evaluation.[30] Curriculum development needs to be done because of the various challenges faced, both internal and external challenges. Curriculum development aims to improve the evaluation of the previous curriculum so that the curriculum becomes teaching material and reference used to achieve national education goals.[31] In addition, it is also a demand in facing the times. That is, there is a need for improvement of the mindset and governance of the curriculum as well as deepening and expanding the material. In addition, it is necessary to strengthen the learning process in order to ensure conformity with what is desired with what is produced. Therefore, it is necessary to improve and strengthen the Jurisprudence curriculum in accordance with the times.

Implementation of Jurisprudence Learning at MA Al-Muayyad

Learning implementation is an implementation or application of learning programs to see the extent to which success is achieved. As stated by Wahyudin (2014: 18) that implementation is an activity in application that can have an effect. Learning implementation is a process of applying ideas, policy concepts or innovations in a practical action so that it has a good impact.[32] The implementation of jurisprudence learning Class X MA Al-Muayyad starts from the preparation of teachers in preparing learning tools including textbooks, teaching modules, project modules to strengthen the profile of Pancasila students, learning videos, and so on that support learning so that learning can run smoothly (Interview, Mr. Rodhi). Teaching materials used by teachers as lesson implementation plans start from learning preparation, learning implementation, to learning evaluation.

Learning Preparation

Learning preparation is a short-term plan to describe what will be done in learning. Learning preparation is a written plan in which it contains the operational learning objectives of the material, the form of teaching and learning activities, the methods used, time, learning tools, evaluation, and so on. In preparation for learning, readiness in learning is needed so that learning can be carried out properly. The learning preparation steps include understanding student characteristics, making learning tools, assessing assessments, and reviewing the material taught. What educators should prepare in learning tools. one of the learning tools in it contains Learning Objectives (TP), Learning Objectives Flow (ATP), and teaching modules which contain general information including module identity, initial competencies, Pancasila student profiles, facilities and infrastructure, student targets, number of students, learning models and methods, both contain core competencies which include learning objectives, learning objectives completeness criteria (KKTP), meaningful understanding, keywords, lighter questions, lesson preparation, learning activities, differentiation learning, assessment, enrichment, remedial,

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[30] Suryadharma Ali, *Peraturan Menteri Agama Republik Indonesia Tahun 2013* (Jakarta: Menteri Agama Republik Indonesia, 2013).

[31] Annisa Nurhidayati Mu'arif et al., "Pengembangan Kurikulum 2013 Dalam Meningkatkan Pendidikan Karakter Di Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 1 (2021): 44–57, https://doi.org/10.31004/edukatif.v3i1.164. Hlm. 27.

[32] Dinn Wahyudin, *Manajemen Kurikulum* (Bandung: Remaja Rosdakarya, 2014). Hlm. 18.

student reflection, teacher reflection, glossary, and bibliography. In preparation for learning, it is carried out by preparing computers, loudspeakers, interactive learning CDs, internet networks, and youtube links, then teachers prepare learning video shows, student worksheets (LKPD), teaching materials, reading materials, methods and models that will be used in learning to be used so that there is full readiness for teachers in the teaching and learning process." (interview, August 9, 2023).

From the interview above, it shows that in preparation for learning a teacher needs to prepare learning tools. Learning devices are used as equipment used by teachers when they want to start learning. The usefulness of learning tools is first to help students understand the usefulness of lightening the burden on students and internalizing lessons with material. Second, enrich the teaching experience. Third, involve students with high efficiency. Fourth, it helps differential teaching. Fifth, facilitate monitoring and evaluation.[33] In addition, learning tools can be used to improve learning achievement.[34] The development of learning tools is useful for improving the cognitive abilities of students. For example, critical thinking skills can be improved by developing contextual-based teaching materials, and constructivism.[35] Not only that, metacognition can also be improved by developing teaching materials based on contextual problems.[36] Furthermore, higher order thinking skills (HOTS) can also be improved by developing learning tools to make it easier for teachers to carry out learning in accordance with the era of the development of the industrial revolution 4.0.

Implementation of Learning

The implementation of learning is an activity that has educational value, which colors the interaction that occurs between teachers and students .[37] The implementation of learning is directed to achieve the objectives that have been formulated before the implementation of learning begins. In the implementation of learning, teachers carry out several stages, including: Opening lessons Activities carried out by the teacher to start the lesson. In this activity, the teacher starts learning by saying greetings. Secondly, the teacher checks attendance, neatness of dress, seating position adapted to learning. Third, teachers convey learning objectives related to usury, banks, and insurance. Fourth, the teacher asks communicative questions related to the previous material. Fifth, the teacher explains in general the material related to usury, banks, and insurance. Sixth, teachers prepare media to support learning. Seventh, teachers master competencies and learning models related to usury, banks, and insurance. Implementation of lessons In the implementation of the lesson, the teacher and students begin the material by reading the verses in the tadabur and providing general material explanations related to usury, banks, and insurance. Second, the teacher forms groups according to asking students to count 1-7, each gathering to form groups with the same number. Third, the teacher told the students to observe the picture and give feedback on the example of usury. Fourth, teachers provide

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[33] F Nasution et al., "Perangkat Untuk Pengajaran Efektif," *Jurnal Edukasi …* 1, no. 1 (2023): 264–72, https://ummaspul.e-journal.id/JENFOL/article/view/5980%0Ahttps://ummaspul.e-journal.id/JENFOL/article/download/5980/2778. Hlm. 266.

[34] Ilham Rais Arvianto and Yosef Murya Kusuma Ardhana, "Pengembangan Perangkat Pembelajaran Untuk Meningkatan Kemampuan Berpikir Kreatif," *Prima: Jurnal Pendidikan Matematika* 4, no. 1 (2020): 22, https://doi.org/10.31000/prima.v4i1.2032. Hlm. 23.

[35] R.H. Rusiyanto, "Pengembangan Perangkat Pembelajaran Matematika Berbasis Konstruktivisme Untuk Melatih Kemampuan Berpikir Kritis Siswa SMA Kelas X," *Jurnal Pendidikan Matematika* 5, no. 2 (2011): 185–204. Hlm. 190

[36] M.F. Amir and M. D. K. Wardana, "Pengembangan Perangkat Pembelajaran Berbasis Masalah Kontekstual Untuk Meningkatkan Kemampuan Metakognisi Siswa Sekolah Dasar," *Journal of Medives : Journal of Mathematics Education IKIP Veteran Semarang* 2, no. 1 (2018): 117–28. Hlm. 120.

[37] Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2010).

material in usury, banks, and insurance, each group is given a different topic. Fifth, the teacher asked each group to divide themselves into moderators, material presenters, and answers to the material presented. Sixth, the teacher asks students to observe and find out usury, bank, and insurance materials. Seventh, students read material related to usury, banks, and insurance. Department, students exchange information and discuss related to the material obtained. Sempilan, the teacher asks the students related to the difficulties faced by the students.

End of Learning Activities In the final learning activity, the teacher asks students to do the questions that are already in the student textbook (multiple choice section, short answer questions and descriptions). Second, the teacher together with students reflects on the things that have been learned and can be focused on one theme or several themes from usury, banks and insurance about things that have been understood and difficulties faced. Third, the teacher motivates students to study diligently and explains that one Learning Achievement will be completed by daily tests. Fourth, teachers provide assessments to students. The purpose of assessment is to find out the extent to which students understand the material taught.

Evaluation

Learning evaluation is a professional competency for educators. These competencies are in line with the educator ability assessment instrument, one of the indicators of which is to evaluate learning. In the learning evaluation process, educators act as evaluators to determine the success or failure of an educator in the learning process, or evaluation can also be said to determine whether the teaching and learning process / way must be maintained or improved again. Evaluation, is the process of drawing and refining useful information to establish alternatives. Evaluation can include the meaning of test and measurement and can also mean outside of both. Evaluation results can provide professional decisions. One can evaluate both with quantitative and qualitative data (Anizar and Sardin 2023: 4).[38] Learning evaluation aims to measure the success of educators in facilitating learning. In general, evaluation is divided into two, namely process evaluation and result evaluation. Process evaluation aims to assess the extent to which learning can provide experience while outcome evaluation aims to assess the learning outcomes achieved by students in accordance with the objectives. Judging from this, evaluation is mandatory because it knows the extent to which learning is achieved.

Based on the Independent Curriculum, evaluation is carried out through assessment. Assessment here consists of cognitive, formative, and summative assessments. These three assessments aim to determine the extent to which learning can be understood by students. According to Mr. Mohamad Rodlin as a Jurisprudence Teacher at MA Al-Muayyad he said that.

> "Learning assessment in usury, bank, and insurance materials is divided into two, namely tasks and questions. The assessment questions are divided into three, namely multiple-choice, fill-in, and essay questions. Multiple choice questions consist of 10 questions, Fills are divided into 10 questions, and essays consist of 5 questions. The total score is 4. In addition, there are also additional tasks for students related to learning materials. (interview, August 9, 2023).

From the interview above, it was found that the evaluation of learning conducted at MA Al-Muayyad was divided into two, namely tasks and questions. The assessment questions are divided into three, namely multiple-choice questions consisting of 10 questions, fill-in-the-blank questions consisting of 10 questions, and essay questions consisting of 5 questions. Total all scores 4 if all are correct. It can be concluded that learning evaluation is used as a way to find

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[38] Anizar and Sardin, *Evaluasi Pada Kurikulum Merdeka Dan Pemanfaatan Hasil Penilaiannya* (Aceh: Edupedia Publisher, 2023). Hlm. 4.

out the success of the learning. With this learning evaluation, teachers can find out how far learning can be successful.

The suitability of the application of the Independent Curriculum in Jurisprudence Learning in the Industrial Revolution Era 4.0

Identify Learning Resources

Education 4.0 requires students to know the knowledge and 'skills needed while identifying the source of learning these knowledge and skills (Hussin 2018). In MA Al Muayyad this has been implemented in the subjects of Jurisprudence. This is explained in the material of the independent curriculum of Jurisprudence class X at the implementation stage, namely:

"The teacher asks students to observe/find out usury, bank and insurance materials. Learners read usury, bank and insurance materials from various learning sources" (Rodlin, 2023).

The curriculum in the era of the industrial revolution 4.0 requires students to actively seek learning materials from various sources and it is expected that their knowledge will increase. Based on interviews with jurisprudence teachers (Rodlin 2023: 287), he revealed that there are differences in the textbooks provided by independent curriculum students with the previous curriculum. The 2013 curriculum reduces the materials in the previous curriculum and increases the number of practice questions, evaluations and so on. As stated by Hakim (2017: 287) the 2013 curriculum is basically very actual applied in a contemporary context. It's just that in order for this curriculum to be carried out properly, it is necessary to prepare devices in learning.[39] Meanwhile, the Merdeka curriculum is based on the objectives of national education and standards that focus on developing the profile of Pancasila students. In addition, achievements are arranged per phase that describe knowledge, attitudes, and skills to achieve, improve, or strengthen competence. The teaching tools for the 2013 curriculum are available textbooks and non-texts, while the teaching tools for the Merdeka curriculum are available textbooks and non-texts including examples of teaching modules, the flow of learning objectives, strengthening the profile of Pancasila students to the operational curriculum of educational units. With the application of the Merdeka curriculum in learning, it can encourage students to be able to explore, innovate, and creativity so that students can develop their potential.

Analysis of the Learning Process

Teacher assessment is not only limited to final grades but also analyzes the learning process of students. Each Learning Objective (TP) teacher sees the progress of each student. Here teachers use the application to record student progress to make it easier to help analyze the progress of students. Not only students are required to follow the era of the industrial revolution 4.0 but teachers must also be able to master technology.[40] In this case, the jurisprudence teacher at MA Al Muayyad utilizes Ms. Excel to see the progress of each learner in each Learning Objective. Not only the value of the final results is seen but also pay attention to the learning process of students such as the activeness of students in discussing, looking for

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[39] Lukmanul Hakim, "Analisis Perbedaan Antara Kurikulum KTSP Dan Kurikulum 2013," *Jurnal Ilmiah Didaktika* 17, no. 2 (2017): 280–292. Hlm. 287.

[40] Hamidulloh Ibda, "Penguatan Literasi Baru Pada Guru Madrasah Ibtidaiyah Dalam Menjawab Tantangan Era Revolusi Industri 4.0," *Journal of Research and Thought of Islamic Education* 1, no. 1 (2018).

various learning resources and others. Therefore, teachers need to master technology. As stated by Myori, et al (2019: 107) that teachers are expected to master technology.[41]

Discussion among Students

The method of learning through discussion between students is very necessary in the era of IR 4.0. Learning with the discussion method aims to train and provide students skills in communicating with their friends and being able to respond to information quickly and precisely.[42] Information responsiveness is needed in the IR 4.0 era because the information that exists today is very much and spreads so quickly. If students are not trained since they are in school, it is feared that after graduation they will not be able to keep up with the rapid development of the times. So, the discussion method is highly recommended to be applied in the learning process.

In implementing the Jurisprudence curriculum at MA, Al Muayyad has applied the discussion method. Explained in the teaching materials of the independent curriculum (Rodlin 2023). At the implementation stage, namely: the teacher forms groups 1 to and asks each group of students to divide themselves as moderators, material presenters, and material answerers when presenting. Then, the teacher gives the title of the material in the chapter to be studied. Students exchange information and discuss themes obtained in their groups. At the implementation stage in the next meeting, students present in turn. The other group gave responses about the ongoing presentation while the presenting group recorded all responses and questions from the other group and answered questions. If you can't answer, the teacher will help answer it.

Teachers as Facilitators

In the era of the industrial revolution 4.0, teachers who actively teach in front of the class are no longer applicable. Learning is no longer teacher-centered but student-centered. The teacher only acts as a facilitator who is tasked with facilitating students in carrying out learning activities in the classroom.[43] The teacher of jurisprudence at MA Al Muayyad has positioned himself as a facilitator. As a facilitator, students are free to create, think, and develop. In the discussion method, learning is learner-centered.[44] However, if there are questions that cannot be answered by the presenting group, the teacher will help students in answering the questions. So, the teacher is not the center of attention (teacher centered) but only as a facilitator.

Application of E-Learning

Based on the learning implementation plan in the independent curriculum in class X Jurisprudence learning, the learning system for Fiqh subjects at MA Al Muayyad has been adjusted to the 4.0 era seen in the preparation stage of the 6th point, namely:

> "Preparing media / props / tools can be in the form of manual writing on the blackboard, cardboard (large writing and easy to see / read), or it can also use ICT-based multimedia or other media" (Rodlin, 2023).

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[41] Dwiprima Elvanny Myori et al., "Peningkatan Kompetensi Guru Dalam Penguasaan Teknologi Informasi Dan Komunikasi Melalui Pelatihan Pengembangan Media Pembelajaran Berbasis Android," *JTEV (JURNAL TEKNIK ELEKTRO DAN VOKASIONAL)* 5, no. 2 (2019): 100–108.

[42] Mochammad Bayu Firmansyah, "Model Pembelajaran Diskusi Berbasis Perilaku Berliterasi Untuk Keterampilan Berbicara," *Jurnal Ilmiah Edukasi & Sosial* 8, no. 2 (2017).

[43] Afrianto, "Being a Professional Teacher in the Era of Industrial Revolution 4.0: Opportunities, Challenges and Strategies for Innovative Classroom Practices," *Journal English Language Teaching and Research* 2, no. 1 (2018).

[44] Syathori, "Kurikulum 2013 Mata Pelajaran Fikih Di Madrasah Tsanawiyah."

Based on the interview above, it shows that MA Al Muayyad has tried to adapt its learning system to the 4.0 era, as evidenced by the media used in Fiqh learning, namely using ICT (Information Communication Technology) based media. ICT-based learning media is a medium to encourage students to master technology and information as well as fiqh subject matter faster.[45] A fundamental feature is a change in the role of the teacher. Teachers who originally only mastered conventional learning techniques such as writing on blackboards or cardboard, now teachers are required to know learning techniques that use ICT. In today's era, learning does not have to be face-to-face. In accordance with the 4.0 era, almost everything is digital-based, including the learning process. Education is required to keep up with the times, otherwise it will be left behind by the times. Digitalization in learning / application of e-learning systems is a characteristic of education that has been adapted to the 4.0 era. E-learning is a flexible distance teaching and learning process utilizing Information and Communication Technology.[46] E-learning is used to help facilitate teaching (King and Boyatt 2014) because learning can be done anywhere and anytime.[47] There are several applications used in the application of e-learning such as: Edmodo, Google Classroom, Moodle, ClassDojo, Class123, and so on.

Jurisprudence learning at MA Al Muayyad utilizes the edmodo application in its learning process. With the use of this application, it can be said that Jurisprudence learning at MA Al Muayyad has attempted to implement e-learning in the face of IR 4.0. However, the edmodo application has not been fully implemented at MA Al Muayyad, only applied in class XII so that the fifth 4.0 education indicator (learning can be anywhere and anytime) has not been fully fulfilled.

Provision of Hard Task

The provision of hard tasks or structured tasks and independent tasks can increase critical thinking skills as well as student motivation in learning.[48] In addition, assignments can also check students' understanding in understanding the material that has been learned. The provision of this hard task can be referred to as material for evaluation. The implementation of giving hard tasks at MA Al Muayyad is as follows: the teacher asks students to do the questions that are already in the student's textbook (multiple choice section, short answer questions and description). The teacher and students reflect on the things that have been learned and can be focused on one theme or several themes about things that have been understood and the difficulties faced. The teacher motivates students to study diligently and explains that the completion of one Learning Objective (TP) will be carried out daily tests. Then, the teacher gives a structured task.

Selection Of Learning Methods

The existing learning methods in the IR 4.0 era are new methods that are not monotonous. Learning methods are adapted to the learning objectives and functions as well as the conditions, time and place at that time. Not just determine the learning method but go

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[45] Ade Kusmana, "E-Learning Dalam Pembelajaran," *Jurnal: Lentera Pendidikan* 14, no. 1 (2011).

[46] dan Sandra Caeiro Ulisses Miranda Azeiteiro, Paula Bacelar-Nicolau, Fernando J.P. Caetano, "Education for Sustainable Development through E-Learning in Higher Education: Experiences from Portugal," *Journal of Cleaner Production*, 2014.

[47] Emma King and Russell Boyatt, "Exploring Factors That Influence Adoption of E-learning within Higher Education," *Jurnal: British Journal of Educational Technology* 2, no. 1 (2014).

[48] S Supiana and Muthahhir Muchtar, "Kemampuan Berpikir Kritis Dan Motivasi Belajar Siswa Melalui Pemberian Tugas Terstruktur Dan Tugas Mandiri Pada Materi Sistem Gerak Pada Manusia Di Kelas VIII MTs Negeri 2 Makassar Penulis: S Supiana, Muthahhir Muchtar DOI: Https://Doi.Org/10.35580/Sainsm," *Jurnal Ilmiah Ilmu Pengetahuan Alam* 7, no. 2 (2018).

through in-depth analysis first to determine it. Learning methods are an important factor to make it easier to achieve these learning objectives. In the era of the industrial revolution 4.0, it is expected to be able to use innovative ways in interpreting teaching materials.[49] Accuracy in choosing learning methods will affect students in understanding the material.[50] In this case, teachers are required to be more creative in developing learning methods. The selection of jurisprudence learning methods at MA Al Muayyad has been adjusted to the purpose, function, conditions, time, and place. The purpose of each theme of fiqh lessons must be different. In addition, the place of learning is not monotonous in the classroom but also in computer laboratories, mosques, fields, and so on. Therefore, each theme has a different learning method.

Project-Based/Hands-On Learning

Susetyarini, et al (2019) stated that project-based learning can increase students' motivation and sense of responsibility for the tasks they carry.[51] A sense of responsibility arises when the project is given a deadline.[52] In the era of IR 4.0, it is expected that students can grow their sense of responsibility with project-based learning. Fiqh learning at MA Al Muayyad also applies project-based learning or direct practice such as the theme of Hajj, sacrifice, and so on. However, there are some themes that cannot be applied directly such as the theme of agriculture and animal husbandry. This is due to the lack of facilities that support the theme.

CONCLUSION

Based on the discussion above, it can be concluded that MA Al-Muayyad has implemented an independent curriculum. The application of the fiqh curriculum at MA Al Muayyad is in accordance with the era of the industrial revolution 4.0, but its implementation is still not appropriate. This is due to the unfulfilled supporting facilities for certain themes such as agriculture and animal husbandry. MA Al Muayyad has done its best to adjust the curriculum that is developing in the era of the industrial revolution 4.0 so that the education at MA Al Muayyad is not left behind by the times. In addition, MA Al-Muayyad has adjusted to the application of an independent curriculum in jurisprudence learning in the era of the industrial revolution 4.0 which consists of eight indicators which include identification of learning resources, analysis of learning processes, discussions between students, teachers as facilitators, application of e-learning, provision of hard tasks, selection of appropriate learning methods, and project-based learning. With the adjustment of the independent curriculum in jurisprudence learning carried out by MA Al-Muayyad in accordance with the development of the growing revolutionary era so that the output of this adjustment can increase the creativity and innovation of students as provisions in the future.

With this research, it can contribute to the world of education, especially in the independent curriculum in jurisprudence learning which requires students to always be active in learning. In addition, this research provides knowledge to readers about the importance of adjusting learning in the era of the industrial revolution 4.0 so that learning is more contemporary or in accordance with the development of the growing times. Researchers suggest to further optimize the use of learning applications so that e-learning can run optimally. This

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[49] Erni Ratna Dewi, "Metode Pembelajaran Modern Dan Konvensional Pada Sekolah Menengah Atas," *Jurnal Ilmu Pendidikan, Keguruan, Dn Pembelajaran* 2, no. 1 (2018).

[50] Nasution Mardiah Kalsum, "Penggunaan Metode Pembelajaran Dalam Peningkatan Hasil Belajar Siswa," *Jurnal Ilmiah Bidang Pendidikan* 11, no. 1 (2017).

[51] R. Eko Susetyarini et al., "Motivasi Dan Tanggung Jawab Siswa Dalam Pembelajaran Berbasis Proyek, Sebuah Penelitian Tindakan Kelas," *Jurnal Inovasi Pendidikan IPA* 5, no. 1 (2019).

[52] Izumi Takeda, "Report: Project-Based Learning with 21st Century Skills for the Japanese Language Classroom," *Journal of Integrated Creative Studies Penulis: Izumi Takeda*, 2016.

optimization can be done by teaching teachers of class X and XI jurisprudence subjects about learning applications such as edmodo and directly applying them in learning. So, not only class XII can study anywhere and anytime, but class X and XI can also feel it.

Based on the explanations that have been stated above, it can be concluded that the customs that take place in Panyabungan are able to shape the character of the community from the past until now through the involvement of *hatobangon*. *Hatobangon* plays the role of guiding, and practicing the values of cultural teachings to the community. Nevertheless, hatobangon's wiggle room in guiding the character of society which is limited to *mangupa* ceremonies and socialization of traditional values in daily associations makes the formation of the character of cultural perspectives less than optimal. Meanwhile, to expand the space for the formation of character for *hatobangon* in Panyabungan, there are at least two aspects that have the potential to be carried out, firstly by fostering a tradition of local wisdom that contains a lot of teachings and advice through cultural events held by the government. Second, include the teachings of such cultures in the educational curriculum. Third, the government's participation in reviving customary institutions in Panyabungan and functioning customary institutions as a forum for *hatobangon* to build the character of the Panyabungan community.

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