
The Internalization of The Values of Freedom to Learn in the Learning of Islamic Religious Education (PAI) at Public Senior High School (SMAN) 1 of Wanasaba in the Academic Year of 2023/2024

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Abstract: The research aimed to investigate the internalization process of the value of freedom in learning within the context of Islamic Religious Education at Public Senior High School (SMAN) 1 Wanasaba during the academic year 2023/2024. Freedom in learning encourages student autonomy and active participation in their educational journey. Additionally, it sought to assess the implementation of this concept within the Islamic Religious Education curriculum. Employing a qualitative approach with a case study method, data were gathered through interviews, classroom observations, and document analysis. Findings revealed the successful integration of the freedom to learn concept in Islamic Religious Education at SMAN 1 Wanasaba, with Islamic values deeply ingrained in the learning process. Teachers played pivotal roles as exemplars in fostering the internalization of this value. This study contributes to understanding how freedom in learning principles can be effectively applied within Islamic Religious Education, underscoring the crucial role of teachers in facilitating value internalization. Moreover, it underscores the significance of incorporating religious values into active, participatory educational methodologies, highlighting the pivotal role of Religious Education in character development. In summary, this research enhances comprehension of learning methodologies aligned with Islamic Religious Education principles, emphasizing the importance of teacher guidance in nurturing students' character development through active learning approaches.

Keywords: Freedom to Learn, Internalization of Values, Islamic Religious Education.

INTRODUCTION

In the contemporary educational landscape, fostering an environment where students are empowered to take charge of their learning journey is paramount. Central to this ethos is the concept of "freedom to learn," which advocates for student autonomy, self-directed learning, and active participation in the educational process. This principle resonates across various disciplines and educational settings, including Islamic Religious Education (PAI) in public senior high schools (SMAN). This introduction delves into the significance of internalizing the values of freedom to learn within the context of PAI at SMAN 1 Wanasaba during the academic year of 2023/2024. As the cornerstone of Islamic pedagogy, PAI not only imparts religious knowledge but also nurtures moral and spiritual development among students

(Vhalery et al., 2022). In today's dynamic educational landscape, there is a growing recognition of the need to incorporate contemporary educational principles such as the freedom to learn into religious education curricula (Campbell et al., 2024). This integration ensures that students not only acquire religious knowledge but also develop critical thinking skills, autonomy, and a deep-seated understanding of their faith (Johnstone & Niad, 2023).

Against this backdrop, this research embarks on a journey to explore the internalization process of the values of freedom to learn within the learning framework of PAI at SMAN 1 Wanasaba (Rahayu et al., 2022). By delving into this inquiry, we aim to unravel the intricacies of how Islamic values intersect with modern educational principles (Malhotra et al., 2021), particularly in empowering students to

become active agents in their learning process (Gleason & Manca, 2019). The setting of SMAN 1 Wanasaba serves as an apt locus for this study. Situated in a diverse and culturally rich community, the school embodies the vibrancy of Indonesia's educational landscape (Cayci et al., 2024). Moreover, SMAN 1 Wanasaba's commitment to providing quality education grounded in Islamic values makes it an ideal site for investigating the integration of freedom to learn principles within PAI curriculum (Forey & Cheung, 2019). At the heart of this research lies the desire to understand the extent to which the concept of freedom to learn is applied in PAI classes at SMAN 1 Wanasaba (Abdul Ghani et al., 2023). By examining the teaching methodologies, classroom dynamics, and student engagement practices, we seek to uncover the nuances of how this concept is translated into pedagogical practices within the context of religious education (Walad et al., 2024).

Methodologically, this research adopts a qualitative approach, with a case study design facilitating an in-depth exploration of the internalization process of freedom to learn values (Nasri, 2024). Through interviews, classroom observations, and document analysis, we aim to capture rich insights into the lived experiences of teachers and students within the PAI curriculum (Nasri, 2023b). The significance of this research extends beyond the confines of academic inquiry (Marisa, 2020a). By shedding light on the intersection of Islamic education and modern pedagogical principles (Marisa, 2020b), we aspire to contribute to the ongoing discourse on educational reform in Indonesia (Nasri, 2019b). Moreover, this study holds implications for policymakers (Nasri, 2019a), educators, and curriculum developers seeking to enhance the quality and relevance of religious education in the country (Fauziana et al., 2016). In conclusion, the internalization of the values of freedom to learn in the learning of PAI at SMAN 1 Wanasaba represents a multifaceted inquiry into the intersection of Islamic values and contemporary educational principles. By unraveling the intricacies of this process, we aim to not only deepen our understanding of Islamic pedagogy but also pave the way for transformative educational practices that empower students to become lifelong learners and active contributors to society.

METHOD

This research employs a qualitative approach with a case study design to investigate the internalization process of the values of freedom to learn within the learning framework of Islamic Religious Education (PAI) at Public Senior High School (SMAN) 1 Wanasaba during the academic year of 2023/2024 (Brodeur et al., 2023). The qualitative paradigm is chosen for its suitability in capturing the nuanced experiences and perspectives of participants involved in the educational process (Loder-Jackson et al., 2023). The case study method is deemed appropriate as it allows for an in-depth exploration of a specific phenomenon within its real-life context (Nasri, 2023a). Data collection encompasses multiple methods to triangulate findings and ensure the robustness of the research. Firstly, semi-structured interviews will be conducted with teachers involved in delivering PAI classes at SMAN 1 Wanasaba (Nasri et al., 2024). These interviews will delve into teachers' perceptions, experiences, and practices concerning the integration of freedom to learn principles within their pedagogical approach (Booth et al., 2016). Additionally, interviews with school administrators and curriculum developers will provide insights into institutional perspectives and policies shaping PAI curriculum implementation (McCoy et al., 2024).

Furthermore, classroom observations will be conducted to gain firsthand insights into the dynamics of PAI classes at SMAN 1 Wanasaba (Yan & Li, 2023). Through systematic observation protocols, researchers will document teaching methodologies (Fang et al., 2022), student interactions, and the overall classroom atmosphere. This method offers valuable insights into how freedom to learn values are manifested in actual teaching practices and student engagement within the PAI curriculum (Baldu, 2010). Additionally, document analysis will be employed to scrutinize relevant educational documents, including PAI textbooks, curriculum guidelines, and school policies (Blackley et al., 2020). This analysis will provide contextual background and supplement interview and observation data by offering insights into the formal structures and objectives of PAI education at SMAN 1 Wanasaba (Neupane & Poudel, 2021).

Data analysis will follow a thematic approach, wherein transcripts from interviews (Mihas, 2023), observational notes, and document excerpts will be coded and thematically analyzed to identify recurring patterns, themes, and relationships (Schwandt, 2021). This iterative process of data analysis allows for the identification of key findings and insights regarding the internalization of freedom to learn values within PAI learning processes (Conrad et al., 2023). To ensure the rigor and trustworthiness of the research findings, measures such as member checking and peer debriefing will be employed (Jacobs & Perez, 2023). Member checking involves sharing preliminary findings with participants to validate interpretations and ensure their accuracy (Davis et al., 2024). Peer debriefing involves seeking feedback from fellow researchers or experts in the field to critically evaluate the research process and findings (Eftenaru, 2023).

Ethical considerations are paramount throughout the research process (Ma, 2024). Informed consent will be obtained from all participants, ensuring voluntary participation and confidentiality of data (Ritter et al., 2023). Additionally, efforts will be made to minimize potential biases through reflexivity and transparency in data collection and analysis (Torma & Aschemann-Witzel, 2024). Overall, this comprehensive and multi-methodological approach to data collection and analysis ensures a thorough exploration of the internalization process of freedom to learn values within PAI learning contexts at SMAN 1 Wanasaba (Knox et al., 2023), contributing to a nuanced understanding of the intersection of Islamic education and contemporary pedagogical principles (Conrad et al., 2023).

RESULT AND DISCUSSION

Design of Independent Learning Values in the Islamic Religious Education Curriculum at SMA Negeri 1 Wanasaba

Description regarding the design of the Independent Curriculum is in line with the focus of this research, visible in several aspects, in accordance with the research findings.

a. Independent Learning Paradigm

The Independent Curriculum design is based on the Independent Learning paradigm, emphasizing granting freedom to students in the learning process. This design includes a

curriculum structure that allows students to be more actively engaged in learning, fostering creativity, and utilizing their individual potentials (Baharuddin, 2021).

b. Significant Changes from K.13 to Independent Curriculum

The transition from Curriculum 2013 to the Independent Curriculum at SMA Negeri 1 Wanasaba experienced significant shifts in learning approaches, curriculum structure and content, evaluation methods, roles of teachers and students, and the use of technology. The Independent Curriculum emphasizes student autonomy, flexibility in selecting subjects, holistic evaluation methods, teachers as facilitators, and technology integration.

c. Positive Influence of the Independent Curriculum

Implementing the Independent Curriculum at SMA Negeri 1 Wanasaba provides a more relevant learning experience tailored to individual student development. This is evidenced by improved student achievement, higher learning motivation, and their ability to face challenges in the modern era (Suparman et al., 2023).

d. Differences and Similarities between K.13 and the Independent Curriculum

Despite significant differences between K.13 and the Independent Curriculum, both prioritize student competency development and understand the importance of technology integration in learning. The transition to the Independent Curriculum reflects efforts to adapt educational approaches to the dynamics of the times and increase the relevance of the curriculum to individual student needs (Manan & Nasri, 2024).

e. Design of Independent Learning Values in the PAI Curriculum

The design of Independent Learning values in the PAI curriculum at SMA Negeri 1 Wanasaba is reflected in various aspects, such as curriculum structure, lesson plans, teaching materials, extracurricular activities, school policies, learning evaluations, and active student participation in the learning process (Ramadina, 2021).

Thus, this discussion provides a comprehensive overview of the implementation and impact of the Independent Curriculum in the context of PAI at SMA Negeri 1 Wanasaba, as well as a comparison with Curriculum 2013.

Implementation of Independent Learning Values in Islamic Religious Education Learning at SMA Negeri 1 Wanasaba

The implementation of independent learning values in Islamic Religious Education at SMA Negeri 1 Wanasaba yielded positive outcomes, as evidenced by various research findings. Observations revealed a strong alignment between the designed curriculum and its implementation in the classroom, fostering a dynamic learning environment (Nasri, 2017). Students responded positively to the approach, displaying high engagement and enthusiasm, while the use of supporting devices such as LCDs enriched the learning experience. Interviews with teachers highlighted their extensive experience and commitment to continuous curriculum training, ensuring effective integration of independent learning values. Challenges such as student time management were addressed through individual guidance, resulting in increased student engagement and academic achievement (Kholik et al., 2022). Collaboration with parents further strengthened educational support, while flexible assessment methods accommodated diverse learning styles. These findings reflect a comprehensive approach, emphasizing active, collaborative, and responsive learning environments, aligning with established learning theories such as constructivism and active learning (Amelia Rizky Idhartono, 2022). In summary, the integration of independent learning values at SMA Negeri 1 Wanasaba has enriched Islamic Religious Education practices, contributing to a higher quality of education overall.

Assessment of Islamic Religious Education Learning in the Implementation of Independent Learning at SMA Negeri 1 Wanasaba

The implementation of independent learning values in Islamic Religious Education (PAI) at SMA Negeri 1 Wanasaba yielded several significant findings. Observations and interviews highlighted a commendable alignment between the planned learning design and its execution in the classroom, indicating a cohesive approach to education. Students responded positively to the emphasis on independent learning values, displaying heightened enthusiasm and active participation

in learning activities. Technological infrastructure effectively supported PAI learning implementation, enriching teaching methods and creating engaging learning experiences (Faiz & Purwati, 2021). Formative assessments, including various instruments, provided constructive feedback to students, enhancing their learning journey. Moreover, PAI teachers actively contributed to the development of assessment instruments, ensuring their relevance to the principles of independent learning (Nasri, 2016b). This holistic approach positively impacted student engagement and academic performance. Additionally, teachers embraced diversity in student understanding and expression of Islamic values, fostering inclusivity within the learning environment. These findings underscore the effectiveness of integrating independent learning values into PAI instruction at SMA Negeri 1 Wanasaba, aligning with various educational theories such as constructivism, intrinsic motivation, and inclusivity.

Stakeholder Support in Supporting The Internalization of Independent Learning Values in Islamic Religious Education at SMA Negeri 1 Wanasaba

The research findings regarding stakeholder support for internalizing independent learning values in Islamic Religious Education (PAI) at SMA Negeri 1 Wanasaba reveal several crucial aspects. Firstly, through school committee meetings, stakeholders actively participate in designing strategies for implementing independent learning. This involvement includes proposing budget allocations for curriculum implementation through the 2023 RKAS, as well as adding reading materials to enhance student literacy and numeracy (Indarta et al., 2022). Financial support and collaboration with relevant authorities create a conducive atmosphere for supporting the development of independent learning programs. Secondly, discussions with parents demonstrate their active involvement in supporting independent learning. Exchanges between PAI teachers and parents foster better understanding, with parents expressing optimism about positive changes in PAI teaching approaches (Nasri, 2016a). Parents are particularly enthusiastic about supporting the independent learning program, especially through activities like P5 (Strengthening the

Student Pancasila Profile Project) at SMA Negeri 1 Wanasaba. Thirdly, joint discussions among lead teachers, practicing instructors, senior teachers, and all PAI teachers every Saturday from 13:00 to 15:00 facilitate the exchange of experiences and knowledge, demonstrating collective commitment to enhancing teachers' skills related to independent learning (Annisa Alfath et al., 2022).

Fourthly, PAI teachers participate in seminars and workshops on independent learning organized by the East Lombok Ministry of Religion, serving as platforms for stakeholder participation, including parents and community leaders. Active interaction during these sessions indicates their interest and engagement in understanding this concept. In conclusion, stakeholder support at SMA Negeri 1 Wanasaba plays a vital role in shaping a conducive learning environment, ensuring the sustainability and success of implementing independent learning values in Islamic Religious Education. The research findings consistently align with various educational theories, emphasizing the importance of stakeholder participation, parental involvement, professional development for teachers, and national-level seminars in supporting the implementation of independent learning.

CONCLUSION

This thesis addresses four research problem formulations. Firstly, the Independent Learning curriculum design promotes student freedom, school autonomy, and effective performance evaluation. Secondly, the successful implementation of Independent Learning Values in Islamic Education at SMA Negeri 1 Wanasaba involves active student participation, project-based methods, and technology integration, enhancing overall educational quality. Thirdly, assessment in Islamic Religious Education reflects Independent Learning principles, with assessments supporting active learning and considering broader aspects like character and religious values. Lastly, stakeholder support, including parents, school committees, and local governments, plays a vital role in promoting Independent Learning values. Overall, stakeholder support is integral to the success of Independent Learning implementation at SMA Negeri 1 Wanasaba.

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