



Implementation of the Independent Learning Curriculum in Islamic Religious Education Subjects Based on Humanistic Theory at Senior High School

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Abstract

This study aims to analyze the implementation of the Independent Learning Curriculum in Islamic Religious Education subjects at SMK Akbar Pekanbaru based on Humanistic theory. The Independent Learning Curriculum emphasizes flexible learning, based on students' needs and potential, and provides space for students to explore learning independently. Humanistic theory emphasizes self-development, self-actualization, and the importance of positive relationships between teachers and students. This study used qualitative methods with data collection techniques in the form of interviews, observation, and documentation. The results of the study indicate that the implementation of the Independent Learning Curriculum at SMK Akbar Pekanbaru in Islamic Religious Education subjects based on humanistic theory is implemented through: 1) learning that is fun, free, non-monotonous and emphasizes student activity through the development of cognitive, affective and psychomotor aspects, and teachers use cooperative learning models, direct instruction, and small discussion learning models. 2) Supporting factors for success include educators' understanding of humanistic theory, active students, and adequate facilities and infrastructure. 3) Inhibiting factors include limited space for educators to interact with students, resources, and teacher training that still need to be considered for optimal learning.

INTRODUCTION

The independent learning curriculum is an important thing to study

As an Indonesian nation, since the beginning of independence, we have understood that education is a key word to fulfill the goals of an independent nation's life. Education will bring various changes to its people.

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One of them is the change in the social strata of individuals, where Indonesian society is only possible if it obtains equal access to education to give birth to educational units that educate the life of the nation and education gives birth to social justice, this of course must be supported by a system consisting of several components that are interrelated and built together. The main components are teaching staff, students, supporting educational facilities and infrastructure and the selection of appropriate educational methods, for example, effective learning methods and even a curriculum that is used as a reference in the learning process so that learning becomes directed and systematically neat.

Based on this law, education aims to develop the potential of students to become people who believe in and fear God Almighty, have noble character, are knowledgeable, creative, responsible, and become democratic citizens. Education is a necessity for all to obtain in a fair, civilized, and appropriate manner. The educational process as a system consists of input, process, and output. Input is the students who will undertake the learning, the process is the activities carried out, while output is the result of the process. Therefore, the implementation of the educational process is expected to produce quality human resources.

The curriculum is one of the components of the education system. It provides direction and serves as a guideline for the implementation of the educational process, particularly in formal educational institutions. Without a curriculum, the educational process will not run smoothly. In fact, from an extreme perspective, we could say that without a curriculum, there would be no educational process in schools. Because the activities that determine the educational process, in the form of learning activities, are all determined by the curriculum, of course with a number of adaptations and variations. Therefore, it is understandable and not an exaggeration to say that Hasan stated that: "The curriculum as 'the heart of education' (curriculum as the heart of education) (Juanda, 2016)".

The quality gap at the educational level is visible in the results of various assessments mandated to educational institutions, such as the Computer-Based National Examination (UNBK), Progress in International Reading Literacy Study (PIRLS), Trends in International Mathematics and Science Study (TIMSS), and Programme for International Student Assessment (PISA). This situation occurs due to limited access to quality teachers, learning resources, and technology for some students, who are still economically disadvantaged. This situation is already being felt by some students, teachers, and education administrators. Freedom to Learn offers the opportunity to narrow this quality gap through ongoing educational intervention programs, particularly with a flexible and diverse curriculum concept. The essence of Freedom to Learn is to explore the greatest potential of teachers and students to innovate and improve the quality of learning (Alam, 2020). One effort to improve the quality of education is by updating the curriculum. The curriculum is an element that determines the education system.

This is inseparable from the development of education in Indonesia, which has undergone curriculum changes. Each government period undergoes an evaluation process. Many even believe that the curriculum changes with each change in policymakers. As a country that continues to innovate in curriculum development, Indonesia has experienced at least ten curriculum changes. The Independent Curriculum is a curriculum with learning that gives educators the freedom to design learning methods that involve students, in order to develop their potential or abilities and interests and talents.

According to Berlian et al. (2022), citing Indrawati et al., the Independent Curriculum is a curriculum with diverse intracurricular learning where content will be more optimal so that students have enough time to deepen concepts and strengthen

competencies. Teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. Projects to strengthen the achievement of the Pancasila student profile are developed based on specific themes set by the government. These projects are not directed at achieving specific learning achievement targets, so they are not tied to subject content. The Independent Learning Curriculum is one of the important concepts in the new learning paradigm that emphasizes student independence in managing their learning. Thus, the Independent Learning Curriculum is a crucial aspect in building a new learning paradigm that focuses on students, respects individual differences, and prepares them for a competitive and diverse future (Nasrudin et al., 2023).

Nadiem Anwar Makarim, as Minister of Education and Culture, has created several policies and flagship programs related to education, one of which is Merdeka Belajar (Freedom to Learn). Regarding Nadiem Anwar Makarim's statement above, he stated: "Freedom to learn can be said to be autonomy in the field of education. The policy of educational autonomy is starting to be revived in this era. Liberating educational units, liberating teachers, liberating students can stimulate the emergence of new innovations. Students can learn independently and creatively, so that all Indonesian students from diverse ethnicities and cultures can have their own diverse learning methods. Yuli Bangun Nursantri, Head of the Wonogiri Regency Education and Culture Office, expressed that the focus of Merdeka Belajar lies in the learning process. Currently, in the learning process, we still encounter many students who are not yet able to provide analytical thinking. The Merdeka Belajar Curriculum is expected to develop critical and analytical thinking." (Agung, 2020). The Merdeka Belajar Curriculum is expected to address the rapid pace of globalization entering the 5.0 era. Therefore, when we talk about learning within the Merdeka Belajar Curriculum, the principle is how to change individual behavior, in this case, students.

Independent Learning has eight activity programs, namely: (1) School KIP, (2) School Digitalization, (3) Achievement and character strengthening, (4) driving teachers, (5) new curriculum, (6) revitalization of vocational education, (7) Independent campus or school, and (8) advancement of culture and language (Hasanuddin, et. al., 2023). Furthermore, many educational critics share similar views regarding the concept of Freedom to Learn. One such scholar is Paulo Freire, who, in his book "Education of the Oppressed," explains that education is a process of liberating humans from various forms of oppression and repression. From this perspective, Freire believes that education is also related to the development of human aspects, among others (Berkamsya, 2021). Therefore, the overall thrust of education must be based on the principle of freedom, the freedom to express and develop the potential of each individual.

The concept of Freedom to Learn is related to the humanistic learning theory long pioneered by Abraham Maslow. According to humanistic theory, the goal of learning is to humanize humans. The learning process is considered successful if students understand their environment and themselves. In other words, students have achieved optimal self-actualization. Humanistic theory tends to be eclectic, meaning it can utilize any theory as long as it achieves its goals (Ziraluo, 2021).

Humanistic learning theory aims to humanize humans. In the narrow sense, those humanized are teachers and students. Teachers give their students the freedom to choose what they learn according to their needs. In this humanistic learning theory, students are considered free subjects who can determine the direction of their lives. Students are fully responsible for themselves in the educational process. Students can develop critical and creative thinking skills through meaningful learning. Based on a preliminary study on July 12-13, 2024, researchers conducted Observations and interviews with curriculum representatives and Islamic Religious Education teachers. SMK Akbar Pekanbaru has implemented the Merdeka Belajar

Curriculum since 2023. However, not all levels, this is because grade XII is still continuing the previous curriculum, namely the 2013 curriculum. The implementation of the Merdeka Belajar Curriculum at SMK Akbar Pekanbaru has several changes, especially in the learning system, where the Merdeka Belajar Curriculum gives teachers the flexibility to choose various teaching tools that can be tailored to the learning needs and interests of students. However, this policy also has a weakness in that not all teachers understand the Merdeka Belajar Curriculum due to the new curriculum changes. This greatly affects the implementation of a learning system, especially in Islamic Religious Education subjects.

Based on the results of initial observations, it appears that this school has a good culture related to the profile of Pancasila students. In the dimension of faith, piety to God Almighty and noble character, it is apparent that in the school there is a culture of performing congregational prayers dzuhur and dhuha, faith and piety development activities every Friday, students are very polite and respectful when researchers ask questions several times. This attitude is also evident when students flock to shake hands with the principal and teachers who are passing by, students are enthusiastic when carrying out exercises and performing as ceremony officers. For the Global Diversity dimension, there are students who communicate interculturally and interact with each other, students make friends with friends of different ethnicities and different beliefs and respect each other. For the mutual cooperation dimension, there are students who carry out class duty together. For the independent dimension, it appears that students can solve their own problems, students are able to do assignments independently, students are able to dispose of trash in the right place, prepare personal needs from home. For the creative dimension, it appears that students are able to produce works in learning.

Based on these initial findings, the researcher wanted to understand and gather information about the school's implementation methods and how they were implemented for students. Therefore, the researcher was interested in conducting further research entitled: Implementation of the Independent Learning Curriculum in Islamic Religious Education Subjects Based on Humanistic Theory at SMK Akbar Pekanbaru

METHODS

The research approach used in this research is a qualitative approach (qualitative research). Sugiyono defines qualitative research as a research method based on post-positivism philosophy, used to research natural object conditions, where the researcher is the key instrument, data collection techniques are carried out using triangulation, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2013). This research uses qualitative research, while the approach used is a case study. A case study is an in-depth study of only one group or event, this technique is only a description of an individual (Sabrina, 2020). In this study, a study was conducted on the Implementation of the Independent Learning curriculum in Islamic Religious Education subjects based on Humanistic Theory at SMK Akbar Pekanbaru. then describe it in words in detail, so that it is clear how the Implementation of the Independent Learning Curriculum in Islamic Religious Education subjects based on Humanistic Theory at SMK Akbar Pekanbaru is actually.

Meanwhile, this research is descriptive. Descriptive research is used to address current phenomena. Descriptive research attempts to systematically and accurately describe an event or incident that is the center of attention without giving special treatment to the event. This study will attempt to describe the capabilities of Islamic Religious Education teachers at SMK Akbar Pekanbaru in implementing the Merdeka Belajar curriculum in Islamic Religious Education subjects at SMK Akbar

Pekanbaru. This research will be conducted in the odd semester of the 2024-2025 academic year. The research location is SMK Akbar Pekanbaru, located at Jl. Merpati, Tangkerang Timur, Tenayan Raya District, Pekanbaru City, Riau, Indonesia. Before the researcher selects informants, the social situation or research site must be determined, which is the place where the social problem or phenomenon to be studied actually exists. To obtain truly valid information, information selection can be conducted through preliminary interviews before conducting the research.

According to Lexy (2008), as written in his book on qualitative research methodology, to obtain truly valid information, information selection can be done through preliminary interviews before conducting research. From the existing informants, the author took samples using the technique Sampling Purposive because determining the sample is based on a specific purpose. In relation to this research, the main sources of this research are 2 Islamic Religious Education teachers who work at SMK Akbar Pekanbaru, and additional informants in this research are 1 Deputy Head of Curriculum at SMK Akbar Pekanbaru and 4 students.

RESULT AND DISCUSSION

Implementation of the Independent Learning Curriculum in Islamic Religious Education Subjects Based on Humanistic Theory.

The results of the research on the implementation of the Independent Learning Curriculum in Islamic Religious Education at SMK Akbar Pekanbaru can be seen through interviews and observations. From the interview with Ms. Istika Sari, the Deputy Head of Curriculum at SMK Akbar Pekanbaru, she stated:

"The Independent Learning curriculum, which utilizes a humanistic theoretical approach, is excellent for implementing so our children can achieve their full potential. Furthermore, at school, we have established positive discipline rules. We also socialize these positive discipline rules to our children so they understand that bullying is not acceptable."

This is in line with the opinion of Mrs. Nurlaili as a PAI teacher at SMK Akbar Pekanbaru as follows:

"Yes, indirectly, with the government's Merdeka Belajar curriculum program, schools cannot reject any student, regardless of their background. We accept them as they are. Humanistic theory is excellent. If implemented properly, children will recognize themselves, and the learning process is expected to be more meaningful, tailored to their talents and abilities. So, the teachers at SMK Akbar Pekanbaru have already implemented Merdeka Belajar to some extent. This will ultimately achieve the hope that students will be able to actualize themselves."

The two statements above demonstrate that the integration of humanistic theory into the Independent Learning Curriculum has had a significant impact on education, as it allows students to develop holistically without external pressure and to truly appreciate differences. This is consistent with the statement of Ms. Nurlaili, a PAI teacher at SMK Akbar Pekanbaru.

"In my opinion, it would be very good if the Merdeka Belajar curriculum policy were combined with humanistic theory, because in its implementation, the Merdeka Belajar curriculum really respects differences, so teachers are required to be able to present a variety of learning strategies."

Based on the statement above, humanistic theory will provide its own challenges for students to be creative, while on the other hand, it presents its own challenges so that teachers are able to develop their pedagogical skills to the maximum to see differences in student abilities as special virtues and advantages. The alignment between the Independent Learning Curriculum and humanistic theory is aligned in the realm of the learning process,

where both emphasize meaningful learning without separating the cognitive or affective domains. The Independent Learning Curriculum directs students to think inductively, prioritizes experience, and fosters active student involvement in the learning process. Teachers position themselves as a flexible resource to be utilized by the group. The implementation of the Independent Learning Curriculum at SMK Akbar Pekanbaru was carried out in the 2023-2024 academic year, as explained by Mrs. Istika Sari:

"Preparations for the implementation of the Merdeka Belajar curriculum will be carried out before the start of the 2023-2024 academic year. Schools must register through the PDUM website to obtain legal approval and meet the requirements to implement the Merdeka Belajar curriculum by uploading several relevant documents."

Based on the interviews, it can be concluded that SMK Akbar Pekanbaru has implemented the Merdeka Belajar curriculum in 2023-2024. The Merdeka Belajar curriculum is flexible, as it can be adapted to the characteristics of each school. This means it does not have to be exactly the same as government regulations. This gives schools the flexibility to access and develop their potential according to their individual needs. Based on the results of the researcher's research, the implementation of the Merdeka Belajar Curriculum in Islamic Religious Education subjects based on humanistic theory at SMK Akbar Pekanbaru is implemented through:

Preparation of Teaching Materials for Akbar Pekanbaru Vocational School

The teaching materials consist of modules, teaching materials, and reinforcement of the Pancasila student profile. The purpose of these modules and materials is to determine whether students can achieve the Pancasila student profile. The primary goal of education in the Independent Learning Curriculum is for students to possess the mentality and soul of Pancasila students. The teaching materials are developed by Islamic Religious Education (PAI) teachers at SMK Akbar Pekanbaru by adapting the Learning Outcomes (CP) to their respective phases. Learning Outcomes in the Independent Learning Curriculum are the learning competencies that students must achieve at each developmental stage. Adjusting these Learning Outcomes (CP) helps teachers easily determine learning needs. Through these CP, teachers can create lesson plans, including strategies and methods to be used in the field. This will result in more effective and efficient learning tailored to the interests, talents, and needs of students at each phase, thereby maximizing student learning outcomes. According to Mrs. Nurul, a Class XI Islamic Education Teacher at SMK Akbar Pekanbaru, she stated that:

"Regarding the CP in fish, it has been implemented by the government. We don't create our own; we adapt it to each grade level. Phase E is for Grade 10, Phase F for Grade 11. The CP will then be cascaded to Learning Objectives (TP), then to Learning Objective Flows (ATP), and finally to Teaching Modules. In addition to the CP, we create our own to suit the needs and characteristics of the local community."

Ms. Nurlaili added regarding the preparation of teaching materials at SMK Akbar Pekanbaru:

"The department has already provided the achievements, but we analyze and study the objectives and learning process ourselves. We do a lot of independent learning. And we also have competency achievement assignments from the principal, which are tailored to the students' needs and characteristics."

Based on the interview results above, it can be concluded that this CP has been established by the Government. The CP that has been established by the government then becomes a guideline for TP and competency achievements that are adjusted by teachers according to the developing school context and environment. In its formulation, TP and competency achievement deposits are not only based on the teacher's personal preferences, but are based on the needs and characteristics of students in the educational environment. After the TP is established, the next design implementation is the Learning Objective Flow

(ATP). ATP is the syllabus in the previous curriculum. ATP is a series of learning objectives arranged systematically and logically within the curriculum. By using ATP, teachers can organize learning steps in a structured manner, ensuring that students gain a deeper and more integrated understanding of the learning material.

Learning model

From the results of interviews conducted by researchers at SMK Akbar Pekanbaru, there are many learning models used by teachers, for example in the cooperative learning model, meaning a learning model based on constructivist understanding. Students in small groups with the same task work together and help each other to achieve common goals. This learning model is carried out in Islamic religious education subjects at SMK Akbar Pekanbaru in the elements of the Qur'an and hadith in the study chapter of Q.S. Ali-Imran / 3: 190-191 and the hadith about critical thinking. By means of: 1). The teacher asks students to examine the picture on the paper containing the verse and explain the law contained in it. 2). The teacher provides additional reinforcement. 3). The teacher divides students into several groups and is given the task to discuss. 4). Each group comes forward to present their work.

Cooperative learning differs from other learning models. This difference can be seen in the learning process, which places greater emphasis on group collaboration. The goals to be achieved are not only academic ability in understanding and mastering the subject matter, but also the element of collaboration in mastering the material. This collaboration is the hallmark of cooperative learning. The implementation of the cooperative learning model at SMK Akbar Pekanbaru has been good and is aligned with humanistic theory, namely humanizing humans so that humans can develop their creativity. This can be seen from the results of the learning model used, which is cooperative and also in accordance with the opinion of Zuriyatun Hasanah and Ahmad Shofiylul Hamami in the Student Studies journal. Furthermore, the learning model used in implementing the Independent Learning Curriculum in Islamic Religious Education subjects based on humanistic theory essentially aims to create a conducive learning atmosphere. By providing freedom and emphasizing the development of cognitive, affective, and psychomotor aspects. The learning model used is a cooperative learning model *deret instruction*, with a small group discussion learning model within it. This is done by the teacher showing a video that tells the history of Islamic civilization. After completing the video, the teacher asks students to form small groups of six students each. They analyze and discuss what they learned from the video, then present the results to the class.

Small group discussion is one of the learning models using the humanistic approach method, this learning refers to the teacher's teaching method that is centered on the learning content, by providing correction and direct reinforcement to students. In accordance with humanistic theory, this learning model actively involves students. So that students can develop with all their abilities. This is in line with the theory put forward by M.L. Sliberman who said that learning requires mental involvement and action simultaneously. The application of the small group discussion learning model in its implementation at SMK Akbar Pekanbaru includes learning strategies and methods that are adjusted to the objectives of humanistic theory, namely humanizing humans so that they can develop students' potential such as common sense, independence, high knowledge, pluralism education, contextualism more prioritizes the function of symbols and the balance between reward and punishment. This is in accordance with the results of observations conducted by researchers and also in accordance with the opinion of Zuchdi Darmiyati in her book entitled "*Humanization of Education: Rediscovering Humane Education*"

Then there is also a role-playing and simulation learning model, where the teacher explains the material on corpses verbally and in writing on the board. Students also appear very enthusiastic in this learning process. During the learning process, the teacher provides opportunities for students to be able to practice how to wash and shroud a corpse in the prayer room, in this process the students are very enthusiastic. Simulation is a model that shows something in an imitation form that is similar to the real situation; simulation; depiction of a system or process by demonstration using a role model. In learning that uses simulation, students are fostered in their abilities related to interaction and communication skills in groups. In addition, students are invited to play several behaviors that are considered

appropriate to the learning objectives. The implementation of the role-playing and simulation learning model at SMK Akbar Pekanbaru in its implementation has been good, and is adjusted to humanistic theory, namely humanizing humans so that humans can develop themselves. This can be seen from the results of observations using the simulation and role-playing learning model, also in line with Hasbunallah's opinion in the Journal of Religious Education.

Teaching Module

Teaching modules are another name for lesson plans (RPP) in the previous curriculum, K13. The difference is that these modules can be modified or developed independently by each school, adapting to its own characteristics. However, the development of teaching modules still adheres to government guidelines. This ensures alignment with the Learning Outcomes, the government's educational goals.

Mrs. Nurul said that the teaching modules at SMK Akbar Pekanbaru have their own format.

"The teaching modules for implementing the Merdeka Belajar curriculum are the same as the lesson plans (RPP), just with different terminology in the current curriculum. When I teach 11th grade, I use the teaching modules from the Merdeka Belajar platform and the internet. Later, they will be adapted for SMK Akbar Pekanbaru."

Mrs. Nurlaili added regarding the creation of teaching modules at SMK Akbar Pekanbaru as follows:

"We've been given access to the Merdeka Mengajar platform. We access it from there. So, there are already Learning Outcomes, and there are Teaching Modules for each level and each subject. We just need to access them from there. Simply put, we've been given everything, and we just have to implement it in our respective schools according to our own plans."

Based on the interview results, it can be concluded that the teaching modules in the Merdeka Belajar Curriculum used by SMK Akbar Pekanbaru provide detailed learning activities. In this context, teachers are given the freedom to develop learning by adapting to the context, characteristics, and needs of students. The government has provided several sample teaching modules on the Merdeka Belajar platform, which can be developed and modified to make learning more engaging.

Teaching materials

Teaching materials are learning materials to discuss a particular topic, which can be printed (books, articles, comics, infographics) or non-printed (audio and video). Teaching materials are expected to help a more comprehensive understanding of a topic in a subject. In the Merdeka Mengajar Platform, teaching materials can also be said to support learning modules based on specific learning outcomes and objectives. Based on observations, the teaching materials used by 11th-grade students at SMK Akbar Pekanbaru in Islamic Religious Education (PAI) learning do not require the use of student handbooks. Students only bring notebooks, this is because the policy there does not require it. According to Mrs. Nurul, PAI learning in 11th-grade SMK Akbar Pekanbaru has not required the use of student worksheets.

"We rarely use worksheets. The kids haven't used them before. So, any evaluations are ours. We don't always bring textbooks when we teach; the material we deliver comes from books, the internet, and textbooks."

The same thing was expressed by several class XI accounting students, namely Andini in her interview;

"I only brought a notebook, along with a pen and pencil. I didn't have any worksheets. I'm studying at home from today's lesson notes."

This opinion was strengthened by Mrs. Istika Sari who explained that;

"Our teaching materials are still sourced from books, articles, and the internet. However, the children are not required to bring books, such as worksheets or textbooks. The department itself doesn't yet have such textbooks. We only provide soft files on the Merdeka Mengajar platform. These serve as reading material for our teaching, and teachers also have their own teaching materials."

It is known that the use of teaching materials at SMK Akbar Pekanbaru is sourced from books, articles, and the internet. While in the process of teaching and learning activities, students are not required to bring books such as LKS. Students only bring notebooks, pens, and pencils as a place to take notes. However, the material taught is still sourced from textbooks, teacher and student teaching materials plus the internet. Based on observations made, as a form of exemplary in educating the morals of Class XI students of SMK Akbar Pekanbaru, one of them is discipline, mutual respect, mutual assistance, and mutual cooperation. These values are instilled in the routine activities of SMK Akbar Pekanbaru students through maghrib recitation, Dhuha and Dhuhur prayers in congregation. Mrs. Istika added that exemplary values are often instilled in students of SMK Akbar Pekanbaru:

"The values we instill in our role models are more about our routine activities. For example, we recite the Quran every Friday night at Maghrib. They make a video at home and upload it to Facebook, tagging their homeroom teacher. If a student doesn't recite it on Friday, they will be disciplined and have a video made at school. Every Friday, we also carry out a routine of faith and piety, starting with congregational Dhuha prayer. There are also daily routines, such as Dhuha prayer, where there is a class duty schedule, and Dzburu prayer in congregation, taking turns."

It can be concluded that Islamic Religious Education (PAI) learning does not have to be limited to text, but can also be contextualized. Learning activities within the context of the Islamic Religious Education (PAI) material at SMK Akbar Pekanbaru include the following.

1. Dhuhr Prayer in Congregation



Figure 4.1

Performing Dzhur Prayer in Congregation

Congregational Dhuhr prayer is obligatory for all Muslims and has become a routine practice at SMK Akbar Pekanbaru. Three or four classes rotate through the Dhuhr prayer each day, but all Muslims still perform the prayer in shifts.

2. Dhuha Prayer in Congregation



Figure 4.2 Performing Dhuha Prayer in Congregation

The Dhuha prayer is a traditional Friday prayer routine at SMK Akbar Pekanbaru. During congregational Dhuha prayers, the imam is chosen in turn, giving every male student the opportunity to lead. This is done to cultivate leadership and courage in the students.

3. Maghrib Study Program

Every Friday night, students will recite the Quran and read the Bible at home. Students will record a video of their study session and upload it to Facebook, tagging their homeroom teacher. Students who fail to complete the study will be questioned at school after the Dhuha prayer and faith and piety (Imtaq) are completed.

4. Faith and Faithfulness

And next is the faith and piety development activity. In this activity, each class will take a turn. The activities are as follows: *First* MC, *second* reading of the holy verses of the Koran and their translations, *third* short speech from students, *fourth* quiz.

CONCLUSION

After describing the discussion in full, the author can conclude that: 1). The implementation of humanistic learning theory in Islamic Religious Education at SMK Akbar Pekanbaru is carried out through fun, free, non-monotonous learning and emphasizes student activity through the development of cognitive, affective and psychomotor aspects by using a cooperative learning model, meaning a learning model based on constructivism and with direct learning or what is called direct instruction, with a small group discussion learning model in it. Teachers have a role as educators, facilitators and friends for students. This is proven by the success of the learning process in the subject of Islamic Religious Education at SMK Akbar Pekanbaru. Because students can develop satisfactorily and feel comfortable and active in the learning process. 2). Factors supporting the successful implementation of humanistic learning theory include government support regarding the flexibility of implementing the Independent Learning Curriculum, in terms of teachers' understanding of the humanistic concept itself, active students, and adequate facilities that can facilitate teachers in the learning process. The inhibiting factors are the limited space for teachers to interact with students because the number of teachers is not proportional to the number of students in the class, teachers do not fully understand the implementation of the Independent Learning Curriculum in the learning carried out, the characteristics and intelligence of each student vary in absorbing learning and students are difficult to manage because many factors influence them.

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