

Implementation Of the Independent Curriculum in Early Children's Moral Habituation in RA Darul Abror, Brebes District

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Abstrak

Membiasakan akhlak mulia sejak usia dini merupakan hal yang penting karena berdasarkan hasil pengamatan. peneliti di RA Darul Abror sudah menerapkan nilai-nilai agama dan akhlak seperti keteladanan, dan nasehat, serta guru selalu membiasakan salam, senyum sapa, sholat dhuha yang sudah berjalan selama lima tahun yang dilaksanakan hanya pada hari Jum'at. Namun beberapa anak mengalami penurunan semangat untuk melaksanakan kegiatan rutin tersebut, sering kali anak tidak mau mengikuti shalat dhuha, bahkan ada beberapa anak yang tidak mau masuk sekolah hanya karena ada kegiatan shalat dhuha. Jenis penelitian ini adalah deskriptif-kualitatif. Sumber data ada dua yaitu primer dan sekunder, teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Sedangkan analisisnya menggunakan kondensasi, penyajian, dan verifikasi data. Hasil penelitian ini dalam membiasakan akhlak terpuji siswa meliputi perencanaan, pelaksanaan, dan evaluasi. Perencanaan terdiri dari Prosem, RPPM (Rencana Pelaksanaan Pembelajaran Minggu), RPPH (Rencana Pelaksanaan Pembelajaran Harian), pelaksanaan meliputi keteladanan, lingkungan, nasihat, perhatian, bercerita, bermain dan pembiasaan, dan evaluasi. Sedangkan faktor pendukungnya adalah lingkungan keluarga dan masyarakat, guru yang profesional, kerjasama antara wali murid dan guru, dan handphone/laptop, faktor penghambatnya adalah perasaan (naluri) anak dan infrastuktur.

Kata kunci: Kurikulum Mandiri, Kebiasaan Moral, Anak Usia Dini.

Abstract

Getting into the habit of noble morals from an early age is important because it is based on observations. At the same time, researchers at RA Darul Abror have implemented religious and moral values such as example, and advice, and teachers always get used to greetings, smiling at greetings, dhuha prayers which have been running for five years which are held only on Sundays. Friday. However, some children experience a decrease in enthusiasm for carrying out these routine activities, often children do not want to participate in the Duha prayer, and there are even some children who do not want to go to school just because there are Duha prayer activities. This type of research is descriptive-qualitative. There are two data sources, primary and secondary, data collection techniques are observation, interviews, and documentation. Meanwhile, the analysis uses data condensation, presentation, and verification. The results of this study in familiarising students' praiseworthy morals include planning, implementation, and evaluation. Planning

consists of Prosem, RPPM (Sunday Learning Implementation Plan), RPPH (Daily Learning Implementation Plan), implementation includes exemplary, environment, advice, attention, storytelling, play and habituation, and evaluation. While the supporting factors are family and community environment, professional teachers, cooperation between guardians and teachers, and mobile phones/laptops, inhibiting factors are children's feelings (instincts), limited infrastructure, and school access.

Keywords: Independent curriculum, Moral Habits, Early Childhood

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INTRODUCTION

The Indonesian nation has common enemies, namely stupidity, brawls, *free sex*, weak law enforcement, pragmatism, and instant culture which is increasingly strengthening (Heriyati Yatim et al., 2023). One of the causes of the problems above is that our education still focuses on intellectual education and still does not emphasize the moral education component (morals). (Hesti Putri Setianingsih & Endah Tri Wahyuningsih, 2024). Even though the aim of education is based on Law No. 20 of 2003 concerning the National Education System so that students have commendable character and morals (Vina Kurnia Sari & Akhwani, 2020), The aim is for students and graduates of educational institutions to participate in developing development well and successfully without abandoning noble character values (Zaenal Abidin et al., 2023) as well as developing the ability of all students to make good and bad decisions, be exemplary, maintain what good & realizing that goodness in everyday life wholeheartedly (Muhammad Iqbal, 2023)

For students' moral and moral education to be successful, it needs to be done from an early age (Rossi Mustika Afiatun Putri, 2022). Moral and moral education for early childhood is intended to instill and familiarize students with good values so that they can become habits when they grow up or at the next level of education (Faizatul Widat & Aning SuciWulandari, 2023). This habituation is very effective because it will familiarize and train students with good habits (Mirna Sari Siradjuddin et al., 2021) the essence of habituation is the continuous repetition of students' morals so that they can imitate the good behavior of the teacher and will use to. Ahmad Tafsir,

Habibah, and Sholihin also argue that the habituation method is a fairly effective method for instilling morals and morals into the souls of students (U Abdullah Mu'min, 2022).

It is not only schools and teachers who are required to make the moral habituation of students successful from an early age, a good curriculum should also support and make the moral habituation of students successful. Because the curriculum is an educational guideline and the basis of the educational process, where will education go if there is no curriculum? From here the curriculum is the key to the success of educators, the better the program structure is planned, the better the generation will be prepared (Angga Angga et al., 2022; Lia Wanti & Ika Chastanti, 2023; Muhammad Ihsan, 2022)

One of the government's seriousness in improving the quality of the nation's generation both in terms of cognitive, affective, and psychomotor and is expected to be able to overcome various educational problems experienced by the nation (Ahmad Rifa'i et al., 2022), is the introduction of the independent learning curriculum. Erlangga believes that one of the reasons for the independent learning curriculum is to change the monotonous education system (Ahmad Nashir & Sandi Pratama, 2022)

At the level of implementing this independent curriculum, designing learning according to the characteristics of each student, the advantage is that students are more developed in critical thinking, high imagination, and talent and do not miss out on improving students' behavior, morals, and morals (Asep Kusnadi & Fasfahis Sofhatul Jamilah, 2023). The independent curriculum also emphasizes the cultivation and habituation of character, moral and moral education (Ayu Lestari et al., 2022), the cultivation and cultivation of morals in the independent curriculum not only teaches knowledge related to religion but shapes the personality of students so they have piety and strong faith. which is reflected in his daily behavior decorated with noble morals regardless of place and time (Zunus Arifin & Muh. Wasith Achadi, 2023).

Instilling and habituating noble morals from an early age is important because it is based on observations. At the same time, researchers at RA

Darul Abror have implemented religious and moral values such as example, and advice, and teachers always get used to greetings, smiling at greetings, dhuha prayers which have been running for five years which are carried out only on Friday. However, some children experience a decrease in enthusiasm for carrying out these routine activities, often children do not want to participate in the Duha prayer, and there are even some children who do not want to go to school just because there are Duha prayer activities.

RESEARCH METHODS

The type of research used by researchers is descriptive-qualitative research. There are two sources of data in this research, namely primary data and secondary data, observation, interview, and documentation data collection techniques. Meanwhile, the analysis uses data condensation, presentation, and verification (Sugiyono, 2008).

RESULTS AND DISCUSSION

A. Implementation of the Independent Curriculum at RA Darul Abror Brebes

In implementing the independent curriculum at RA Darul Abror so that students get used to practicing good morals, at least the teachers carry out several stages:

1. Planning

Planning for teaching and learning activities at RA refers to the Merdeka Early Childhood Education curriculum. Learning at RA Abror, Brebes Regency is programmed once a year, called the Annual Program (Prota). This annual program is divided into two semesters, namely semesters 1 and 2 which are called the Semester Program (Prosem). This semester's program contains themes that will be studied by students. The learning plan is prepared one week before the learning activities are carried out, which is called RPPM (Sunday Learning Implementation Plan), then every day the teacher prepares activities to be carried out in each center, which is called RPPH (Daily Learning Implementation Plan). From the results of observations made by

researchers, at RA Darul Abror the administration of the RPPH is not prepared in a format, only by planning from the teacher without any administration in the form of a RPPH (Daily Learning Implementation Plan).

2. Implementation

Implementation The application of the Merdeka Curriculum to the habituation of morals as a form of developing religious and moral values for early childhood at RA Darul Abror is carried out in various ways, namely as follows:

Several moral habituation methods can be applied to young children as a form of commendable moral habituation, as follows:

a. Exemplary

The example applied in RA Darul Abror is an example of a teacher who provides an example of good behavior to students such as arriving on time, dressing neatly, speaking politely, saying thank you when given something or after being helped, and apologizing when you make a mistake. Apart from that, the teacher tells the story of the prophet as an example that children can emulate in their daily lives.

The exemplary method is by giving a good example, because sometimes when children are only given orders they don't pay attention. However, when an example is given, students will follow it and practice it in their daily lives. Teachers as parents of students at school or guardians of students can provide role models for children such as good speech and character, diligence, honesty, and so on. That way, there is a big possibility that children will follow it (Husaini, 2021).

b. Environment

RA Darul Abror pays attention to the school environment, the room arrangement and neat design of the school look attractive and very comfortable to live in and is in a rice field environment which has cool air, besides that the environment RA Darul Abror is in a

religious environment under the Islamic Boarding School Foundation based on researchers' findings that most of the reasons why parents send their children to RA Darul Abror are, apart from emphasizing and practicing religion socially, socially, such as praying Duha, speaking good words, good manners, comfortable school conditions for children to focus on learning, accustomed to a clean and beautiful environment, maintaining a shared environment and also providing children with theoretical knowledge of religion.

Parents and teachers must prepare an environment of good sense, health, character, and behavior for their children. The priority of behavior and character is something that will be imitated by children so that they can realize commendable morals for children (Imam Musbikin, 2021).

c. Advice

RA Darul Abror Every day the teacher always advises students, such as during the flag ceremony on Monday the teacher advises about maintaining a healthy body by only eating healthy food, and loving animals and plants as well as advice when there are students who don't want to listen to the teacher explaining.

The Qur'an also recommends that children always have good morals through advice. It means:

Lukman said: "O my son, establish prayer and tell people to do good and prevent them from doing evil and be patient with what befalls you. And indeed that is one of the things that God has made obligatory".

The verse above is one of the methods of advice listed in the Al-Qur'an. By explaining an action, and then explaining the consequences (Sarah Ayu Ramadhani, 2022)

d. Attention

Attention is not only given by teachers to children but children to their fellow students by sharing food with their friends.

Meanwhile, a form of habituation that teachers do for students to care about fellow human beings is through infaq once a week which is carried out on Fridays.

Every child must receive attention. When parents or teachers pay attention, the child will feel watched, thus making the child always do good in his actions. Attention to children can take the form of acts of kindness, it can also be daily words. When a child feels a lack of attention from parents or teachers, he will feel free because there are fewer role models for him (Imam Musbikin, 2021)

e. Storytelling

Storytelling has become a method that teachers use almost every day RA Darul Abror in every learning process. The storytelling method is often used by teachers during the opening activity before the core activity begins, which is called literacy culture, namely the content of stories/stories that contain lessons so that students get used to having commendable morals.

Stories have the right charm to attract a child's attention so that the child will pay attention to the person who is telling the story. The story contains several stories from the past or present that have happened or rarely happened. For example, a teacher said that in one place there was a young man who died due to drinking alcohol. With this story, someone can take the knowledge conveyed so that they can improve their morals to become good morals (Imam Musbikin, 2021).

f. Play

Playing has certainly become the world of early childhood. Therefore, RA Darul Abror provides learning media facilities in various forms of games to support the learning process while playing, of course, this game aims to instill and familiarize children with noble morals and also so that students do not get bored quickly, thus making children more interested and enjoy learning in the classroom. Examples of games are puzzles, hijaiyah cards, blocks, magazines, etc.

In childhood, they prefer things that are creative and play. For this reason, the presentation of moral teachings can take the form of a game. Scholars have done this in the past. They prepare moral teachings through poetry about Allah and the Messenger, recommendations for worship, noble character, and so on. The poem is read just before the recitation takes place, when the five daily prayers are to be held, and at events commemorating Islamic holidays (Abudin Nata, 2012).

g. Habituation

Form of habituation in RA Darul Abror, namely salim by saying hello to the teacher by applying the 3S (smile, greet, say hello), lining up before learning activities which begin by selecting pictures according to the child's wishes (pictures in the form of high fives, salim, or hugs), breakfast activities (reading). *iqro*), the activities of waiting your turn, eating together, and carrying out the Sunnah Dhuha prayer every Friday, of course, some of these habits are moral habits.

The habituation method is an effort to instill children's morals by guiding children to get used to the values that will be instilled. The essence of habituation is the formation of awareness in children to do or not do an act or activity that is by morals ((Husna Nashihin, 2017)

Application The method of moral habituation at RA Darul Abror is by the form of developing religious and moral values which are categorized as running well by theory, the researchers only did not find one method at RA Darul Abror, Brebes Regency, namely the punishment method.

3. Evaluation

Evaluation carried out by the Institution RA Darul Abror means that every day the teacher always observes or pays attention to the progress of the students while following the learning process and at the end of the closing activity the teacher usually conducts questions and answers

with the children to see how deeply the children understand the learning material that day.

Sunnah prayer activities *wow* which begins with the practice of ablution, sunnah dhuha prayers, memorizing short letters, asmaul husna and infaq is a form of evaluation of moral habits as a form of religious and moral values carried out by RA Darul Abror every week.



Bagan 1.1 Implementation of Moral Habits at RA Darul Abror

Supporting and Inhibiting Factors in Early Childhood Moral Habituation at RA Darul Abror

A. Supporting factors

The supporting factors are divided into, as follows:

1. Family and community environment

Based on researchers' observations, RA Darul Abror itself is an institution under the auspices of the Islamic boarding school foundation, of course in a religious community environment, a supportive family and social environment that can have a good influence on children.

2. Professional Teacher

Based on interviews and observations, the head of RA always emphasizes that teachers at RA Darul Abror can provide the best possible teaching, be creative in creating daily activities, and make

educational games so that children feel interested during the learning process. Teachers at RA Darul Abror are categorized as good at teaching students and creating various educational games especially to stimulate the development of children's religious and moral values.

3. Collaboration between Parents and Teachers

Collaboration between parents and teachers is quite good. RA Darul Abror strengthens cooperation with student parents through activities *parenting* where the RA head always reminds and provides input so that when children are at home they must always be given good teaching so they don't always rely on school. Each class teacher also always pays attention to the students. When someone does not comply with the rules and norms that apply continuously, the class teacher takes action by calling the student's guardian to school. By an interview conducted by researchers with one of the child's parents, moral education is not only carried out at school but also continued at home according to each parent's method, parents also feel helped in guiding their children to religious teachings by sent his children to school at RA Darul Abror.

4. Cellphone/Laptop

Teachers at RA Darul Abror use technological tools to support the learning process, of course regarding morals and religion. For example, teachers show films with Islamic nuances, videos that depict good teaching, pictures related to religion, etc.

Supporting factors found in the moral education process are caused by various things, namely as follows:

- a. Collaboration with parents
- b. Family environment and community environment
- c. Quality teachers
- d. Technology media (HP) (Shovinatul Jannah & Ahmadi, 2022).

B. Obstacle factor

The inhibiting factors are divided into, as follows:

1. Child's Feelings (instincts)

Based on data that researchers found through interviews with Evi Mugi Harjanti a B2 class teacher and researchers' observations of the learning process in class, it was always found that during the learning process, several children did not want to take part in learning, feelings of laziness and lack of self-confidence that emerged in the children did not. The teacher can control it, what the teacher does is just persuade the child to be able to take part in the rest of the lesson. If the child still has this attitude then the teacher just gives the child time to be alone first.

2. Limited Facilities and Infrastructure

Based on researchers' observations, RA Darul Abror is categorized as very good for facilities and infrastructure. Seeing the transfer of RA Darul Abror's place from the old building to the new building, where all the buildings are new with very good facilities, starting from bathrooms, study rooms, prayer rooms, courtyards and playgrounds which are built as well as possible so that children feel comfortable and even have a pleasant atmosphere. Fresh because it faces rice fields. However, some learning aids are damaged and unfit for use.

3. School Access

RA Darul Abror's location is less strategic because it is close to rice fields where the access road is still full of rocks and dirt. Factors that become obstacles in the process of moral habituation in early childhood can be caused by various things, namely the child's feelings factor, a factor of limited facilities and means (Lina Revilla Malik et al., 2021)

CONCLUSION

The implementation of the independent curriculum in moral education as a form of developing religious and moral values for early childhood at RA Darul Abror through three events, namely planning, implementation, and evaluation. Planning contains the preparation of schools and teachers before starting teaching and learning activities that are adapted to the curriculum.

Implementation is carried out using various methods of moral habituation, namely example, environment, advice, attention, storytelling, playing, and habituation. Evaluation is carried out every day and every week by means of every day the teacher observing the child's progress during the learning process the evaluation every week includes the implementation of sunnah dhuha prayers, memorizing short letters, asmaul husna, ablution practice, and infaq.

Supporting factors for implementing the independent curriculum in the habituation of morals as a form of developing religious and moral values in early childhood at RA Darul Abror, *First*, family, and community environment; *second*, professional teacher; third, cooperation between teachers and parents; fourth, technology that can help and make things easier for teachers. The inhibiting factors are the children's feelings, where at school or when learning begins some children are not ready to learn or are not ready to follow what the teacher orders, teaching aids or learning media that are no longer suitable for use, as well as school infrastructure that needs to be repaired. by the local government.

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