

# ANALYSIS OF ISLAMIC CULTURAL HISTORY (SKI) LEARNING BASED ON THE INDEPENDENT CURRICULUM ON BANI ABBASIYAH CLASS XI SOCIAL STUDIES MATERIAL IN MAN 1 GROBOGAN SCHOOL YEAR 2024/2025

Siti Fatimatul Khasanah (2101010012), Erika Selviani (2101010010), Ahmad Labib  
(2101010004), Midiafany Putri Melathi (2101010016), Fajar Syamsi (2101010008)<sup>1</sup>

Siti Fatimatul Khasanah, [fatimatul790@gmail.com](mailto:fatimatul790@gmail.com)

Erika Selviani, [erikaselvi66@gmail.com](mailto:erikaselvi66@gmail.com)

Ahmad Labib, [ahmadlabib008@gmail.com](mailto:ahmadlabib008@gmail.com)

Midiafany Putri Melathi, [midiafany2@gmail.com](mailto:midiafany2@gmail.com)

Fajar Syamsi, [fajarsyamsi599@gmail.com](mailto:fajarsyamsi599@gmail.com)

Correspondence:

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*The purpose of this study is to understand (1) the understanding of SKI teachers about the 2013 curriculum, (2) teachers' lesson plans about SKI teaching, (3) SKI teaching practices, (4) evaluation of SKI teaching, (5) obstacles and supporting factors in SKI teaching based on the Independent curriculum on the topic of Bani Abbasiyah IPS grade XI at MAN 1 Grobogan<sup>1</sup>. This research is a qualitative descriptive research, using a single-rooting approach. The results of the study show that (1) the understanding of SKI teachers about the Independent curriculum is good; (2) learning planning is based on the guidelines in the Independent curriculum; (3) teaching practice in accordance with the learning plan prepared by the teachers which consists of three stages, namely introduction, main activities including 5M, and closing. These three stages are used by SKI teachers to assign character values to students; (4) evaluation of SKI teaching which includes cognitive, affective, and psychomotor aspects; (5) supporting factors in SKI teaching include complete facilities, Independent curriculum training for teachers, and complete learning resources*

## Keywords:

*Islamic Cultural Learning (SKI), Independent curriculum, Bani Abbasiyah*

## **Introduction**

As part of the embodiment of the nation's ideals, educational activities are carried out in accordance with the mandate of the National Education System Law No. 20 of 2003 article 3, namely "National education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." With the goal of education, education nationally is declared successful if students have an attitude of faith and piety, noble character, healthy born and mental, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Discussing education will not be separated from the school curriculum, because the curriculum is an educational component that is used as a reference by each educational unit, both by managers and organizers, especially by teachers and school principals. The Independent Curriculum is a curriculum that was officially enforced by the current government with the aim of perfecting the previous curriculum, namely the 2013 curriculum. Through the development of the Independent Curriculum, it will produce Indonesians who are productive, creative, innovative, and affective; through strengthening integrated attitudes, skills, and knowledge. Character education can be done through the learning process. One of the subjects that can instill character values is the subject of Islamic Cultural History (SKI).

By studying Islamic Cultural History (SKI), students can take lessons from events that breathe Islam which students are expected to become kamil or someone with noble character as taught by the prophet Muhammad SAW.

One of the materials contained in the Islamic Cultural History (SKI) subject is the Abbasid Bani. By studying the material of the Abbasid Bani, students can emulate the character values that exist in the Caliphs so that they can be used as a view of life in daily activities.

MAN 1 Grobogan is an educational and teaching institution at the high school level that makes Islamic Religious Education, especially Islamic Cultural History (SKI), as its religious identity by referring to the Independent Curriculum. With the implementation of the Independent Curriculum to the maximum, the educational goals will be able to be achieved in its entirety, namely to develop the potential of students to become human beings who have faith, fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Law No. 20 of 2003). In addition, through a scientific approach in the Independent

Curriculum, students will be able to observe, question, explore, associate and communicate from the material taught by the teacher in the learning process. With the Independent Curriculum, it is hoped that students can change their views on the subject of Islamic Cultural History (SKI) which seems to be memorized into interesting learning because it can increase students' critical power. Students are expected to be able to take lessons from an event that will later inspire students to always be positive in accordance with the core competencies of the Independent Curriculum which also prioritizes the religious aspect.

### **Methodology**

This research was carried out at MAN 1 Grobogan, with the research subject being class XI social studies. This research was carried out in July 2024–October 2024 including the stages of preparation, implementation, analysis and reporting of research.

The form of this research is qualitative descriptive. This is because the research procedure produces descriptive data in the form of written or spoken words of people and observable behaviors<sup>2</sup>.

Judging from the aspects studied, this study uses a type of case study research. This case study research uses a single-pinned approach. A single case study means that in this study it has been directed at a target with one characteristic. This means that this research is only carried out on one target (one location or one subject), namely Islamic Cultural History (SKI) learning based on the Independent Curriculum. Meanwhile, it is called embedded research because the goals and objectives and problems to be researched have been determined before going into the field, namely the analysis of Islamic Cultural History (SKI) learning based on the Independent Curriculum in the Bani Abassiyah meter

The data sources in this study are (1) Informants, including teachers of Islamic Cultural History (SKI), vice principals of the curriculum section, and students of class XI IPS MAN I Grobogan; (2) Place, event or activity, namely Islamic Cultural History (SKI) learning activities based on the Independent Curriculum on Bani Abbasiyah material in class XI IPS Madrasah Aliyah Negeri (MAN) 1 Grobogan as seen from the aspects of learning methods, media used, learning resources, teacher-student interaction, and evaluation system; (3) Documents or archives in the form of annual programs, semester programs, syllabus, lesson plans, textbooks, books- Relevant lesson guides, questions for

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<sup>1</sup> Moleong, L. J. (2014). *Metodologi Penelitian Kualitatif*. Bandung: RemajaRosdakarya

evaluation and other research-supporting documents.

The Snippet technique used in this study is purposive sampling, which is the selection of samples that really know or are considered to be related to what the researcher is researching. Meanwhile, the data collection techniques in this study are (1) in-depth interviews with informants; (2) observation plays a passive role, and (3) analysis of documents related to SKI learning on the Bani Abbasiyah material. Data Validation uses source triangulation and method triangulation.

The data analysis techniques used are data reduction, data presentation / display and conclusion drawing / verification. The three components of data analysis are interrelated and interact, and cannot be separated from their data collection activities<sup>3</sup>

### **Findings and Discussion**

Madrasah Aliyah Negeri (MAN) 1 Grobogan terletak di Jl. Diponegoro No. 28 Danyang Purwodadi Grobogan.

#### **1. SKI teachers' understanding of the Independent Curriculum**

MAN 1 Grobogan has implemented the Independent Curriculum since the 2023/2024 school year. For grades X and XI, the Independent Curriculum has been used, while for grade XII it is still using the 2013 Curriculum. Before the Independent Curriculum was implemented, teachers at MAN 1 Grobogan had participated in various trainings. Even after the Independent Curriculum has been implemented, training and socialization are still being carried out to continue to improve the understanding of MAN 1 Grobogan teachers towards the Independent Curriculum. Mr. Rahmad as a teacher of Islamic Cultural History (SKI) grade XI admitted that he had participated in several socialization and training of the Independent Curriculum. SKI teachers have participated in training both at school and outside of school, such as the Independent Curriculum training which is carried out at the Hotel and at the Grand Master. In addition, SKI teachers also routinely participate in MGMP activities once a week, namely on Saturdays.

Based on the results of observations in the classroom, SKI teachers can create a learning process that is in accordance with the Independent Curriculum. This is proven by the implementation of the SKI learning process in the classroom in accordance with

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<sup>2</sup> Hardani dkk. (2020). Metode Penelitian Kualitatif & Kuantitatif. Yogyakarta: CV.Pustaka Ilmu Group

the lesson plan made by the teacher. Teachers use a scientific approach that is in accordance with the Independent Curriculum, and use learning methods that can encourage student activity. So that the direction of the learning process is no longer the teacher center but the student center. The learning resources used by SKI teachers in the learning process of Islamic Cultural History (SKI) are also in accordance with the Independent Curriculum. Teachers not only convey the substance of the material but also instill character values in students. In the material of the Abbasid Bani, character values can be exemplified through historical figures or caliphs of that time.

Based on the analysis of documents, interview results and observation results in the classroom, SKI teachers of class XI IPS MAN 1 Grobogan have a good understanding of the Independent Curriculum. This is evidenced by the completeness of the learning tools owned by SKI teachers that have been adjusted to the Independent Curriculum in the form of prota, promes, syllabus, lesson plans and other learning tools.

## 2. Islamic Cultural History (SKI) Learning Planning Based on the Independent Curriculum on Bani Abbasiyah Class XI Social Sciences Materials at MAN 1 Grobogan for the 2024/2025 Academic Year.

Learning planning is a teacher's plan to teach a specific subject, at a certain level and class for a specific topic, and for one or more meetings.<sup>4</sup>

With the learning plan outlined in the Learning Implementation Plan (RPP), it is hoped that the learning objectives can be achieved perfectly, especially in the learning of Islamic Cultural History (SKI).

The Learning Implementation Plan (RPP) made by SKI teachers is not made every time they will enter class, but is made at the beginning of the semester for a plan for one semester. In making the lesson plan, SKI teachers admitted that they did not experience difficulties because they had previously participated in the socialization and training of the Independent Curriculum. In addition, the RPP made is also in accordance with the curriculum applied in MAN 1 Grobogan, namely the Independent Curriculum.

In general, the lesson plans made by SKI teachers contain madrasah identity, subject identity, class/semester, subject matter, time allocation, core competencies,

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<sup>3</sup> Agung, L.& Sri Wahyuni. (2013). *Perencanaan Pembelajaran Sejarah*. Yogyakarta: Penerbit Ombak

basic competencies & indicators, learning objectives, learning materials, learning methods, learning media, learning steps and assessment of learning outcomes.

3. Implementation of Islamic Cultural History (SKI) Learning Based on the Independent Curriculum on Bani Abbasiyah Class XI Social Sciences Materials at MAN 1 Grobogan for the 2024/2025 Academic Year

The second component in the learning process is the implementation of learning. In carrying out the learning process, SKI teachers are guided by the lesson plans that have been planned in advance. The implementation of Islamic Cultural History (SKI) learning based on the Independent Curriculum in Bani Abbasiyah class XI social studies material at MAN 1 Grobogan carried out by SKI teachers in the classroom consists of three stages of activities, namely preliminary activities, core activities, and closing activities.

In the preliminary stage, the teacher begins the learning by saying greetings. In the SKI learning process, teachers do not pray with students because prayer activities have been carried out in the first hour of lessons. The next activity is that the teacher checks the attendance of students and conditions the students and the class. In this preliminary activity, SKI teachers review the material that has been learned in the previous meeting by asking questions to students. In addition, the teacher also explained the topic and purpose of the learning process that will be carried out.

Based on the observations made by the researcher, in accordance with the prepared lesson plan, in the core learning activities of Islamic Cultural History teachers have applied a scientific approach. The core activities consist of 5 activities, namely observing, questioning, exploring, associating and communicating.

The learning method used by SKI teachers is not only the lecture method but also uses the discussion method. During the learning process, SKI teachers make good use of learning media, namely by using power point media.

In addition to teachers explaining the material, SKI teachers also instill exemplary values in students. The exemplary values of the caliphs that can be taught to students are religious attitude, intelligent thinking, love of science, hard work, firmness, generosity, social care, courage, etc. By teaching these exemplary values, students can emulate and apply them in their daily lives.

In the closing activity, the teacher invited students to conclude the material that had been learned and asked questions as a way to find out that the learning

objectives had been achieved. After that, the teacher tells the material that will be studied at the next meeting and asks students to study the material. Furthermore, the teacher said greetings as a sign that the SKI learning has been completed.

#### 4. Evaluation of Islamic Cultural History (SKI) Learning Based on the Independent Curriculum on Bani Abbasiyah Class XI Social Sciences Materials at MAN 1 Grobogan for the 2024/2025 Academic Year

The third component in the learning process is evaluation. Learning evaluation is an activity carried out by teachers to obtain objective, sustainable and comprehensive information about the learning process and outcomes achieved by students, the results of which are used as a basis for determining the next treatment. This means that the evaluation is not only to achieve a momentary target or one aspect, but is comprehensive and includes cognitive, affective and psychomotor aspects<sup>5</sup>

Cognitive assessment of SKI learning is carried out by teachers through the provision of post tests in the form of oral questions. The giving of oral questions was carried out at the end of the learning activity. Cognitive assessment is carried out to measure the achievement of material on the development of civilization and science during the Abbasid period that has been taught by SKI teachers.

The assessment of affective aspects in the SKI learning process is carried out by SKI teachers by assessing the attitudes of students. The attitude assessment carried out by SKI teachers is guided by the attitude observation sheet that has been included in the lesson plan. The attitude observation sheet includes spiritual attitude assessment, honest attitude self-assessment and peer assessment. The affective assessment of students outside the learning process does not only depend on the role of SKI teachers, but also collaborates with various parties such as homeroom teachers and BK teachers who are inhibited above, among others.: 1) In compiling the lesson plan, SKI teachers choose the right learning models and methods, for example, occasionally SKI teachers apply creative and innovative learning models and methods and use interactive learning media, besides that SKI teachers also invite students to learn outside the classroom so as not to feel bored; 2) Teachers approach students so that teachers can better understand the abilities and characteristics of students, making it easier for teachers

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<sup>4</sup> Jihad, Asep & Abdul Haris. (2013). *Evaluasi Pembelajaran*. Yogyakarta: Multi Pressindo

in the evaluation process

## **Conclusion**

The understanding of Islamic Cultural History (SKI) teachers of the Independent Curriculum is good. This is proven by SKI teachers routinely participating in Independent Curriculum training both held at school and outside of school, besides that teachers have complete learning tools and in accordance with the Independent Curriculum.

The learning plan of Islamic Cultural History (SKI) based on the Independent Curriculum in the material of Bani Abbasiyah class XI IPS at MAN 1 Grobogan is outlined in the learning implementation plan (RPP) which is guided by the Independent Curriculum syllabus.

The implementation of Islamic Cultural History (SKI) learning based on the Independent Curriculum in Bani Abbasiyah class XI social studies material at MAN 1 Grobogan is in accordance with the lesson plan made by the teacher. It consists of three stages of activities, namely preliminary activities, core activities that include 5 M activities, and closing activities. These three stages have been used by SKI teachers to instill character values that can be exemplified from the Bani Abbasiyah material.

The evaluation of Islamic Cultural History learning based on the Independent Curriculum on Bani Abbasiyah class XI social studies material at MAN 1 Grobogan includes cognitive, affective and psychomotor aspects with assessment sheets as stated in the RPP. For the results of the evaluation of students in the SKI subject, the Bani Abbasiyah material is good because it has reached the specified KKM score. The average score of students in class XI IPS 1 both in cognitive, affective and psychomotor aspects was 3.17. Meanwhile, the average score of students in class XI IPS 2 from these three aspects is 3.21.

The supporting factors encountered in the learning process of Islamic Cultural History (SKI) based on the Independent Curriculum in the Bani Abbasiyah class XI social studies material at MAN 1 Grobogan include: 1) The existence of complete facilities and infrastructure; 2) MAN 1 Grobogan facilitated the Independent Curriculum training for teachers; 3) There are many learning resources available for SKI subjects. As for the inhibiting factors, they include: 1) SKI's learning hours are only one hour of lessons; 2) Students' interest in SKI learning is still low; 3) The number of assessment administrations in the Independent Curriculum makes SKI teachers experience difficulties during the evaluation

process. The solutions or efforts made by SKI teachers to overcome the above inhibiting factors include: 1) In compiling the lesson plan, SKI teachers choose the right learning model and method, 2) Teachers approach students so that teachers can better understand the abilities and characteristics of students, making it easier for teachers in the evaluation process.

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