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**Independent Learning Curriculum Development With a  
Transdisciplinary Approach To Have Ulul Albab Character in  
Students**

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**Abstract**

In developing the independent curriculum, transdisciplinary learning approaches can be used as a scientific approach in curriculum development. The transdisciplinary approach is an approach in the study or study and research of a problem, using the perspectives of various disciplines, to solve problems, from the beginning of the discussion to drawing conclusions or solving the problem. In this context, the researcher approaches by means of descriptive qualitative research. Meanwhile, for data collection techniques using studies from several literatures (literature studies). Develop an independent learning curriculum using a transdisciplinary approach, namely with materials that are expected to be able to provide a solid and broad scientific and skill base for graduates to enter the workforce, develop themselves, and pursue education. With the implementation of the independent learning curriculum, it is expected to have Ulul Albab character in students. The Ulul Albab character possessed by students in the learning process of the independent curriculum learns using a transdisciplinary approach.

**Keyword:** Independent Learning Curriculum; Transdisciplinary Approach; Ulul Albab

**Pengembangan Kurikulum Merdeka Belajar Dengan Pendekatan  
Transdisipliner Untuk Menghasilkan Karakter Ulul Albab Pada  
Siswa**

**Abstrak**

Dalam pengembangan kurikulum merdeka belajar pendekatan transdisipliner dapat digunakan sebagai pendekatan keilmuan dalam pengembangan kurikulum. Pendekatan transdisipliner merupakan pendekatan dalam kajian atau studi serta penelitian terhadap suatu masalah, dengan menggunakan perspektif berbagai disiplin ilmu, untuk memecahkan masalah, sejak awal pembahasannya hingga pengambilan kesimpulan atau pemecahan masalahnya. Dalam konteks ini, peneliti melakukan pendekatan dengan cara penelitian kualitatif deskriptif. Sementara untuk teknik pengumpulan data menggunakan kajian dari beberapa literatur (studi literatur). Mengembangkan kurikulum merdeka belajar dengan menggunakan pendekatan transdisipliner yakni dengan materi yang diharapkan mampu memberikan landasan keilmuan dan keterampilan yang kokoh serta luas bagi lulusan untuk memasuki dunia kerja, mengembangkan diri, dan menempuh pendidikan. Dengan diterapkannya kurikulum merdeka belajar ini diharapkan memiliki karakter Ulul Albab pada siswa. Karakter Ulul Albab yang dimiliki siswa dalam proses pembelajaran kurikulum merdeka belajar dengan menggunakan pendekatan transdisipliner.

**Kata Kunci:** Kurikulum Merdeka Belajar; Pendekatan Transdisipliner; Ulul Albab

## INTRODUCTION

The curriculum is a plan prepared to streamline the teaching and learning process under the guidance and responsibility of the school which includes not only all planned activities, but also events that occur under the supervision of the school [1]. All of these are used to realize the goals of national education by paying attention to the stages of development students and their suitability to the environment, the needs of national development, the development of science and technology and the arts, according to the type and level of each educational unit.

Curriculum development is an instrument to improve the quality of education. The correct education policy will be seen through the implementation of the curriculum applied because "the curriculum is the heart of education" which determines the progress of education [2]. According to Law No. 20 of 2003 "The curriculum is a set of learning plans related to the objectives, content, teaching materials and methods used and used as guidelines in organizing learning activities to achieve a national education goal".

The curriculum in Indonesia itself has undergone various changes and improvements, including lesson plans in 1947, curriculum 1952, 1964, 1968, 1975/1976, 1984, 1994, competency-based curriculum 2004, Curriculum unit level education 2006, and curriculum 2013, until now the curriculum Merdeka belajar. The independent learning curriculum is referred to as a curriculum that designed to pour learning opportunities in a calm, relaxed, fun manner as well as to showcase the natural talents of each student. The independent learning curriculum itself is also a curriculum that focuses on freedom and creative thinking [3].

An independent learning curriculum will create active learning. This program is not a replacement for a program that is already running, but to provide an improvement to the system that is already running. The presence of the "Merdeka Belajar" curriculum which was initiated directly by Nadiem Makarim as the Minister of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbud Ristek RI). He revealed that the main concept of independent learning is freedom of thought.

Izza stated that teachers have the freedom to independently translate the curriculum before it is described to the students so that the teacher is able to answer every need of students during the learning process. Independent learning also involves independent conditions in fulfilling the objectives, methods, materials and evaluation of learning for both teachers and students. By this it can be known that the learning process in the independent learning curriculum is more towards the needs of students (student center) where previously the concept of learning was still centered on teachers or educators [4].

The Merdeka Belajar curriculum is here as an answer to the fierce competition of human resources globally in the 21st century. Lukum stated that there are three major competencies in the 21st century, namely the competence to think, act and live in the world. Thinking competencies include critical thinking, creative thinking, and problem solving. Competence to act includes communication, collaboration, digital literacy and technological literacy. Meanwhile, the competence of living in the world includes initiative, directing self, global understanding as well as social responsibility. This competence should be applied in 21st century learning because this era will require innovative and creative people to be able

to adapt quickly. So with the development of this curriculum, it is one of the right steps to be able to shape the character of students later to face that era [5].

In curriculum development, independent learning of the transdisciplinary approach can be used as a scientific approach in curriculum development. The transdisciplinary approach itself is an approach in the study or study and research of a problem, using the perspectives of various disciplines, to solve the problem, from the beginning of its discussion to drawing conclusions or solving the problem. A transdisciplinary approach is also in it there is integrating areas of knowledge from different perspectives to improve the quality of problem solving, in order to obtain better decisions and choices.

The transdisciplinary approach strongly emphasizes the importance of solving the problems encountered in real life. Of course, in the transdisciplinary curriculum, there must be a problem. That is the reason why curriculum development with a transdisciplinary approach begins with the determination of problem solving that should be taken from global issues. It is this problem solving that is the focus of attention to the formulation of the curriculum, where the subjects taught contains material that leads to solving the problem [6].

So with the development of the curriculum using a transdisciplinary approach, the independent learning curriculum is expected to be able to issue outputs that will reach students in the form of abilities, profiles, and produce graduates or students who are knowledgeable and can make themselves play a role in the progress of the people, nation, civilization and welfare of mankind, which is called the character of *Ulul Albab*. *Ulul Albab* is a character possessed by a person with perfect, clean, and consistent reason to know, research, and reflect on the signs of God's greatness in the universe, so that they become educated people (societies) (Learning Societies) who are constantly developing science to be utilized for the welfare of mankind, and are offered as worship to Allah Swt.

Thus, with the development of an independent learning curriculum using a transdisciplinary approach, it is hoped that students can have the character of *Ulul Albab* in themselves. With the existence of an independent curriculum, it is hoped that students can develop according to their potential and abilities because with an independent curriculum, they get critical, quality, expressive learning, applicative, variative and progressive. "As well as the change in the new curriculum, cooperation, strong commitment, sincerity and real implementation from all parties are needed, so that the profile of *pancasila* students can be embedded in students.

## **RESEARCH METHODS**

This study aims to find out and describe how the analysis of the development of an independent learning curriculum with a transdisciplinary approach to produce *ulul Albab* character in students. In this context, the researcher approaches it by means of descriptive qualitative research. According to Nurdin and Hartati, qualitative research is a type of research where the source of research comes from data, utilizing the existing theory as material explanatory and ending with a theory. Meanwhile, the data collection technique used in the study is to use studies from several literature (literature studies) (Izza, 2020). According to M. Sari and Asmendri, research using literature studies or Library Research is obtained through various sources such as journals, books, or articles that have links to the

problem to be solved. Activities penelitian dilaksanakan secara sistematis dan prosedural by collecting, processing, and inferring data using certain methods or techniques [7].

The discussion in this article will refer to a transdisciplinary approach to the development of an independent learning curriculum to date which can later produce students who have the character of Ulul Albab. Qualitative research is the process of collecting data in a natural way for the purpose of interpreting and analyzing phenomena when the researcher can become the main tool. "In qualitative research the data is not searched through statistical means or other quantitative measurement methods" (Anggito et al, 2018). Likewise, the descriptive method according to [8] "a method used to analyze or explain findings, but not used to draw broad conclusions".

In this study, it was explained how the role of the school in the success of the independent learning curriculum, and did not forget to review whether this independent learning curriculum can be efficiently applied, as well as how the development of the independent learning curriculum with a transdisciplinary approach which in the end can be known whether with the development of the independent learning curriculum with a transdisciplinary approach can show the character of Ulul Albab in students. The application of this design is achieved by collecting data, processing data, and then presenting the data with useful information that is easily understood by the reader.

## **RESULTS AND DISCUSSION**

### **Independent Learning Curriculum**

#### **1. Curriculum Development in Indonesia**

The curriculum in English "curriculum" which comes from the Greek "curere" and has the meaning of running distance, namely the distance that must be covered in running activities from start to finish which is then applied in the field of education. In implementing the education system, it is necessary to have a mechanism that will regulate the implementation of education or the process of teaching and learning activities (KBM). This mechanism is made to comply with the education regulations that have been set. This mechanism will also be applied by teachers and students or become a guide or reference in the learning process while overcoming problems that will arise later. This mechanism is called the curriculum. The curriculum is a major component in education so that the systematics that will later be implemented can run well and produce outputs that are in accordance with the objectives to be achieved. The curriculum is in a strategic position where it has a role as a guide that contains material content, scope, objectives, and learning strategies. Every educational activity can be said to be good if the curriculum conditions are also good, because the experiences that occur in the classroom will refer to the curriculum.

Changes and developments of the times are one of the factors of curriculum change. Many countries have always carried out curriculum development or innovation by following the changes and developments of the times. Because the curriculum that was originally considered ideal still has shortcomings so that changes, changes and even curriculum improvements are needed. In Indonesia itself, there have been several curriculum changes due to changes and developments of the times and even from other factors such as the change of ministers or leaders, the

ineffectiveness of the curriculum implemented, and others. Every problem that occurs in the curriculum development process needs an in-depth review and careful analysis.

Curriculum development or innovation requires a solid foundation and is based on deep thought. If curriculum development is not based on a strong foundation, it can be fatal to the education system itself. Because this will be directly correlated with the failure of the human development process. The foundation of curriculum development consists of philosophical, socio-cultural and religious, science, technology and art, community needs, and community development. This curriculum is designed to manifest the goals of national education but still pay attention to the stage of student development and its suitability with the development of science and the surrounding environment (Julaeha et al, 2021).

It is said to be effective if the output of curriculum development is in accordance with the demands and needs of the community. In addition to referring to a strong foundation, the curriculum also needs to have principles to support the achievement of educational goals. Curriculum development should have relevance, flexibility, continuity, practicality and effectiveness. Not only that, two main factors need to be considered in curriculum development, namely the teacher as the spearhead in curriculum development and students as the main object in the curriculum. The direction of curriculum development in Indonesia since its independence has been more focused on the opening of all access for every child of the nation accompanied by teaching materials that focus on student self-development (Yose et al, 2022).

The central government has tried to provide every policy through the curriculum to shape the character of independent students. Although initially, the curriculum was formed only for political purposes. In the 1984 curriculum, a new concept emerged, namely the Active Student Learning Method Curriculum (CBSA). Where this concept has become a sign that stakeholders in the field of education have understood the need for student activity in forming competencies in themselves. Then in the 1994 curriculum the concept was redeveloped by focusing more on teachers to be more creative in setting strategies in learning. Until in the end the 2006 & 2013 curriculum emphasized more on strengthening high-level knowledge (analysis,

## 2. Independent Learning Curriculum

The independent learning curriculum was directly initiated by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbud Ristek RI) which aims to provide opportunities to develop students' talents. In addition, students who are required to have the skills to utilize technology and learning that is only one-way are also one of the reasons for the presence of an independent learning curriculum. Learning that is only one-way can be a barrier for students to show the abilities and competencies of each student. This is also triggered by the existence of limitations on the concept of curriculum applied by both teachers and students. Students are required to continue to compete in obtaining the highest grades. so it justifies various ways without finding out what its capabilities are.

Though students certainly have expertise in their respective fields. The emergence of an independent learning curriculum has also impacted the spread of optimal education in Indonesia.

The presence of an independent learning curriculum is expected to be able to renew the learning methods that were originally implemented in the classroom, can now be implemented outside the classroom. The concept of learning is also expected for students to be able to provide opportunities to work together and discuss more openly with the teacher together. So with this, the character of students can be formed who can boldly express their opinions, the ability to socialize with others, and make students more competent. Students will be given the freedom to elaborate on the skills they have. Thus, teachers and students can collaborate to create super active and productive learning (Manalu et al, 2022).

Nadiem Makarim as the Minister of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbud RI) has an innovation which creates an ideal and happy learning atmosphere without making it difficult for teachers or students who must show high achievements in the form of scores, scores or minimum completeness criteria. Learning is expected to be more comfortable and efficient, because students can discuss directly by the teacher, learn with concepts outside the classroom, form self-character that is independent, brave, intelligent and sociable, civilized, polite, and competent (Nasution, 2022).

With such character, students will be able to become human resources who can advance the nation. Not only that, students will be integrated with literacy skills, knowledge skills, skills and attitudes as well as mastery in the use of technology. Students are also given the freedom to think and are able to seek and acquire knowledge from anywhere. Because the focus of the presence of this curriculum is not only caused by the problems that occur during the learning process but also due to the development of technology or the era of digitalization which requires human resources to be more competent.

The independent learning curriculum frees teachers to create educational and fun learning. The current pedagogical competence also requires teachers to be able to model and implement the learning process. Teachers are also given the mandate as a driver to plan, implement, evaluate and follow up on these evaluations (Sutrisno, 2022). The concept of active, innovative and comfortable learning must be able to realize students according to the needs of the times, especially in this era. Teachers must also be facilitators to shape the character of students who think critically, creatively and innovate, skilled in communicating and collaborating as well as character. Not only relying on the independence of students who are able to find learning resources such as through e-books,

The existence of facilities and infrastructure is also very supportive of the successful implementation of the implementation of the independent curriculum in driving schools. Complete facilities and infrastructure are very supportive of the implementation of an independent curriculum in driving schools, especially in the availability of IT tools. Motivating schools receive financial assistance to complement the availability of infrastructure facilities that support learning while participating in the driving school program. For the books in the independent curriculum, the

Ministry of Education and Culture has prepared them. In its implementation, it is undeniable that it will involve various learning platforms as learning media, because driving schools are the beginning of change towards school digitization (Patilima, 2022).

The independent curriculum learning process at the driving school refers to the profile of Pancasila students which aims to produce graduates who are competent and uphold character values. The structure of the independent curriculum is intracurricular activities, projects to strengthen the profile of Pancasila students and extracurricular activities. As stated in the Decree of the Minister of Education, Culture, Research and Technology No. 162 of 2021 that the basic curriculum framework consists of:

- a. Curriculum structure
- b. Learning achievement
- c. Principles of learning and assessment .

With the development of the independent learning curriculum, there are many hopes that this curriculum can be easily understood, but it cannot be denied that in reality it is very difficult to implement. It is very necessary to have commitment, independence and the ability to make it happen, because basically commitment and independence in learning is a foundation in achieving learning goals. However, it is undeniable to say that there are difficulties in implementing it. The independent learning curriculum does not force achievement targets and learning innovations and of course this will require quite a lot of time. This is where the teacher's role can be owned by the teacher so that the learning process that will be carried out can look different from the previous one. And the competencies that will be obtained by students will not be enough if learning is only carried out in the classroom, students must also have the opportunity to find another learning environment. Therefore, the competencies that will be obtained by students cannot be individual but arise together with the learning environment that will be made [9].

### **Development of an Independent Learning Curriculum with an Approach Transdisciplinary**

#### **1. Understanding Approach Transdisciplinary**

Parluhutan explained that transdisciplinarity is a reflection, integration, and method that goes beyond scientific principles with the aim of finding solutions to social problems, which are obtained from the integration of related sciences in a way that distinguishes and integrates knowledge from various theories. The transdisciplinary approach implies full interaction between, between, and outside the disciplines from a perspective or based on real-life problems. Thus, transdisciplinarity can be viewed as a theoretical attempt to transcend discipline, and through this it can address social problems in specific ways (Syahrin, 2019: 38).

There are a number of definitions put forward by experts regarding transdisciplinary, including:

- a. Transdisciplinarity is integrating and transforming fields of knowledge from various related perspectives to understand, define, and solve complex problems.

- b. The transdisciplinary approach is to integrate and transform knowledge fields from various perspectives to improve the quality of problem solving, in order to obtain better decisions and choices [6].

So it can be understood that transdisciplinarity is an approach in discussion that does not only use one or several perspectives, but uses many scientific perspectives that cross the boundaries of scientific disciplines, to create a holistic approach. Given a variety of perspectives from the beginning to conclusions and decisions.

The transdisciplinary approach emphasizes the importance of solving wicked problems faced in real life. Of course, even in the transdisciplinary curriculum, there must be wicked problems. That is the reason why the transdisciplinary curriculum begins with the determination of wicked problems that should be taken from global issues. Wicked problems are the focus of attention in curriculum formulation, where all the courses taught contain material that leads to solving these problems [10].

The main focus of transdisciplinarity is human problems. In its application, a transdisciplinary approach can be seen in the medical field, starting from detecting diseases, many have to be examined, because doctors offer organs that need to be diagnosed. But then, the doctors sat down together to find a way out for the patient's recovery. Transdisciplinary approach does not eliminate and merge professional expertise. The presence of Transdisciplinary to invite experts and scientists to work together to solve community problems. So that with Transdisciplinary, doctors continue to work to treat patients, fiqh experts continue to answer fiqh problems, philosophers continue to formulate questions and contemplate .

### 3. Independent Curriculum Learning with Approach Transdisciplinary

The transdisciplinary approach seems very important, especially in the development of Islamic sciences because the departments of these sciences should not isolate themselves from Islamic science which also influences and becomes a reference and reference by the community. On the other hand, the development of Islamic knowledge must not isolate itself from Islamic sciences, because Islamic sciences are knowledge that greatly influences the development of society regarding understanding in guiding and applying Islamic teachings in daily life.

So here in developing the curriculum, especially in the independent learning curriculum, we can use a transdisciplinary approach.

- a. Systems theory, which remains the main basis in designing the structure of knowledge that goes into the curriculum.
- b. The transdisciplinary curriculum departs from a problem towards problem solving.
- c. Curriculum models Connected Curriculum, Ladder Curriculum, and Spiral Curriculum. Connected Curriculum is adopted for horizontal integration both between disciplines and between theory and practice. Ladder Curriculum, a curriculum model that starts from separate knowledge and gradually passes through the ladder to integrated knowledge (Syahrin, 2019: 48).



The basis for determining this problem departs from the problems faced by the general public or taken from global issues such as the development of atheism, secularism, materialism, shifts in the world of work, poverty, environmental damage, radical movements, moral decadence, drug trafficking, quality of education. low, corruption, and others. For example, it can be exemplified such as the subjects developed in curriculum preparation with a transdisciplinary approach, namely the Qur'an and Hadith and Tawhid which are relevant to problem solving (wicked problem).(Syahrin, 2019: 49).

The main purpose of providing this material is to find out how the instructions of the holy book al-Qur'an and al-Hadith relate to the problem being discussed and become the basis for discussing the next learning material. But here the desired understanding is not only on the verses of the Qur'an and Hadith, but also sees and develops the knowledge as Islamic studies (Islamic Studies) or Islamic sciences (Islamic Science). Thus, there is always a direct relationship between the lecture material and the word of God (Kalam Allah) as the designer, creator, controller, and creator which ends all that exists and is learned by mankind. Likewise the Hadith and guidance of the Prophet Muhammad. While monotheism is intended as an internalization of the basis and purpose of all scientific activities carried out, namely to carry out their duties as the vicegerent of Allah, and to dedicate all scientific activities as a service to God and for the welfare of mankind.(Syahrin, 2019: 51). By developing an independent curriculum to learn using the approach Transdisciplinary subjects will provide more knowledge and insight to students with three types, including the following:

a. *Systems Knowledge*

This knowledge is the result of identification and interpretation of the real life world. The core curriculum material in systems knowledge is the disclosure of the nature of a problem through an identification process which includes knowledge about the origin of the problem, internal and external factors that trigger the problem, and the possibilities that will occur in the future. This learning material may be a discussion of the results of previous research, and it may also be in the form of a practicum so that students have new experiences.

b. *Target Knowledge*

Target knowledge is an action and steps in solving problems that arise because of an obstacle. Therefore, a comprehensive evaluation is also needed and the potential risks and benefits are needed. Thus, knowledge by targeting reasonable development. Here knowledge is not too focused on achieving the truth, but rather on the process of finding what strategies are appropriate in dealing with phenomena and looking for solutions.

c. *Knowledge Transformation*

Knowledge of how to take action from a reality that has occurred to reach an expected state. In development of an independent learning curriculum using the approach transdisciplinary, students are led to learn not only in the classroom but also outside the classroom. One of them is by carrying out practicums

that have functions, namely:

- 1) To introduce students to various relevant problem solving techniques
- 2) Looking for a variety of problem solving through field research practice
- 3) Train students to apply relevant problem-solving techniques through field practicum activities.

Thus the position of transformation knowledge in the curriculum is broad-based, namely the concept of a curriculum that views the environment as a vehicle for education that has the breadth and diversity of objects of knowledge. This can contribute to developing an independent learning curriculum in order to make students active in creating according to their potential, namely by paying attention to the opportunities that the environment has so that students have skills that can later be applied in life. So in developing an independent learning curriculum using a transdisciplinary approach, namely with material that is expected to be able to provide a solid and broad scientific and skill foundation for graduates to enter the world of work, develop themselves, and pursue education.

### **Analysis of Independent Learning Curriculum Development Using a Transdisciplinary Approach to Produce Ulul Albab Characters in Students**

#### 1. Ulul Albab character

The word ulul albab consists of the word ulu <sup>أولو</sup> which is the plural form which means ashab (owner). The word ulu in its use is used as a phrase with isim zahir (a noun other than a pronoun) which means the owner and the word al-<sup>أَلْبَابِ</sup> whose mufrad is the word al-lubb <sup>الله</sup> which means the essence of everything. The term Ulul albab is mentioned by Ibn Kasir as someone who has perfect and intelligent reason by using it to know, contemplate, research something with its essence in order to know its greatness.

The word Ulul Albab is mentioned by Allah SWT 16 times in the Qur'an, one of which is in the QS. Ali Imran verses 190-191, as follows:

لَقِ السَّمَاوَاتِ الْاَرْضِ اِخْتِلَافِ اللَّيْلِ النَّهَارِ لآيَاتٍ لِّأُولِي  
الْأَلْبَابِ (الَّذِينَ اللَّهُ أَمَا أَلَىٰ فِي لَقِ السَّمَاوَاتِ الْاَرْضِ اِ لَقْتَا اِطْلَمَا  
اِنَّكَ اَبَ النَّارِ)

In the creation of the heavens and the earth and the alternation of night and day are indeed signs for a wise person. The one who remembers (dhikr) to Allah: when standing, sitting, and lying to the side and contemplating the creation of the heavens and the earth: Lord, you did not create all this in vain! Holy are You! Save us from the punishment of hell. (Surat Ali Imran: 190-191).

From some of these explanations, it can be understood that the Ulul Albab character is a character possessed by someone who has a perfect, clean, and consistent mind whose function is to know, research, and reflect on the signs of God's greatness in the universe, so that they become people (society) educated who continuously develop knowledge to be used for the welfare of mankind, and offered

as worship to Allah SWT.

## 2. Development of an Independent Learning Curriculum using the Approach Transdisciplinary to Produce Ulul Albab Characters in Students

Development of the learning process in the independent learning curriculum using a transdisciplinary approach is very important, especially in the development of Islamic sciences so that students can get closer to Islamic science which also influences and becomes a reference and reference by the community. The development of science should not distance itself from Islamic sciences, because Islamic sciences are knowledge that greatly influences the development of society regarding understanding in guiding and applying Islamic teachings in daily life. With the implementation of the independent learning curriculum, it is expected to have Ulul Albab character in students. The Ulul Albab character possessed by students in the learning process of the independent curriculum learning by using a transdisciplinary approach that has nine characters in him, which are as follows:

- a. Have high knowledge and seriousness in developing it. Students as owners of knowledge here are meant as diligent, holding, and who are responsible for its development.
- b. Istiqamah in upholding scientific attitude and consistent in its application.
- c. Having a vision of balance between thought and remembrance, namely by balancing thought and remembrance in scientific development activities, research, in making scientific decisions, and acting. At the same time, all activities and scientific discoveries are always offered as submission and devotion to Allah SWT.
- d. Have the ability to take an integral approach in science, which is not only to approach using one discipline (the science that he is engaged in), but involves reviewing various fields of science related to the topic or theme being researched or discussed.
- e. Have a servant character, namely students who have the character of a servant.
- f. Be pious, have a prophetic character and have a noble character. The meaning of prophetic character is prophetic character or people who have prophetic character. Prophetic character is a character as a driver of change who has an exemplary spirit and invites to the truth.
- g. Having a wasathiyah attitude and having national insight, that is, always trying to be the best and acting as a social researcher who, with his observations and research, can give opinions and decisions in a fair and objective manner.
- h. Hadhari vision, namely having a sense of responsibility to participate in building world civilization.
- i. Feeling happy with the knowledge he has. This is a consequence of his Islamic knowledge. Because Islam and the Islamic knowledge that they learn should

lead them to happiness.

By having the character as stated above, it is hoped that it can improve the integrity of the students as scholars and become educated people with full capacity, which avoids the scientific dichotomy. In addition, having the Ulul Albab character in students this character can also provide benefits to society and mankind, including the following:

- a. The realization of more religious students as mandated by the state philosophy, Pancasila.
- b. The realization of students who are modern, advanced, educated, have integrity and character.
- c. The emergence of the millennial generation who has independent character and noble character, as well as has competence and competitiveness.
- d. The creation of law-abiding community students and reducing community involvement in drugs, prostitution, and others
- e. There are more references and Islamic treasures so that students in society can play a more important role in the development of world civilization.

## **CONCLUSION**

In curriculum development, independent learning of the transdisciplinary approach can be used as a scientific approach in curriculum development. The transdisciplinary approach strongly emphasizes the importance of solving the problems encountered in real life. Of course, in the transdisciplinary curriculum, there must be a problem. That is the reason why curriculum development with a transdisciplinary approach begins with the determination of the best problem solving taken from global issues. Problem solving is the focus of attention for the formulation of the curriculum, where the subjects taught contain material that leads to solving the problem.

With the development of the curriculum using a transdisciplinary approach, the independent learning curriculum is expected to be able to issue outputs that will reach students in the form of abilities, profiles, and produce graduates or students who are knowledgeable and can make themselves play a role in the progress of the people, nation, civilization and welfare of mankind, which is called ulul Albab character. Ulul Albab is a character owned by a person with perfect, clean, and consistent reason to know, research, and reflect on the signs of God's greatness in the universe, so that they become learned people (Learning Society) who continuously develop science to be utilized for the welfare of mankind, and are offered as worship to Allah Swt.

Thus, with the development of an independent learning curriculum using a transdisciplinary approach, it is hoped that students can have the character of Ulul Albab in themselves. With the independent learning curriculum, it is hoped that students can develop according to their potential and abilities because with an independent curriculum, they get critical, quality, expressive learning, applicative, variative and progressive. The existence of this new curriculum change requires cooperation, strong commitment, sincerity and real implementation from all parties, so that the profile of pancasila students can be embedded in students.

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