Implementation of The Merdeka Curriculum Program in Islamic Religious Education Subjects at SMP It Riyadhushalihin Cimanuk Pandeglang

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Abstract
This study aimed to determine the planning, implementation, strategies, strengths, and limitations of implementing the Merdeka learning curriculum in Islamic religious education subjects. This research is qualitative research with a narrative type. Data collection techniques used are in-depth interviews, observation, and documentation. The data sources in this study were school principals, deputy principals for the curriculum section, and PAI teachers. The results of this study show that: 1) Implementation planning for the Merdeka learning curriculum program in Islamic religious education subjects has several stages. a.) School and Teacher readiness stages, b.) Participate in training and guidance held by the government or other institutions, c.) Develop learning tools such as teaching modules. 2) Implementing the Merdeka learning curriculum in Pie subjects starts from the initial, core, and final or closing activities. 3) the strategy in implementing the Merdeka learning curriculum has several stages, namely: a.) formulating specific learning objectives, b.) determining teaching and learning activities, c.) determining tools and materials for learning, and d.) planning the learning evaluation process. 4) the strengths and limitations in implementing this Merdeka learning curriculum are: a.) this Merdeka curriculum is aligned with the vision and mission of SMP IT Riyadhushalihin Cimanuk Pandeglang, b.) limited teaching and learning hours (teaching and learning activities), c.) limitations for students to use cell phones.

Keywords: Merdeka Learning Curriculum, Merdeka Learning Curriculum Program, Implementation

Abstrak
Tujuan dari penelitian ini adalah untuk mengetahui perencanaan, pelaksanaan, strategi, kelebihan dan keterbatasan dalam implementasi kurikulum merdeka belajar pada mata pelajaran pendidikan agama Islam. Penelitian ini merupakan penelitian kualitatif dengan jenis naratif. Teknik pengumpulan data yang digunakan yakni wawancara mendalam, observasi dan dokumentasi. Sumber data pada penelitian ini, yaitu kepala sekolah, wakil kepala sekolah bagian kurikulum, dan Guru PAI. Hasil dari penelitian ini ditunjukkan bahwa :1) Perencanaan Implementasi program kurikulum merdeka belajar pada mata pelajaran pendidikan agama islam ini ada beberapa tahap. a.) tahap kesiapan Sekolah dan Guru, b.) mengikuti pelatihan dan bimbingan yang di selenggarakan oleh pemerintah atau lembaga lain, c.) menyusun perangkat pembelajaran seperti modul ajar. 2) Pelaksanaan Implementasi kurikulum merdeka belajar pada mata pelajaran pai ini dimulai dari kegiatan awal, kegiatan inti dan kegiatan akhir atau penutup. 3) strategi dalam implemetasi kurikulum merdeka belajar ini ada
beberapa tahap yaitu: a.) merumuskan tujuan khusus pembelajaran, b.) menentukan kegiatan belajar mengajar, c.) menentukan alat dan bahan untuk belajar, d.) merencanakan proses evaluasi pembelajaran. 4) kekuatan dan keterbatasan dalam implementasi kurikulum merdeka belajar ini adalah: a.) kurikulum merdeka ini selaras dengan visi misi SMP IT Riyadhwolihin Cimanuk Pandeglang, b.) terbatasnya jam KBM (kegiatan belajar mengajar), c.) keterbatasan siswa untuk menggunakan gadget.

Kata kunci: Pembelajaran Kurikulum Merdeka, Program Kurikulum Merdeka, Implementasi
Introduction

Freedom to learn is a policy of the Ministry of Education and Culture of the Republic of Indonesia. The Independent Curriculum is implemented with the aim of training students' independence in thinking. (Jannati et al., 2023). The most important core of freedom of thought is addressed to the teacher. If the teacher in teaching is not yet independent in teaching, of course, students are also not independent in thinking. (Seillariski & Askanah, 2023).

The existence of an independent curriculum policy for Islamic Religious Education Teachers has an impact on the competence of teachers which is in line with the development of the digital era. (Nadhiroh & Anshori, 2023). There are two important factors in increasing the digital competence of Islamic Religious Education Teachers, namely active participation in ICT (Information and Communication Technology) Bimtek and developing it through independent learning. This effort is a manifestation of the teacher's commitment to developing their digital competence, because the digital era, requires teachers to use ICT for self-development, and it is related to the independent curriculum because this curriculum is where teachers must fully understand technology so it is applied to the learning process for students. (Zainuri et al., 2022).

According to Ningrum A. S.'s article, regarding the Development of Free Learning Curriculum Learning Devices (Learning Methods), from this article, we can see problems or problems where changes like this (curriculum) often cause problems, one of which is among teachers as educators and teachers in schools. The changes that occur are considered to be one of the causes of the disrupted learning process in schools because when the learning process is in progress, it is considered that it must suddenly be replaced with a new curriculum, while the previous curriculum has not been completely completed. (Azizah & Yuliastuti, 2022).

The previous research conducted by Indah Ika Oktaviani, Muhammad Sulistiono, and Muhammad Muslim in the article titled "Implementation of the Independent Curriculum in Islamic Religious Education Subjects at Al Maarif Singosari Malang Islamic High School", concluded that the application of the independent curriculum in Islamic Religious Education subjects in Al Maarif Singosari Malang Islamic High School, which is implemented in stages with the preparation of providing training to teachers regarding the concept of an independent curriculum. The research objective of implementing an independent curriculum at Al Maarif Singosari Islamic High School is to find out what planning for implementing an independent curriculum looks like, implementing an independent curriculum, and evaluating its implementation. independent curriculum in Islamic religious education subjects.
In implementing the Merdeka curriculum the teacher makes learning steps before carrying out learning in class, then the teacher designs learning tools in the form of developing learning modules in which there are learning outcomes and the teacher also chooses the media to be used when carrying out learning. The media is adapted to the characteristics of the material and the needs of students. Then at the evaluation stage, the teacher conducts deliberations through the MGMPS at school which is held every week. There are two evaluations, namely external and internal evaluations carried out from within the school institution itself. Implementation of the Independent Curriculum in the subject of Islamic Religious Education at SMA Islam Al Maarif Singosari Malang can provide new experience and knowledge and can improve self-competence in teachers. For schools, the Islamic Religious Education subject contributes more to religious and moral values than the application of an independent curriculum. With an independent curriculum, PAI subjects can collaborate with other subjects, realized through non-academic activities. The results of implementing the independent curriculum in Islamic Religious Education subjects are that teachers know students more intensely and feel close to students, teachers encourage students' enthusiasm by providing motivation so that students are more active in learning without feeling pressured and burdened. (Indah Ika Oktaviani, Muhammad Sulistiono, 2023).

Then, another study written by Budi Setiawan in the article titled "Implementation of the Independent Curriculum in PAI Learning", concluded that strategic steps were needed in changing the national curriculum for learning Islamic religious education, namely: First, improving the quality of human resources is a must for Islamic religious educators in navigating the digital era. The quality of human resources will have a major impact on improving the quality of Islamic religious education, both for institutions and other aspects. Human resources with qualified skills, expertise, and professionals are expected to be able to develop Islamic religious education so that it is more optimal with all available resources. Second, improving digital technology-based infrastructure is a necessity in improving the quality of education and as a response to globalization. The main thing is infrastructure based on digital technology. Most educational activities such as management administration, learning, and others, can utilize information and communication technology tools. Then the availability of supporting infrastructure facilities is the answer to these demands. Third, the utilization of digital-based learning media. Today the use of the internet is massive and has become a necessity and lifestyle for people. An educator is required to be able to utilize and optimize the use of digital media to support the success of education and learning. Because the success of education and learning in Islamic religious education is also influenced by factors
in the use of media that support and are in accordance with the learning context. Fourth, implementation of participatory learning methods. The digital era has brought major changes in the world of Islamic religious education. Educational activities are more effective and efficient with the presence of digital devices. (Setiawan, 2023).

The latest research conducted by Wakhidatul Fitria, Mutiara Sari Dewi, and Atika Zuhrotus Sufiyana in their article entitled "Implementation of the Independent Curriculum in Islamic Religious Education Subjects at State High School 7 Malang", concluded that the concept of an independent curriculum consists of intracurricular activities, projects strengthening the profile of Pancasila, and extracurriculars. The implementation of the independent curriculum at SMAN 7 Malang is using learning that is more flexible than previous curricula. The implementation of learning based on independent learning is directly taken from the Teaching Module referring to the Flow of Learning Objectives developed from CP (Learning Outcomes) also requires the implementation of projects to strengthen the Pancasila profile or commonly referred to as P5. The teacher designs and formulates which materials make it possible to collaborate while in class. Based on data exposure related to obstacles to the implementation of the Independent Curriculum at SMAN 7 Malang, including the lack of experience of teachers teaching using an independent curriculum, lack of access to learning, and the ineffective implementation of projects to strengthen Pancasila student profiles (P5). Based on the research results, it is suggested that schools improve teacher quality through training or workshop. (Fitria, Wakhidatul, Mutiara Sari Dewi, 2023).

In this study, the school selected was Riyadhusholihin Cimanuk Pandeglang IT Middle School, which is a private institution in the Pandeglang area that is a driving school that automatically uses the prototype curriculum (Merdeka) and K13. The school has implemented it for about one year starting from the beginning of the 2021 school year in June. There is the implementation of two curricula because schools make gradual adjustments. For the independent curriculum, it is implemented in grades 7 and 8, for grade 9 it still uses Curriculum 13, but in the driving schools, there are no driving teachers in the institution. This is the attraction of the school and needs to be examined because it is rare for schools to have implemented an independent curriculum but there are no driving teachers in the school.

The purpose of this research is first, to find out the Planning of the Free Learning program in Islamic Religious Education Learning in Developing Student Creativity at SMPS-IT Riyadhussahalihin Cimanuk Pandeglang. Second, to analyze the Implementation of the Free Learning program in Islamic Religious Education Learning in Developing Student Creativity at SMPS-IT
Saefudin Zuhri, Implementation of The Merdeka Curriculum …

Riyadhussahlihin Cimanuk Pandeglang. Third, to find out the strategies used in implementing the independent learning curriculum program in learning Islamic Religious Education at SMPS-IT Riyadhussahlihin Cimanuk Pandeglang. Fourth, to find out the strengths and limitations of SMPS-IT Riyadhussahlihin Cimanuk Pandeglang.

**Research Method**

**Type of research**

This research uses a descriptive qualitative narrative research method. Qualitative descriptive is a method used to analyze data by describing data through written or spoken words from people and observed behavior.

This Research Model Researchers use descriptive qualitative narrative research. This research is descriptive in nature, describing things as they are, meaning that the data collected is in the form of words or reasoning, pictures, and not numbers. This is due to the existence of a qualitative application; the presentation of data is done directly to the nature of the relationship between researchers and respondents; more sensitive and more able to adjust to reality.

**Time and place of the research**

This research was conducted for 2 months. In this study, researchers conducted research at the SMP IT Riyadhushalihin Cimanuk Pandeglang, which is located at Jl. Kadukacang KM 0.5 Rocek, Kec. Cimanuk, Kab. Pandeglang Prov. Banten.

**Procedures**

There are 3 data collection procedures carried out by researchers, namely: first, interviews. The interview technique used in this study is structured where the researcher will prepare several questions according to the structure of the problems reviewed. Interviews were conducted directly with PAI teachers as the main resource, school principals, vice curricula, other educators, and also students. In the interview process questions can be deepened and expanded according to the issues discussed so that the information obtained is more detailed and maximum. The interviewer as a regulator of the respondent's answers,

Second, Observation. Observation The main purpose of observation is to collect data and information from social phenomena and symptoms, both events and actions, the interaction of respondents with the environment, and other factors that are observed. Researchers used direct observation at school with observations on the implementation of the independent learning curriculum program.

Third, Documentation. In qualitative research this can be interpreted as an effort to gather information through letters, results of meetings, journals, and
several things that happened later raised as data used in research. Documentation is obtained by collecting, studying, and analyzing the documents obtained either in the form of writing, images or electronically. In this study, documentation was used by researchers to be able to explore data that occurred at the research stage according to the focus of the problem at the SMP IT Riyadhushalihihin Cimanuk Pandeglang.

In this study, the data obtained were from qualitative data. Data analysis is the process of systematically searching for and compiling data obtained from interviews, observations, and documentation by organizing the data into categories, choosing which ones are important and what will be learned, and making conclusions so that it is easily understood for themselves and others.

In the data analysis phase, it is carried out by starting from collecting all data from the results of interviews, observation, and documentation. Then using three stages, namely data condensation, data presentation, and conclusion and verification.

Results and Discussion

Result

Based on the results of interviews, observations, and documentation conducted at SMPS-IT Riyadhusholihihin Cimanuk Pandeglang, the independent curriculum has been implemented quite well, although there are some limitations in implementing it. Schools and educators especially PAI teachers have tried to implement it.

The adjustment of the Islamic boarding school curriculum with the independent learning curriculum can be combined with several activities, such as morning activities such as gymnastics, or activities outside of teaching and learning activities (KBM) such as tahfidz of the Koran and memorizing books.

Furthermore, regarding what concepts in the analysis of the characteristic context in the preparation of the Education Unit Operational Curriculum or KOSP are the benchmarks for adjustments in the implementation of the independent curriculum, namely: first, SMPS-IT Riyadhushalihihin Cimanuk Pandeglang is one of the Islamic boarding school-based education, second, Students at SMPS-IT Riyadhushalihihin Cimanuk Pandeglang come from the upper middle class. Fourth, and last is human resources.

Furthermore, from the results of the interview data by the Principal of SMPS-IT Riyadhushalihihin Cimanuk Pandeglang in the process of implementing this independent learning curriculum program related to the point of Learning Outcomes, Learning Objectives, Flow of Learning Objectives and Learning Planning and Assessment.

From the results of the interview data by the Principal of SMPS-IT Riyadhushalihihin Cimanuk Pandeglang in the process of implementing the
independent learning curriculum program related to the point of Learning Achievement, Learning Objectives, Flow of Learning Objectives and Learning Planning and Assessment Every year SMPS-IT Riyadhushalihin Cimanuk Pandeglang holds separate training aimed at improving the preparation of independent learning curriculum to be even better.

Furthermore, the patterns of PAI teacher learning strategies in dealing with the implementation of the independent curriculum at SMPS-IT Riyadhusholihin Cimanuk Pandeglang are as follows: a) Formulate Specific Learning Objectives, b) Choose Learning Experiences that Students will receive, c) Determine Teaching and Learning Activities, d) Determine the people involved in the Learning Process, e) Determining Tools and Materials for Learning, f) Paying attention to the availability of facilities and infrastructure, g) Planning the Evaluation and Development Process.

Finally, the strengths and limitations in implementing the independent learning curriculum include the first, the independent learning curriculum is in line with the vision, mission, and objectives of the SMPS-IT Riyadhusholihin Cimanuk Pandeglang. The second limitation is first, the limitations of teaching and learning hours (teaching and learning activities at SMPS-IT Riyadhusholihin Cimanuk Pandeglang, and second, the limitations of students to facilitate mobile phones.

Discussion

Islamic Religious Education as the name of the subject given to students starting from Elementary School to Higher Education level must be designed in accordance with the expectations and needs of students. Islamic Religious Education can be taught carefully in order to achieve goals that are in accordance with the concept of history and the future of the nation. (Lestari, 2022). The objectives to be achieved are the learning objectives of Islamic Religious Education in accordance with learning plans and activities. (Khairat & Alfurqan, 2023). The learning objectives of Islamic Religious Education must be clear and follow every era and development. The learning objectives of the Islamic Religious Education version of "Freedom to Learn" must pay attention to such things as learning Islamic Religious Education makes students have the ability to think critically, learning Islamic religious education makes students have creativity, learning Islamic Religious Education makes students have the ability and skills to communicate, learning Islamic Religious Education makes students have cooperation and is able to collaborate, learning Islamic Religious Education makes students have cooperation and is able to collaborate, and learning Islamic Religious Education builds students' self-confidence. (Simanjuntak et al., 2023).

Implementation is an activity to realize plans that have been planned before, so as to achieve the objectives of a plan itself. Because a plan will not
achieve the desired goal without implementation. And basically, learning is carried out to realize directly from the Teaching Module referring to the Flow of Learning Objectives developed from Learning Outcomes. (Darise, 2021).

The Merdeka Curriculum aims to liberate or create a more enjoyable education for students and teachers, namely independence in teaching and independence in learning. So far, education in Indonesia has emphasized aspects of knowledge rather than other aspects so the current independent curriculum uses more flexible learning than the previous curriculum. In the implementation of independent learning-based learning, it is also required to apply the Pancasila Profile Strengthening Project or commonly referred to as P5 as the application of lessons that focus on students. (SULKIPLI, 2023). The existence of facilities and infrastructure is also very supportive of the successful implementation of the implementation of the independent curriculum. Complete facilities and infrastructure greatly support the implementation of the independent curriculum at SMPS-IT Riyadhusholihin Cimanuk Pandeglang. The steps for learning Islamic religious education consist of apperception activities, which are the initial activities in a learning meeting aimed at arousing motivation and focusing students’ attention to participate actively in the learning process. The core activities are carried out in the learning process to achieve CP. Learning activities are carried out independently of learning and provide sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. The core activities use methods that are adapted to the characteristics of students and subjects, which can include processes of exploration, elaboration, and confirmation. Closing is part of the activities carried out to end the learning carried out by the teacher by concluding the lessons discussed, reflecting on the activities that have been carried out and providing lesson plans for the next meeting.

Conclusion

Based on the objectives and research results of the Implementation of the Independent Learning Curriculum Program in the First Islamic Religious Education Subject, Planning for the independent curriculum at the SMPS-IT Riyadhusholihin Cimanuk Pandeglang starts from the new school year in June 2021. The implementation of the independent curriculum carried out by PAI teachers at the SMPS-IT Riyadhusholihin Cimanuk Pandeglang is quite good, starting from the planning, implementation to evaluation of learning, because it is Before the implementation of the independent curriculum, without realizing it, the SMPS-IT Riyadhusholihin Cimanuk Pandeglang had implemented the points contained in the independent curriculum, so that the vision and mission of the independent curriculum were in line with or related to the curriculum of
the SMPS-IT Riyadhuslihin Cimanuk Pandeglang. Second, the implementation of the independent curriculum program implemented at the SMPS-IT Riyadhuslihin Cimanuk Pandeglang has been quite good starting from the learning tools, and teaching materials that have been prepared by each teacher and have even gone through the evaluation stage for students regarding the implementation of this independent learning curriculum. Third, the strategy used by PAI teachers on students is a direct learning strategy. Among them are Formulating Specific Learning Objectives, Choosing Learning Experiences that Students will receive, Determining Teaching and Learning Activities, Determining the people involved in the Learning Process, Determining Tools and Materials for Learning.
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1370
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