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Research Article

IMPLEMENTATION OF THE KURIKULUM MERDEKA IN PAI-BP LEARNING AT SMA N 3 PANYABUNGAN

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Abstract

SMA Negeri 3 Panyabungan is one of the schools that has implemented the newly implemented national 'Independent Curriculum' (Kurikulum Merdeka) starting from the 2022/2023 school year and is one of the innovation program from Education Ministry called driving school (sekolah penggerak) in Mandailing Natal Regency. This study discusses how to apply the Kurikulum merdeka in PAI-BP learning at SMA Negeri 3 Panyabungan and Supporting and inhibiting factors for the implementation of the Kurikulum merdeka in PAI-BP learning at SMA Negeri 3 Panyabungan. The purpose of this study is to find out the application and the supporting and inhibiting factors. The data collection method uses observation, interviews, and documentation. The results of the study show that the implementation of the Kurikulum merdeka at SMA Negeri 3 Panyabungan has reached the highest option, namely mandiri berbagi. In this option, schools have the flexibility to implement the Kurikulum merdeka by developing their own teaching tools, which show the school's full readiness. This readiness is also reflected in the existing human resources, where many students produce innovative works. Supporting factors include its status as a driving school, the number of driving teachers, and the balance between projects and character cultivation. However, there are challenges such as lack of student motivation, limited time and some teacher readiness, limited learning media, and the need to improve evaluation.

Keywords: Kurikulum merdeka, Learning, PAI-BP, Sekolah penggerak

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INTRODUCTION

Education is an essential necessity and a never-ending process (*never ending process*). In the national context, Law No. 20 of 2003 stipulates the goal of education to develop the potential of students to become individuals of faith, piety, noble character, and knowledge. Islamic Religious Education and Ethics (PAI-BP) plays a crucial role in this effort, as a conscious and systematic effort to shape knowledge and attitudes according to Islamic teachings. The COVID-19 pandemic has caused learning lag (*Learning Loss*) in Indonesia. In response, the Ministry of Education and Culture launched the Kurikulum merdeka (KM) to restore learning, (Khoirurrijal, 2022)

The Kurikulum merdeka, which is based on the Decree of the Minister of Education and Culture No. 56/M/2022, is a curriculum with diverse intracurricular learning where the content is made more optimal so that students have enough time to explore concepts and strengthen competencies (Putra et al., 2022). Teachers are given the flexibility to choose teaching tools, and there is a special allocation for the Pancasila Student Profile Strengthening Project (P5) which is a National co-curricular program in Indonesia aimed the strengthening students' character and civic values based on Pancasila principles. SMA Negeri 3 Panyabungan is one of the sekolah penggerak in Mandailing Natal Regency that has implemented the Kurikulum merdeka since the 2022/2023 Academic Year. As a relatively new curriculum, its implementation in this school certainly faces various dynamics, including obstacles related to the use of teaching modules, methods, and the readiness of teachers and students.

Based on this background, this study aims to analyze in depth how the application of the Kurikulum merdeka in PAI-BP learning at SMA Negeri 3 Panyabungan. Specifically, this study focuses on two problem formulations: 1) How is the application of the Kurikulum merdeka in PAI-BP learning at SMA Negeri 3 Panyabungan?; 2) What are the supporting and inhibiting factors for the implementation of the Kurikulum merdeka in PAI-BP learning in the school?

RESEARCH METHOD

This study uses a qualitative approach. According to Strauss and Corbin (2003), qualitative research is a type of research whose findings are not obtained through statistical procedures. The researcher chose this approach to obtain direct statements about the experiences, opinions, and feelings of informants regarding the implementation of the Kurikulum merdeka. The research was carried out at SMA Negeri 3 Panyabungan, Mandailing Natal Regency, North Sumatra.

The data sources in this study consist of primary data and secondary data. Primary data was obtained directly through interviews with key informants, namely Waka Curriculum, PAI-BP Teachers, and Class XI Students of SMA N 3 Panyabungan. Secondary data was obtained from literature studies, archives, documents, as well as supporting data such as teaching modules and driving school certificates. Data collection techniques are carried out in three ways: observation (observing the process of implementing KM in PAI-BP learning), interviews (directed conversations with informants), and documentation (collecting written data and photos).

To ensure the validity of the data, the researcher used a triangulation technique (Scott, 2010). Triangulation is defined as checking data through various sources, techniques, and time. The researcher used source triangulation (comparing data from the vice principal for

curriculum affairs, teachers, and students) and technical triangulation. Data analysis was carried out interactively following the model of Miles and Huberman (2014), which included three stages: data reduction (selecting relevant data), data presentation (*display data* in the form of a narrative/matrix), and the drawing of conclusions (*conclusion drawing*).

RESULTS AND DISCUSSION

1. Application of the Kurikulum merdeka in PAI-BP Learning

   The implementation of the Kurikulum merdeka in PAI-BP subjects at SMA Negeri 3 Panyabungan is carried out through three main stages: planning, implementation, and evaluation.

   a. Learning Planning In the planning stage, PAI-BP teachers are required to prepare teaching tools consisting of Learning Outcomes (CP), Learning Objectives (TP), Learning Objectives (ATP), and Teaching Modules. PAI-BP teachers (Mrs. M and Mrs. S) emphasized that before designing the teaching module, they first conduct an initial assessment (diagnostic) to students to analyze their initial understanding (PAI-BP Teacher Interview, 2024). The preparation of CP is carried out in phases to give enough time for students to master their competencies. TP is formulated from the keyword CP, and ATP is structured as a systematic and logical set of TP. The government provides examples of teaching modules, but education units and educators have the flexibility to develop or modify them according to the characteristics of the region and students (PAI-BP Teacher Interview, 2024).

   b. Implementation of Learning The implementation of PAI-BP learning begins with preliminary activities, such as greeting, praying, checking attendance, classroom cleanliness, and conveying learning objectives. Teachers also provide motivation and triggering questions to find out student readiness (PAI-BP Teacher Interview, 2024). In the core activity, the Waka Curriculum (Mr. Anwar) stated that learning is adjusted to the readiness, interests, and talents of students (Waka Curriculum Interview, 2024). PAI-BP teachers use a variety of methods, such as lectures, discussions, demonstrations, and practices. The researchers' observations show that learning is already student-centered (more active), and teachers use facilities outside the classroom such as prayer rooms, libraries, or parks to avoid burnout. Differentiated learning is also applied; teachers adjust the method to students' abilities (IQ) and learning styles (visual, auditory), as well as give students the freedom to choose comfortable seats during learning (PAI-BP Teacher Interview, 2024). In the closing activity, PAI-BP teachers gave conclusions, gave assignments (individual or group), conducted quizzes, and conveyed the next learning plan.

   c. Learning Evaluation (Assessment) Evaluation is carried out to measure students' understanding and success. PAI-BP teachers apply three types of assessments:

      1. Formative Assessment (assessment for learning): Carried out during the learning process, such as asking questions about the material that has been or will be studied (PAI-BP Teacher Interview, 2024).

2. Diagnostic Assessment (assessment as learning): Conducted to find out basic abilities (cognitive) as well as attitudes, interests, learning styles, and backgrounds of students (non-cognitive). This assessment is carried out after 1 or 2 chapters are completed, it can be in the form of questions or assignments (PAI-BP Teacher Interview, 2024).
3. Summative Assessment (assessment of learning): Carried out at the end of the learning process to evaluate learning outcomes, such as daily exams, midterm exams, and end-of-semester exams (PAI-BP Teacher Interview, 2024).

2. Supporting and Inhibiting Factors for KM Implementation

a. Supporting Factors Based on interviews and observations, three main factors were found that support the application of KM in PAI-BP learning:

1) Driving School Status: SMA Negeri 3 Panyabungan is a driving school. This status, according to Waka Curriculum, is a responsibility for teachers to provide the best service and be an example for other schools (Waka Curriculum Interview, 2024).
2) Driving Teachers: This school has many driving teachers. These teachers are considered to have high innovation in choosing learning models and character-building projects (Waka Curriculum Interview, 2024).
3) Project Balance and Character Cultivation: There is a balance between the P5 project and character habituation. For example, planting piety through congregational dhuha and dhuhur prayers, mutual cooperation through hydroponic projects, and creativity through religious Friday activities (speeches, recitations, etc.) (PAI-BP Teacher Interview, 2024).

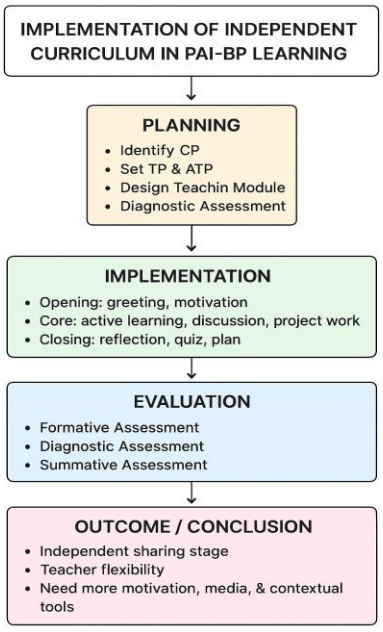
b. Inhibiting Factors In addition to the supporting factors, the study also identified five main inhibiting factors:

1) Learners: The main problem is the lack of motivation and awareness of independent learning. Some students are just present (sit, be quiet, go home) (PAI-BP Teacher Interview, 2024), some even play games or sleep while studying (Student Interview, 2024).
2) Teachers: Teachers face time constraints. They are preoccupied with technology-based administrative tasks. In addition, PAI-BP class hours are often cut because the previous subject teacher has not left class (Student Interview, 2024).
3) Material: PAI-BP teachers (Ibu Mesra) feel that some teaching materials are still not relevant and need to be adapted to the context of students' daily lives (PAI-BP Teacher Interview, 2024).
4) Media: There are limitations in learning media. Projectors are limited so teachers have to alternate. Package books are also limited, with a ratio of 1 book for 2 students (PAI-BP Teacher Interview, 2024).

Learning Evaluation: PAI-BP teachers (Mrs. Mesra and Mrs. Saidah) acknowledged the challenges of designing authentic and varied assessments (such as portfolios or projects) and difficulties in providing constructive and in-depth feedback to students.

The results of the study show that SMA Negeri 3 Panyabungan, as a driving school, has applied the Kurikulum merdeka to PAI-BP learning by achieving the highest option, namely "mandiri berbagi". This option gives schools the flexibility to develop their own teaching tools, indicating the readiness of human resources and infrastructure. This implementation process (planning, implementation, evaluation) is in line with the existing curriculum and theory development guidelines, where teachers have the freedom to choose methods so that learning is tailored to students' learning interests and needs (Khoirurrijal, 2022).

The results of this study are in line with Putra (2022), who stated that in the kurikulum merdeka, teachers have the flexibility to choose teaching tools so that learning can be adjusted to the needs of students. Supporting factors such as the status of sekolah penggerak and driving teachers are confirmed as crucial elements, in line with research by Redana (2023) which states the availability of learning committees and driving teachers as the main supporting factors. On the other hand, the inhibiting factors found are also in line with other studies. The lack of motivation for students' independent learning is in line with the findings of Ibrahim (2020). The limitations of facilities/media and teachers' understanding were also found in the research of Zumrotul Mufarihah (2022) which highlighted the problem of mastery of materials and classroom management by teachers (Faridah, 2022).



CONCLUSION

Based on the results of the study, the conclusions are:

1. The implementation of the Kurikulum merdeka at SMA Negeri 3 Panyabungan has reached the highest option, namely mandiri berbagi. In this option, schools are given the flexibility to implement the Kurikulum merdeka independently by developing their own teaching tools. This implementation shows the full readiness of the school, which is also reflected in the number of students who are able to produce innovative works that are in line with the principles of the Kurikulum merdeka.

2. The supporting factors for the implementation of the PAI-BP Kurikulum merdeka in the school are: (a) status as a Driving School, (b) the number of Driving Teachers, and (c) the balance of projects with character cultivation.
3. The inhibiting factors found include: (a) lack of motivation and awareness of students' independent learning, (b) teachers' readiness and time that is not optimal, (c) limitations of learning materials (which should be added related to daily life problems), (d) limitations of learning media, and (e) problems in learning evaluation.

Overall, to achieve successful implementation, it is necessary to strengthen support from various supporting aspects and overcome existing obstacles.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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