

IMPLEMENTATION MERDEKA CURRICULUM LEARNING ISLAMIC RELIGIOUS EDUCATION AND ETHICS AT VOCATION SCHOOL

Hamam Burhanuddin^{1*}, Fitrotul Khi'mah², Zumrotul Fauziah³

Universitas Nahdlatul Ulama Sunan Giri Bojonegoro

*email : hamam@unugiri.ac.id

Abstract

The purpose of the article is to describe the application of the independent curriculum for learning Islamic Religious Education and character in class X at SMKN 2 Bojonegoro and analyze the supporting and inhibiting factors. using descriptive qualitative research, carried out June 12-July 8 at SMKN 2 Bojonegoro, research subjects are class X students, class X Islamic Religious Education and character teachers and head curriculum, data sources from primary and secondary data, this research instrument from observation, interview and documentation guidelines. Data were collected according to the research objectives, namely describing and analyzing. The data obtained from observations, interviews and documentation were then analyzed descriptively. The results of this article study are: (1) The implementation of the independent curriculum for learning and character in class X Islamic Religious Education at SMKN 2 Bojonegoro has three stages, namely planning, implementation, assessment and evaluation. (2) Supporting factors: superior human resources of teachers and students, leadership readiness of the head and school committee, adequate learning facilities. Inhibiting factors: the environment and background of students and the lack of family support for students.

Key words: Implementation, Merdeka Curriculum, Learning Islamic Religious Education and Ethics

Abstrak

Tujuan artikel untuk mendeskripsikan penerapan kurikulum merdeka pembelajaran PAI dan budi pekerti kelas X di SMKN 2 Bojonegoro serta menganalisis faktor pendukung dan penghambatnya. menggunakan jenis penelitian kualitatif deskriptif, dilaksanakan 12 Juni- 8 Juli di SMKN 2 Bojonegoro, subjek penelitian siswa kelas X, guru Pendidikan Agama Islam dan budi pekerti kelas X dan waka kurikulum, sumber data dari data primer dan sekunder, instrumen penelitian ini dari pedoman observasi, wawancara dan dokumentasi. Data dikumpulkan sesuai tujuan penelitian yaitu mendeskripsikan dan menganalisis. Data yang diperoleh dari observasi, wawancara dan dokumentasi kemudian dianalisis secara deskriptif. Hasil dari kajian artikel ini yaitu: (1) Penerapan kurikulum merdeka pembelajaran Pendidikan Agama Islam dan budi pekerti kelas X di SMKN 2 Bojonegoro memiliki tiga tahapan yaitu perencanaan, pelaksanaan, penilaian dan evaluasi. (2) Faktor pendukung: unggulnya SDM guru dan siswa, kesiapan kepemimpinan kepala dan komite sekolah, fasilitas belajar yang memadai. Faktor penghambat: lingkungan belajar siswa serta kurangnya dukungan keluarga bagi siswa.

Kata kunci: Penerapan Kurikulum Merdeka, PAI dan Budi Pekerti

INTRODUCTION

The changing times have changed the way of life, problem solving and communication at home and abroad. In every era there will be changes. Education is a journey or endeavor with the aim of guiding a person and helping to form competencies so that he can benefit from the talents and interests that exist in him.(Mulyasa, 2023) Every leadership period, the education system in Indonesia undergoes changes such as changes in the current curriculum, namely by reviewing and

improving the previous curriculum with an merdeka curriculum (Fiddina Arifa, dkk., 2023) The merdeka curriculum is a learning plan that provides opportunities for students to learn happily, calmly, without feeling burdened so that it pays more attention to student abilities. According to the Ministry of Education, Culture and Research, there are four main policies in the merdeka curriculum (Evi Susilowati, 2022)

1. USBN is replaced with written exams or other forms of exams such as portfolio assignments, group assignments, written works, and project assignments.
2. The UN was removed and replaced with a character survey as a minimum competency assessment.
3. Simplification of lesson plans into one sheet.
4. Implementing the zoning system in PPDB.(Yaelasari & Astuti, 2022)

Ministry of Education and Culture initiated the four components to provide a wide space for each student, teacher and school in determining policy steps. In this Merdeka curriculum learning is more in favor of students. Ministry of Education and Culture recommends policies including the idea or concept of an independent curriculum: First, diversity of time and place, the learning process does not only take place in the classroom, teaching time is shortened, flexible time and space, the learning system tends to be carried out outside the classroom while practice takes place in the classroom.(Fakih Khusni et al., 2022)

Secondly, the freedom to choose the learning technique tools or programs that students like best and need (differentiated learning), then refined so that they feel comfortable in learning so that they can find out the abilities of students. According to Minister of Education, Culture, Research and Technology Nadiem Anwar Makarim, the Merdeka Curriculum is implemented to facilitate learning. (Anik Fauziah, 2022).

Merdeka curriculum learning has a relationship with humanistic learning theory, a theory that has been around for a long time pioneered by Abraham Maslow, this theory has a goal for humans, namely teachers and students, teachers give students the freedom to choose lessons that suit their needs. (Dewi Julita dkk, 2021). Islamic religious education and ethics are efforts to educate and foster students to understand the teachings of Islam so that they understand the purpose and teachings of religion as a guide to life in accordance with the teachings of the Qur'an and Hadith.(Arifa et al., 2023)

The role of Islamic religious education and ethics as a path to a useful, peaceful, calm, and dignified life. (Farisi, 2016)Therefore, the application of Islamic religious education and ethics values is a necessity that must be obtained in education both from families, communities, and educational institutions

(Anik Fauziah, 2022). In line with the government's recommendation to introduce the Merdeka curriculum at SMKN 2 Bojonegoro, there have been several changes, especially in the learning system, where the independent curriculum provides flexibility for teachers to choose different teaching tools that can be tailored to learning needs and student.

However, this policy also has weaknesses with Islamic religious education and ethics teachers who still do not want to change the learning model and consider the teacher as the main learning source, namely with a teacher-centered learning model. Another problem is the lack of encouragement and motivation for student learning both from internal and external factors.

Based on the above statement, the researcher is interested in examining the readiness of teachers, in facing the Merdeka curriculum in the second year of implementing the independent curriculum at SMKN 2 Bojonegoro, which should have no more problems, the purpose of this study is to describe the implementation of the merdeka curriculum for Islamic religious education and ethics tenth grade at SMKN 2 Bojonegoro and analyze the supporting and inhibiting factors.

METHODS

This research uses descriptive research with a qualitative approach, which was conducted from June to July at SMKN 2 Bojonegoro. The subjects of this study were tenth grade students, tenth grade PAI and Budi Pekerti teachers and vice curriculum of SMKN 2 Bojonegoro. Researchers obtained data from primary and secondary data sources primary data in the form of interviews and observations while secondary data in the form of documentation such as books, journals, documents, photos and others. The instruments used in this study consisted of observation with teacher about learning, interview and documentation about Implementation of Merdeka curriculum and learning process using guidelines.(Pupu, 2009) Furthermore, the data were collected according to the research objectives, namely describing the application of the independent curriculum in PAI and character learning and analyzing the supporting and inhibiting factors. The data obtained from observations, interviews and documentation were then analyzed descriptively.

RESULT AND DISCUSSION

This research uses descriptive research with a qualitative approach, which was conducted from June twelve to July eight at SMKN 2 Bojonegoro. The subjects of this study were tenth grade students, tenth grade Islamic religious education and ethics teachers and vice curriculum of SMKN 2 Bojonegoro. Researchers obtained data from primary and secondary data sources primary data in the form of interviews and observations while secondary data in the form of documentation such as books, journals, documents, photos and others.(Prastowo, 2011) The instruments used in this study consisted of observation, interview and documentation guidelines. Furthermore, the data were collected according to the research objectives, namely describing the application of the independent curriculum in Islamic religious education and character learning and analyzing the supporting and inhibiting factors. The data obtained from observations, interviews and documentation were then analyzed descriptively.

In the learning process the teacher starts learning activities with greetings, prayers and attendance, then conducts perceptions and evaluates last week's material with pre-test, post-test and questions and answers, then the material is delivered according to the students at hand. In learning resources, the teacher uses LCD screens, laptops, textbooks and whiteboards. In learning methods the teacher uses mixed methods (question and answer, demonstration, discussion and differentiation), for the learning model itself uses discovery learning and problem-based learning. (Interview with tenth grade Islamic religious education and ethics teacher, 2023)

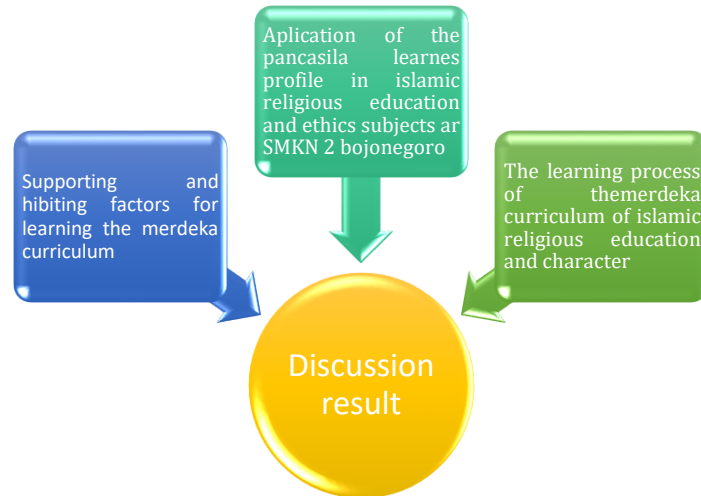
Character is the main feature in learning the merdeka curriculum aims to create a generation of character and superior human resources, the merdeka curriculum also combines reading skills, knowledge and attitudes towards the use of technology. In the theory of learning constructivism requires teachers to provide opportunities for students to dare to express the opinions with

confidence without coercion, beside they the teachers also encourages students 'creativity and imagination to be able to solve problems and make decisions (Dewi Julita, 2021)

The existence of an merdeka curriculum is one merdeka curriculum students not only make smart and intelligent but also have character in accordance with the values of Pancasila or what is called the Pancasila student profile which has six dimensions, namely faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, Each point of the six dimensions of the Pancasila student profile begins to be applied in the school environment, the Pancasila student profile at SMKN 2 Bojonegoro takes inspiration from the theme of waking up the soul and body so that a theme is formed that takes care of itself physically mentally and spiritually which seeks to develop social physical activity and worship, as for the activities carried out in this project including

- 1) Holding seminars on anti-bullying and anti-violence by inviting speakers who are experts in their fields. Holding an inter-class competition to make posters, videos, and papers on bullying, sexual violence and physical violence.
- 2) Holding gymnastics together which was attended by all students and teachers.
- 3) Khataman Al-qur'an every Friday morning which is done one juice alternating each class.
- 4) Participating in scout extracurricular activities which are held every Friday, especially for tenth grade.

Furthermore, there are supporting and inhibiting factors in the application of the merdeka curriculum for learning and character in tenth grade at SMKN 2 Bojonegoro. Supporting factors include the superior human resources of teachers and students who are one of the superior public vocational schools with the designation of technology or manufacturing engineering schools and information technology schools, the readiness of the principal's leadership and the school committee in assisting and supporting the implementation of an independent curriculum at school, adequate learning facilities. Inhibiting factors, the existence of tenth grade Islamic religious education and ethics teachers who still use the teacher's learning model as the main source of learning in merdeka curriculum learning also consider the lack of importance of technology as a source and medium of learning due to age, lack of motivation and learning support from oneself and family and environmental influences.



Picture 1.1 Result of research on the merdeka curriculum for learning Islamic religious education and ethics.

The learning objectives of Islamic Religious Education and Ethics are to form human beings who fear and believe in Allah SWT. As well as having noble character for themselves and others so that they can live happily in the world and the hereafter. (Nurul Badriyah, 2020). In the process of implementing merdeka curriculum learning, there are three stages, namely

- a) Planning, in the planning process the teacher has made learning outcome (CP), flow of learning objectives (ATP) and Teaching Modules. The teacher sets the criteria for achieving learning objectives. The teacher has prepared a learning action plan educational unit operational curriculum but also refers to Ministry of Education and Culture. Teachers have also designed the Pancasila learner profile.
- b) Implementation, teachers use problem-based learning methods, problem-based learning is problem-based learning, the implementation of learning methods the instructional method where students learn through solving open-ended problems. These problems are typically complex, real-world issues that do not have a single correct answer, encouraging students to engage in inquiry, critical thinking, and collaborative work. one form of learning based on the theory of the constructivism paradigm which prioritizes students in learning and oriented to the process of learning activities using problem-based learning methods, the learning process students are faced with real-world problems and carried out when the learning begins as a stimulus so that students learn and work hard in solving problems. (Restu Ardianti, 2021) In addition, the teacher also uses the discovery learning method which has the aim that students are able to create results or discoveries, the teacher also uses the question and answer method through this question and answer method the teacher can find out the level of student knowledge, the discussion method and demonstration method this method students can think critically, and the purpose of differentiated learning is to provide flexibility for students to increase potential according to their abilities. According to Tomlinson's differential learning theory, differential learning is an attempt to customize the classroom learning needs of each class. (Irwanto Sumantri, 2022)

- c) Assessment and Evaluation, before learning the teacher conducts an initial diagnostic assessment, the assessment used in this learning uses a pre-test assessment conducted before learning to measure the ability of the students and also uses a post-test assessment at the end of learning in the form of a description written test and a post-test.(Aopa, 2023)

In the implementation of learning, there are supporting and inhibiting factors. The supporting factors are the superior human resources of teachers and students, the readiness of the leadership of the principal and school committee in supporting the implementation of the independent curriculum, and adequate learning facilities. Then the inhibiting factors are internal student factors such as student delinquency due to lack of motivation and family support so that it affects the psychology of students which makes the level of discipline decrease, external student factors, which are caused by background and environment such as students whose school background is from junior high school with Madrasah have their own differences in understanding, especially in Islamic religious and ethics.

CONCLUSIONS

Assessment and Evaluation, before learning the teacher conducts an initial diagnostic assessment is a form of pre-assessment that allows teachers to determine students' prior knowledge, strengths, weaknesses, and misconceptions before instruction begins. This type of assessment helps in planning and tailoring instruction to meet the individual needs of students, the assessment used in this learning uses a pre-test assessment conducted before learning to measure the ability of the students and also uses a post-test assessment at the end of learning in the form of a description written test and a post-test.

In the implementation of learning, there are supporting and inhibiting factors. The supporting factors are the superior human resources of teachers and students, the readiness of the leadership of the principal and school committee in supporting the implementation of the independent curriculum, and adequate learning facilities. Then the inhibiting factors are internal student factors such as student delinquency due to lack of motivation and family support so that it affects the psychology of students which makes the level of discipline decrease, external student factors, which are caused by background and environment such as students whose school background is from junior high school with Madrasah have their own differences in understanding, especially in Islamic Religious Education and Ethics

ADVICE

He implementation of the independent curriculum for Islamic religious education and ethics learning in tenth grade has been carried out well even though there are still obstacles, it is hoped that these obstacles can be improved so that the implementation of the Merdeka Curriculum at SMKN 2 Bojonegoro can be maximized. This research cannot be said to be perfect because there are still many shortcomings that researchers have in the form of knowledge, limited time, reference sources, and even the research methods used. It is hoped that there will be new studies on better research

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