

THE IMPLEMENTATION OF MERDEKA CURRICULUM IN ISLAMIC EDUCATION LEARNING AT SMK MUHAMMADIYAH LUMAJANG

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Abstract

SMK Muhammadiyah Lumajang is an excellent vocational school that implements the Merdeka Curriculum for all subjects, including Islamic Religious Education learning. The implementation process of the Merdeka Curriculum runs swiftly, hence demanding educators to master and adapt to the Merdeka Curriculum. This study aims to examine the process of implementing the Merdeka Curriculum in Islamic Religious Education (PAI) learning, starting from the planning, implementation, and assessment stages. This research uses a qualitative field *study* approach, with data collection techniques consisting of observation, interviews, and documentation. The research subjects are the curriculum department vice principal, PAI teachers, and students. The data analysis techniques employed in this study include data reduction, data presentation, and conclusion drawing. The research findings indicate that the implementation of the Merdeka Curriculum in PAI learning has been realized, including 1) the planning stage that starts from the management of the school principal and curriculum vice principal in applying the Merdeka Curriculum 2) The implementation stage involves the teacher's preparation of the Annual Teaching Plan (ATP) and teaching modules in accordance with the learning outcomes set by the Ministry of Education and Culture. Furthermore, the assessment stage of PAI teachers involves the use of summative, formative, and *Project-Based Learning* (PBL) assessments.

Keywords: The Implementation of Merdeka; Islamic Religious Education Learning.

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INTRODUCTION

Education is an interconnected element, including as a component of the curriculum. The curriculum serves as a system in achieving educational goals, and is essential to the educational program. In its development, the curriculum plays a crucial role in the educational process (Sugiana, 2019) As stated by (Taufik, 2022) The curriculum serves as a tool to achieve educational goals, and as a driver for the development of the affective, cognitive, and psychomotor potential of individuals. Professionals are required to design and implement their own efforts to the best of their abilities. This is in line with what has been conveyed (Haryadi & Widodo, 2020) The curriculum's basic framework plays an important role as it can influence other components. Among these are creating a real environment in the social process of the school environment, providing learning experiences to students, and how the school forms a positive culture and a comfortable environment that is accepted by the school community (Rahmatika et al., 2020).

In Indonesia, the implementation of the curriculum has undergone changes and improvements, including the 2013 curriculum. In 2018, it was revised to become the revised 2013 curriculum. When Indonesia was impacted by COVID-19, it was changed and improved again to become the "Kurikulum Merdeka" (Ulinniam et al., 2021). In its development, this change occurred because it followed the development of the times and science, where students can become competent human resources (Yamin et al., 2021). The curriculum changes are expected to provide solutions to various problems in Indonesia. The covid-19 pandemic has had a significant impact on the collapse of nations, caused by countries with large demographics, such as Indonesia, which has a significant role in efforts to improve the quality of human resources with the quality of education (Rifa'i et al., 2022).

The 2013 curriculum has been perfected with the independent curriculum. Currently, the independent learning curriculum is implemented according to the condition of each school (Angga et al., 2022). The Merdeka Belajar (Freedom to Learn) is an activity plan implemented by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) to restore the national education system that provides freedom for schools where teachers and students innovate and create in the learning process. The independent curriculum (kurikulum merdeka) is an intracurricular curriculum with various contents that have been improved, so that in reality students can deepen concepts and strengthen learning tools, so that the learning process can be in accordance with the wishes and needs of the students (Safarnaa, 2022). Another opinion states that the independent learning curriculum improves the way of learning that was initially confined within the classroom and now allows learning to take place outside of it. In addition, the independent learning curriculum does not only refer to students' knowledge abilities in terms of grades, but also considers their moral and skill development in specific fields. With independent learning, students are given the freedom to express their talents. Thus, it supports students' activeness and will be realized with the guidance of the teacher (Manalu et al., 2022). Merdeka belajar aims to make learning more valuable and meaningful. This program is aimed at improving the existing system. Lesson plans created by educators are not as complicated and extensive as before (Firdaus et al., 2022). The independent curriculum was born out of the need to improve the 2013 curriculum. This was strengthened by research conducted by (Wahyuni Rina & Berliani Teti, 2019) The research indicated issues in the development of lesson plans in the 2013 curriculum, which were considered complicated to implement, and the assessment of *scientific learning* was not optimal due to teachers' use of lecture-based teaching methods. (Maladerita et al., 2021) That in the 2013 curriculum, students encountered difficulties in connecting their learning from one subject matter to another during the learning process. Additionally, it required a considerable amount of time to complete the report card recording. (Adriantoni & Fitriani, 2018) The issues felt by Islamic Education teachers are related to the implementation of the 2013 curriculum and the lack of time available for the teaching and learning process in the classroom.

SMK Muhammadiyah Lumajang is a school with COE (*Center of Excellence*) status, meaning it is a center of excellence and a reference school in Lumajang Regency, East Java. The school has implemented an independent curriculum, so all subjects at SMK Muhammadiyah Lumajang are based on the independent curriculum, including Islamic Education learning (S. Rahayu et al., 2021).

The researchers conducted initial observations on Monday, November 28-30, 2022, to gather data from the school regarding the curriculum, syllabus, and lesson plans. The field facts related to issues that occurred in teaching Islamic Education. Based on interviews conducted with BR, AZ, and IN, Islamic Education teachers at SMK Muhammadiyah Lumajang, the issues faced in implementing the independent curriculum include the lack of a specific independent learning package and inadequate competency skills in technology. Additionally, the independent learning curriculum process is rapid, demanding teachers to create lesson plans and syllabi in accordance with the recommendations of the SMK Muhammadiyah Lumajang principal.

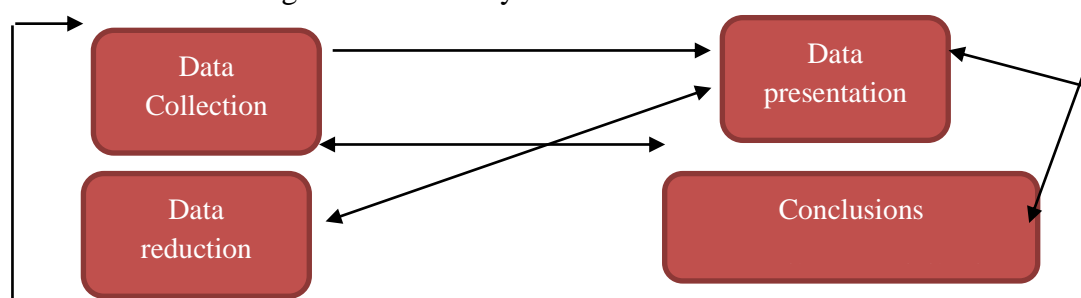
So far, the *studies* related to the theme of independent curriculum for Islamic Education learning have been conducted by (Qolbiyah, 2022) The studies have shown that the innovation in Islamic Education learning using the independent curriculum involves the use of *contextual teaching and learning* (CTL) methods and strategies. At the innovative stage, teachers use videos and PowerPoint presentations. Meanwhile (Rifa'i *et al.*, 2022) The conclusion drawn is that the implementation of the independent curriculum for Islamic Education subject has been efficient because it aligns well with the ethical values of Islamic Education, which are systematically delivered through various subjects such as Aqidah, Quran Hadith, Fiqh, Akhlak, and Tharikh. The research conducted by (Susilowati, 2022) the research related to the implementation of the independent learning curriculum has been carried out, but there are problems related to the lack of understanding of the concept of independent learning. It is difficult to eliminate lecture-based teaching method, and other challenges include difficulty in creating teaching modules, leading to difficulties in conducting assessments during the evaluation stage.

The aim of this research is to examine how the independent learning curriculum is implemented in SMK Muhammadiyah Lumajang in terms of planning, implementation, and assessment of Islamic education instruction. It is expected that this research will be beneficial for the development of education in SMK Muhammadiyah Lumajang, including: 1) for the school, it is expected to be able to maintain the quality of the school and maintain its status as a *center of excellence* (COE) and provide good services in the fields of nursing, pharmacy, medical laboratory technology, and multimedia, 3) as a study material for Islamic education curriculum in general, and 4) as an effort to improve the religiosity of students within the school setting.

METHODOLOGY

This research uses a qualitative method. Data collection techniques include observation, interviews, and documentation (Prasanti, 2018). The type of research is *field research*, specifically a field study (Hasan, 2002). The research was conducted at SMK Muhammadiyah Lumajang, located at Jalan Letkol Slamet Wardoyo no. 103 Labruk Lor Lumajang, from November 30 to December 9, 2022. The selected technique was *purposive* sampling, which involves selecting informants based on the research criteria (Garalka & Darmanah, 2019). Seven informants, including the PAI teacher at SMK Muhammadiyah Lumajang, were identified as follows: LN, 31 years old, as the deputy head of the curriculum department; BR, 33 years old; AZ, 31 years old; and IN, 28 years old. Additionally, two students, AG, 17 years old, and AD, 16 years old, as well as MY, 17 years old, were included. Both primary and secondary sources of data were used. Primary data sources included the curriculum deputy head, the PAI teacher, and three students, while secondary data sources were obtained from the SMK Muhammadiyah Lumajang institution. The data analysis is presented as follows in the qualitative research.

Figure 1. Data analysis chart



The chart illustrates the relationship between data collection, which includes data analysis, data reduction, which involves sorting and eliminating unnecessary data, data presentation, as well as drawing conclusions and presenting the data (Rijali, 2019).

RESULTS AND DISCUSSION

Planning for Independent PAI Curriculum Learning

Lesson planning is the development of an integrated learning system that includes several interacting elements (P. Rahayu et al., 2022). Based on observations, the implementation planning at SMK Muhammadiyah Lumajang starts with the school principal and the curriculum deputy head's management in applying the independent learning curriculum, which applies to all subjects, including PAI.

An interview conducted with LN, the 31-year-old curriculum deputy head, on Tuesday, 6-7 December 2022, revealed that PAI learning at SMK Muhammadiyah Lumajang is adapted to the independent learning curriculum. Here is the explanation, "SMK Muhammadiyah Lumajang is following the *Center of Excellence* (COE) program initiated by the government in 2020, which is the first program established by the government. As this program is initiated by the government, SMK Muhammadiyah Lumajang registered to participate in the program. In 2020, the school received both physical and non-physical funds, Later in 2021, the school continued as a center of excellence and received non-physical funds.

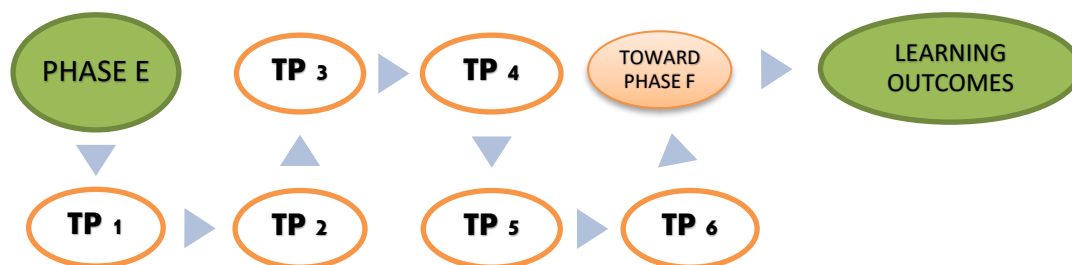
Then, in 2022, SMK Muhammadiyah Lumajang continued as an advanced center of excellence, and the school has implemented the independent learning curriculum. The school provides training to all subject teachers, and the initial activity we conducted was a workshop accompanied by a higher education institution, the Ministry, supervisors, and industry collaborate to implement the independent learning curriculum program. The independent learning curriculum is different from the previous curriculum, which was the 2013 curriculum. In the independent learning curriculum, KI (Competency Standard) and KD (Basic Competency) are eliminated and replaced by CP (Learning Achievement), while the syllabus content is replaced by ATP (Learning Objective Sequence), and RPP (Lesson Plan) becomes a teaching module.

The teaching module contains: 1) general information including the author, school name, year of preparation, phase, class, time allocation, initial competencies, Pancasila student profile, facilities, target learners, learning model, learning method, elements, and learning achievements 2) The core components include learning objectives, meaningful understanding, stimulus comprehension, learning activities, assessment, and remedial and enrichment stages. 3) The appendix includes a glossary and bibliography, which contains a summary of the material, diagnostic assessments, student activity sheets, formative assessment rubrics for activities, student project activity sheets, formative assessment rubrics for projects, remedial and enrichment learning. CP is structured in phases because learning based on phases is an application of the principle of learning in accordance with learning outcomes.

Learning with phases provides a longer time span so that the learning material is not too dense and learners have more time to deepen the material. In formal terms, CP is expressed in the

form of paragraphs or narratives organized with phases to describe the series of concepts and skills achieved by students. The following is an example of the learning objectives sequence described according to an interview with LN.

Figure 2: Learning Objectives Sequence from Phase E to F in Vocational High School (SMK)



Based on the chart, the curriculum department representative of the vice principal explained that in creating the ATP according to the established Phase E for Grade 10. In creating the ATP, attention is paid to the verbs used that are found in the CP to reach Phase F and thus achieve the learning outcomes.

On Wednesday, December 7th, 2022, Mr. IZ, a teacher of Islamic Education, presented, “The CP planning is created and its contents are analyzed to make the ATP (Learning Objectives Sequence). The ATP itself is designed by subject teachers, and the teaching modules are developed by the teachers in terms of material. There are differences between the Lesson Plan (RPP) and teaching modules. RPP is only one page, while teaching modules are longer according to the ATP and the time allocated by the curriculum vice principal. Within the teaching modules, there are learning activities, diagnostic assessments of students' backgrounds at the beginning of the learning process, formative and summative assessments designed by the teacher”.

Based on the above interview, the implementation of making ATP and teaching modules at SMK Muhammadiyah Lumajang is under the direction of the school principal and the curriculum vice principal. The school provides training or workshops on the implementation of independent learning for all subjects, including Islamic Education. In creating the Syllabus or ATP, it is adjusted to the learning outcomes that have been organized by the Ministry of Education and is made by teachers in their field of expertise.

Implementation of Learning

The objective of PAI (Islamic Education) learning in accordance with the independent curriculum is to enable students to think critically, foster creativity, develop communication skills, promote teamwork and collaboration, and help students gain confidence. PAI learning aims to develop students who are free to express themselves and their development, which can be said to be independent, in the sense that they can apply it to their environment and society (Darise, 2021)

On December 7th, 2022, Mr. AZ, a 31-year-old teacher of Islamic Education, stated in the interview that, “In the independent learning curriculum, teachers innovate according to the Pancasila profile of the students.”

In PAI learning, teachers are expected to innovate and provide freedom to students in accordance with the Pancasila student profile, which includes believing in and being devout towards the One Almighty God, thinking critically, being independent, embracing global diversity, being creative, and working together. BR and IN revealed that in independent learning curriculum, the implementation of learning is based on the predetermined learning objectives. According to (Syafi'i, 2021) The determination of learning objectives in the independent learning curriculum still takes into account the suitability with the dimensions of the Pancasila student profile. The Pancasila student profile is aimed at understanding the learning models, styles, and talents preferred by students.

Interview with BR, 33 years old, on December 7th, 2022. "In the Merdeka Belajar curriculum, the preparation of lesson plans, or what is known as "modul ajar," is tailored to the elements of the Islamic Religious Education subject, which include: 1) Al-Qur'an-Hadith, 2) Aqidah, 3) Akhlak, 4) Fiqh, and 5) Islamic Civilization History. Furthermore, in its implementation, the Merdeka Belajar curriculum divides the learning outcomes for the Islamic Religious Education subject in vocational high schools into phases E and F. Phase E is equivalent to grade X, and phase F is equivalent to grades XI and XII."

Interview with three students from SMK Muhammadiyah Lumajang, all in 11th grade and aged 15 to 16, revealed that in the process of learning Islamic Religious Education (PAI), students work in groups to create posters for P5BK (a project to strengthen the profile of Pancasila students) and collaborate with other subjects such as Civic Education (PPKN). One student, RR, stated that the students are required to work collaboratively in groups. Another student, FF, aged 15, mentioned that students are encouraged to work together and build friendships with their peers. Additionally, DY, a 16-year-old student in 11th grade, added that in the PAI learning process, students are also required to practice democracy and tolerance in accordance with the curriculum for their grade level.

In the F phase of vocational high school (SMK), the subject of Islamic Religious Education (PAI) allows students to study the Quran and Hadith related to science and technology, tolerance, maintaining harmony, trials, love for the homeland, and prohibition of religious violence. Students are expected to convey the importance of critical thinking, science and technology, interfaith harmony, taking care of others, calamities, love for the homeland, and religious perspectives as presented in the Quran and Hadith; Being accustomed to reading the Quran with critical thinking, science and technology, interfaith harmony, maintaining harmony, trials, love for the homeland, and religious perspectives are teachings of religion. Students are expected to be critically curious about the improvement of science and technology, maintaining interfaith harmony, caring for the environment, promoting peace, demonstrating perseverance, trustworthiness, not giving up hope, being God-fearing, and having a positive outlook. In facing problems, students are encouraged to love their homeland and avoid religious violence. (Elements of Quran and Hadith)

The students analyze aspects of faith, human relationships, Islam, and belief, as well as the principles and benefits of faith. They convey their understanding of aspects of faith, the principles related to issues of Islamic faith, belief, and ihsan, which are religious teachings. The students are expected to be trustworthy, keep promises, show gratitude, speak wisely, cover up the faults of others, be honest, care for the environment, be courteous, resilient, cooperative, and think critically with an inquisitive mind. (Element of faith)

Students are able to find solutions to disputes among students, drug abuse, study the ways of behaving from an Islamic perspective, study the consequences of hypocrisy, steadfastness, selfishness in the surrounding environment, be creative and behave politely in socializing, convey solutions related to disputes among students and their impact on alcohol and drugs; study the use of social media in the Islamic perspective leading to a person's success in their surrounding environment and believe that creativity and polite behavior in socializing are religious teachings; Accustomed to obeying religion, having social awareness, being trustworthy, loving and promoting peace, acting with politeness, respecting others, being sincere, creative, and humble (Element of Morality)

Students are able to analyze the determination of Khutbah, Tabligh, and Dakwah, the conditions of marriage, matters related to inheritance, and the provisions of Ijtihad. They deliver speeches on Khutbah, Tabligh, and Dakwah, as well as the provisions of marriage in Islam, inheritance matters, and the provisions of Ijtihad. They implement the provisions of Khutbah, Tabligh, and Dakwah, the conditions of marriage, matters related to inheritance, and the provisions of Ijtihad, and believe that Ijtihad is included in the sources of Islamic law; Accustomed to consistently spreading Islam as *rahmatan lil alamin*, not breaking promises, adhering firmly to the truth, sincere, open in the field of knowledge, and respecting each other in conveying opinions (Element Fiqh)

The students are capable of analyzing the role of the Islamic scholars in spreading Islam in Indonesia, the development of Islamic history in the world, and the role of Islamic organizations in Indonesia. They are able to convey the role of Islamic scholars in spreading Islam and agree with the exemplary behavior of Indonesian Islamic scholars. They have faith in the development of Islamic civilization in the current era through religious-based Islamic organizations. They are accustomed to reading, creating, striving, taking responsibility, thinking critically, being diligent, promoting global diversity, and spreading Islam in a peaceful and harmonious manner (Elements of Islamic Civilization History).

Saragih stated that the role of RPP is divided into two, namely the role in planning and implementation. The role in implementation is to ensure that the learning process runs effectively and optimally in accordance with the previous plan. In the implementation of learning in the classroom, teachers sometimes have strategies based on the learning objectives, so that the learning process runs properly (Saragih, 2016)

Based on the observation in class on December 9, 2022, the implementation process at Muhammadiyah Lumajang Vocational High School has used the independent learning curriculum in the teaching of Islamic Education. As for the preliminary activities, they include: 1) students responding to the teacher's greeting, 2) students performing prayers before the start of the lesson, answering attendance, and the teacher guiding students to read the Quran at the beginning of the lesson, 3) students paying attention to the material presented by the teacher related to learning objectives and achievements, 4) students being enthusiastic about the motivations explained by the teacher, and 5) students paying attention to and responding to the teacher's demonstration of apperception.

In the Core Activity, IN provides examples related to the Iptek material, which is found in Phase F of the 12th grade Al Quran and Hadith elements. Among them are: 1) students receive an explanation about IPTEK material related to Ar Rahman: 33, and 2) students express their answers related to IPTEK in accordance with the innovation implemented and created by the teacher, such as by showing videos related to IPTEK 3) The students learn the content of their respective worksheets individually, then engage in group discussions (with global diversity) regarding the problems found in the worksheets. 4) The students allocate time to search for information through literature review (*browsing*) and by *visited* the library to conduct further *study* 4) The students receive the assigned material and take notes enthusiastically (with critical thinking), 5) the students present their worksheets in groups in turn, while other classmates respond (with global diversity) 6) the students provide constructive feedback (creatively) and take notes of the presentations (independently) 7) the students plan and organize project tasks (developing work tasks and creating work plans).

At the closing activity, 1) the students summarize the material accurately and precisely 2) the learners respond to the task in the form of a carefully prepared *posttest* provided by the teacher 3) the students receive evaluation and reflection on the activities they have carried out 4) the students pay attention to the teacher's explanation on the material for the following week 5) at the end of the learning session, the students respond to the teacher's farewell.

Assessment of Merdeka Belajar Curriculum for Islamic Education Learning

The assessment process is a learning activity carried out by teachers to understand the competencies of students, based on predetermined criteria, implemented comprehensively and continuously with reference to the learning objectives (Maulidina et al., 2021). The assessment conducted is not only limited to knowledge-based assessment, but also includes practical assessment of skills. The assessment process considers knowledge, skills, and attitudes. This is especially important in *project-based learning*, which requires the use of predetermined assessment tools to measure student performance (Wulandari et al., 2022).

In the assessment process at SMK Muhammadiyah Lumajang regarding Merdeka Belajar curriculum, various assessment types are used including diagnostic assessment, formative assessment, and summative assessment. The assessment also takes the form of *project-based learning*.

Interview with an Islamic Education teacher revealed that, “Assessment in Merdeka Belajar utilizes rubrics for both formative and project-based assessment, similar to the Islamic Education learning approach. In our assessment approach, we use *projects* to assess Quran and Hadith elements, where we evaluate students based on their memorization of short Surahs and daily prayers. For the History of Islamic Civilization element, we assess through presentations according to specific phases.”

Figure.3 Assessment in Merdeka Belajar Islamic Education Learning at SMK Muhammadiyah Lumajang.

Type	Form		
	Pancasila Student Profile	In Writing	Performance
Diagnostic Cognitive Non-cognitive	Self-Assessment	Short Answer Multiple Choice	
Formative		Essay Written Test	Discussing Product Presentation Oral exam/test
Summative		Essay Written Test	Discussion Drama Product Presentation

The form of assessment is outlined in the PAI (Islamic Education) learning module. Non-cognitive diagnostic learning is used at the beginning of the learning process, while formative assessments take the form of written or performance evaluations. Summative assessments can take the form of either written or performance evaluations according to the preferences of the educator. The notes contained in the column suggest that an educator may choose one or more of these assessments to evaluate students as desired. If it is not necessary, it can be removed by cutting the unnecessary part. With the existence of such types, they are created with predetermined rubrics in the merdeka belajar teaching module.



Figure 4. Project-Based Learning (PBL) Best *Project* Assessment

In its assessment, in the summative exam process based on PBL and in collaboration with other subjects such as Civic Education, Arts and Culture, and Nursing Vocational, it is collaborated according to the theme that is adjusted to the learning outcomes.

CONCLUSION

The implementation of the independent learning curriculum in SMK Muhammadiyah Lumajang occurred quickly and required teachers to realize learning tools. In the independent curriculum process in PAI learning, it starts with stages such as planning, learning implementation, and assessment. 1) In the planning stage, it starts with school management and curriculum vice principals, the school provides training to all subject teachers with workshops accompanied by universities, ministries, supervisors, and industries 2) The stages of implementing the independent learning curriculum apply to all learning fields, including Islamic Religious Education (PAI). During the implementation stage, teachers create Teaching and Learning Plans (ATP) and teaching modules according to the learning outcomes determined by the Ministry of Education and Culture. For stage 3, the assessment of Islamic Religious Education teachers uses a combination of summative and formative assessments based on *Project-Based Learning* (PBL) with collaboration with other subjects.

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