Analysis of Learning Design for Merdeka Belajar Curriculum in PAI Subjects in Class X SMA Negeri Colamadu

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ARTICLE INFO	ABSTRACT
Keywords: Learning design, Merdeka Curriculum, Islamic Religious Education *Article history:* Received 2023-06-14 Revised 2024-06-10 Accepted 2024-06-21	The concept of "Free Learning Education" was coined by Nadiem Makarim as Minister of Education and Culture delivered during a speech at the 2019 National Teacher's Day (HGN) event. Islamic education in its process uses cognitive, affective, and psychomotor abilities. This study aims to describe the learning design of the independent curriculum for Islamic religious education (PAI) subjects in class X of Colomadu State High School. This research uses a qualitative research design that analyzes microsite-based content, specifically using the analysis of the studied documentation model, including text, images, and interview results. The researcher chose informants who could provide accurate and precise information data, namely the principal and PAI teacher. The data collection techniques used were observation, interview, and documentation. The analysis technique uses the Miles and Huberman model, namely: Data condensation, data presentation, and data verification, and conclusion. Learning design in PAI subjects in class X is based on the independent curriculum using the s.id website created by the teacher, where all learning components are in it starting from pdf books, powerpoint materials, learning videos, daily test questions, practice questions, recapitulation of grades and attendance. Teachers and students agree at the beginning of the year regarding the division of chapters in each semester.

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INTRODUCTION

The industrial revolution 4.0 then developed into society 5.0, there were changes in social structures that were rapidly changing and dynamic. Social relations become highly dependent on technological modernity. During the industrial revolution 4.0, it makes challenges and also opportunities for educational institutions**. (Syarnubi & Ahmad Syarifuddin Sukirman Sukirman, 2023) Education plays an important role in managing and educating humans as resources that can advance the earth by increasing the progress of the country, equal justice, and all regions of the region can be reached properly. (Syarnubi Syarnubi, 2019) The human self must also know the development of technological modernity to create an education system that can compete globally, which prints collaborative, innovative, critical and creative skills. The Preamble of the 1945 Constitution explains that the purpose of the Unitary State of the Republic of Indonesia is to "Educate the Life of the Nation." So constitutionally, Indonesian education must be carried out to produce advanced generations.(Alimron et al., 2023) Nadiem Makarim as Minister of Education and Culture came up with the concept of "Free Learning Education" in his speech on National Teacher's Day (HGN) in 2019. Seeing that at that time until now is the era of globalization and internationalization,

especially in the aspect of science and technology. The concept of independent learning education from educational institutions aims to improve the quality of education that has the flexibility of freedom as well as openness for the welfare of society in the future. (Ali & Syarnubi Syarnubi, 2020) This is in accordance with the mandate of Pancasila and the 1945 Constitution which holds the principle of freedom of thought. Therefore, in order to increase human resources and a good quality learning system, the education curriculum is updated according to the times so that it is strategic and the government can improve aspects of education in Indonesia.(Arisca et al., 2020)

Islamic education always strives to ground the passion of the Islamic mission into the world and individual personal life, which then aims to prosper and be happy according to Islamic teachings.(Arifin, 2022) In practice, Islam provides education and teaching to its followers limited to conveying knowledge alone and Islam also regulates its people so that education is a foundation for transferring knowledge, so that the insights of the knowledge achieved can enter the individual and then be practiced as a holistic daily worshipbisa masuk ke individu kemudian diamalkan sebagai ibadah keseharian yang holistik. (Ballanie et al., 2023)

The purpose of religious education is to create noble characters and individuals with national personality, because the Qur'an is considered a source of knowledge that covers all aspects of life, including science, social, and others.(Anzika & Alfurqan, 2022) It is important to note that the implementation of Islamic religious education may vary in different countries and contexts. However, in general, Islamic religious education is oriented towards the formation of Muslims who are committed to Islamic values or rules (Fauzi et al., 2023)

Education has a role as a tool to formulate and achieve goals in life, with life guidelines that refer to the Qur'an. The Qur'an, from the beginning to the end, always includes cues related to education.(Febriyanti et al., 2022) By upholding the norms contained in the Qur'an, we can guide people to have a creative, dynamic nature, and can reach the essence of ubudiyah towards their Creator. The community welcomes the concept of independent learning because in its implementation, this concept allows the exploration of students' potential talents. (Hawi & Syarnubi, 2018) In the implementation of learning, freedom is given to implement learning models, creativity, and expression, but still comply with academic regulations and agreed class rules.(Fitriyani et al., 2020)

Students have the freedom to pursue learning strategies in the classroom that are precise, meticulous, and clearly effective in accordance with their moral and material abilities after direction from their teachers. A different assessment system is applied in the Islamic Religious Education (PAI) subject in the 2020/2021 school year final exam. This assessment begins by conducting a competency assessment. In this context, students are given the freedom to consider and then determine what interests them most when taking PAI lessons at school. Then they are also given the freedom to choose the type of product they want to produce as part of the assessment. In PAI, there are four product options to choose from, namely teaching materials, learning videos, demonstration films, and textbooks. Learners can choose whether they want to work on the project individually or in groups, according to their own creative preferences, whether they prefer to work independently or in collaboration with their friends.(Hartati et al., 2022)

Learning reflects a dynamic relationship between a teacher and a group of students. The relationship or interaction that the teacher builds and designs in order to communicate all matters of information, including those related to subjects and other information that the teacher will certainly refer to the regulation of the independent learning curriculum for students. interaction that occurs between a teacher or educator and a group of students.(Yamin & Syahrir, 2020)

The implementation of the concept of independent learning is a very positive idea in the context of education, because in addition to emphasizing teacher creativity in the teaching process, it can bring out the hidden or unseen potential talents of students to become individuals who want to learn creatively in a serious comprehensive manner and use their minds and hearts for the advancement of education. (Harto & Syarnubi Syarnubi, 2018)

This study aims to describe the learning design of the independent learning curriculum in Islamic religious education (PAI) subjects in class X at Colomadu State High School. Because the researcher is interested in how the learning design of the Xth grade teacher is still young. So when reading this research, you will get information about the results of the analysis of the learning design and also its implementation because it will be directed to the topic.

RESEARCH METHODS
        This study used a qualitative research design with microsite-based content analysis, specifically using the studied documentation model, including text, images, and microsites. This study aims to describe how the learning design, efforts, constraints, and solutions in the implementation of the curriculum in PAI subjects in class X of Colomadu State High School. In this study, researchers interviewed the principal and PAI teachers as informants that researchers trust. Observation, interview, and documentation as data collection techniques were used (Misyuraidah et al., 2017) Data analysis techniques using the Miles and Huberman model, namely: data condensation, data presentation, and data verification and conclusions (Miles, M.B, Huberman, A.M, 2014).

RESULTS AND DISCUSSION
Independent Learning Curriculum in PAI Subjects
        Islamic Religious Education (PAI) and Ethics make students who learn, namely, tend to lead to goodness (al-hanifiyyah), an attitude of allowing or permitting (al-samhah), noble character or morals (makarim al-akhlaq), and love and love for the entire universe (rahmat li al-alamin).

        Learning with the appreciation of Islamic knowledge learned through PAI, students will be able to stay away from negative actions in the world so as not to cause sins that hinder the development of human quality both relationships with God, self, citizens, fellow human beings, and nature.(Malta et al., 2022)

        The PAI curriculum in public schools includes: Human relationship to Allah SWT, human relationship to himself, relationship to fellow human beings, human relationships and other creatures, and the natural environment, containing five aspects of the subject matter including: history of Islamic culture, akidah akhlak, fiqh worship, and Al-Qur'an hadith.(Riyadi, 2015)

        Islamic cultural history (SKI) material includes: Islamic civilizations in the world, the history of the entry of Islam in Indonesia, and the development of Islam in Indonesia, the development of science and culture, the role of Muslims in the expulsion of invaders. When students understand SKI material, students are prepared for the emergence of emotional hearts (affective) which then individuals will be active, good, intelligent in taking lessons and acting fairly.

        The material of moral creed contains knowledge, understanding, belief in Islamic creed with teaching and guidance which can then implement noble actions according to Islamic rules. The material of moral creed, among others: the pillars of faith and their explanations, the classification of the last day, the time of the last day, faith in qada and qadar, the correlation of qada and qadar, the postulates about qada and qadar material

        The PAI curriculum touches the affective (emotional) of students in order to lead students to understand, believe, and live the authenticity of Islamic teachings and then be willing to do so in their daily lives. Guiding with regard to manners of fellow human beings and relationships with God based on Islamic law.(Gafar et al., 2003)

        This fiqh material in senior high school (SMA) includes several topics, namely: inheritance law, types of inheritance, calculation of inheritance, aspects of marriage, the pillars of marriage, the law of marriage, and the process of reconciling divorce and other Islamic laws. The learning of fiqh can be integrated into emotional heart intelligence in order to provide knowledge, obey the law, and it will involve emotional intelligence (affective) in order to gain knowledge, obey the law, and be proficient in carrying out the law.

The learning chapter of Al-Qur'an and Hadith includes various topics, namely: types of sunnah, sunnah qauliyah, sunnah taqririyah, arguments related to tolerance values, internalization of tolerance actions, arguments about the prohibition of ghibah, slander, israf, and tabzir.

Guidance on the emotional aspects of students in this case is an effort to stimulate students' feelings and emotions in believing, understanding, and exploring religious law. In order to achieve this material, the methods of lectures, stories, and socio drama are used.(Mu`amalah & Kholis, 2020)

Islamic education includes three concepts, namely tarbiyah, ta'lim, and ta'dib, which cannot be compartmentalized. Tarbiyah as the transfer of knowledge from teachers to students to form high attitudes and ethics, understand and realize life, and also form polite and noble humans. Ta'lim is the process of transferring knowledge through teaching and learning, with an emphasis on student cognition or intelligence. (Nurahman et al., 2021) For ta'dib focuses on learning manners. Islamic education in its process uses cognitive, affective, and psychomotor abilities, it is not appropriate when what is pursued is only the cognitive abilities of students, assessing students must be done comprehensively and holistically .(Nissa et al., 2022)

At SMA Negeri Colomadu in class X PAI subjects, learning designed by teachers and schools becomes learning that leads to goodness with learning guidance with more awareness of students with honesty, activeness, and creative use of technology. (Sari et al., 2020) Free learning frees up teaching methods tailored to class conditions making learning activities more flexible.(Sukirman, Baiti, et al., 2023) Teachers use a platform on google, namely the s.id microsite for all learning that has been designed in one year and two semesters.(Sukirman, Masnun, et al., 2023)

The informant (PAI Teacher) stated "Teachers get an independent curriculum module for PAI subjects from the Ministry of Education and Culture where teachers no longer need to compile such a Learning Implementation Plan (RPP) but just download the module to be used as a guide in teaching." The availability of the module does not discourage teachers from further developing learning by not only referring to the module, but also using other media such as package books, powerpoints made by teachers and students themselves with individuals or groups and even learning videos attached from a wider source of material such as learning material on YouTube then the teacher attaches the link on the s.id microsite platform.

The independent curriculum asks teachers that learning is not only limited to lectures from teachers where the character of teaching is classically monotonous making learning only one-way, but teachers and students are more free and broad in learning, in the classroom, outside the classroom, even outdoor studies.(Martina et al., 2019)

In the PAI subject of class X SMA Negeri Colomadu, the teacher has implemented what is expected by the independent curriculum with 3 points, namely:

- Striving for noble character learning in accordance with Islam.
- The use of creative and innovative learning methods so that the source of knowledge and knowledge is broader.
- Openness between teachers and students with a strong mutual relationship when for example discussions, questions and answers, then with this trying to create no distance between teachers and students without reducing the ethics of courtesy..

Learning Design for Islamic Education Subjects
Teaching Module for High School PAI Class X

Teaching modules contain the components needed when teachers deliver their lessons in the classroom or outdoors. Most importantly, there are listening-speaking elements, reading-receiving elements, and writing-presenting elements. The teacher is given a description of the activities in each element. Then there is a flow of learning objectives. The teaching module contains each chapter material. There are details of initial activities, core activities, and closing activities, evaluation. The teaching module for high school PAI class X of the Merdeka curriculum is designed with various approaches:

1. Implementation of project-based learning with a greater emphasis on the development of soft skills and character building of students.

2. Focusing on essential material to provide adequate space and time for teachers to implement the learning curriculum that is lived in relation to basic competencies (KD), such as literacy and numeracy.

3. There is teacher flexibility to implement learning that suits student potential and equates to local conditions and content.

4. Formulating learning objectives for a certain period of time, namely two to three years, to allow room for flexibility for teachers and the school itself.

5. Determining the number of lesson hours per year aims to provide opportunities for schools as well as teachers to innovate creatively in designing their own curriculum and learning methods.

Teachers receive teaching modules which are then used as teaching guides. Teachers use the PAI and Budi Pekerti package books. Each student already has the book provided by the school.(Sutarmizi & Syarnubi, 2022)

Combining Teaching Modules and Package Books

The informant (PAI teacher) said "The module is in each material (chapter), the module just needs to be downloaded on the Kemendikbud website. There is akidah, there is morals, then there is fiqh, there is history, each material has 15-21 pages. Then if you refer to the module, it does not match the package book, if the package book is loaned from the school so every student brings a package book. To make it easier, using what is in the package book so per chapter like that, which is not in accordance with what is in the module. If in the module, for example, discussing the creed in half a semester it must be completed (the problem of creed). If in the first semester book there is creed in the second semester there is also a problem of creed, history is also the same. The history material in the first semester book is in chapter 5 in the second semester it is in chapter 10, if in the module it is in one module. To make it easier by using facilities we use modules as well as using school textbooks." So with this, the knowledge and insight gained by students is broader.

Learning Contract Agreement

Learning agreements and contracts between teachers and students are carried out at the beginning of the learning year, which is also confirmed by the principal that it is good for training students' commitment to the lessons to be taken. (Syarnubi et al., 2022)

The informant (PAI Teacher) said "By designing a learning model with a total of 10 chapters, dividing each semester by 5 chapters of material, students hold Chapters 2, 3, and 4 from the children, for Chapters 1 and 5 from the teacher. Then the task is for students to make ppt material and video projects about the material. Students make ppt and then present it as if students become teachers."

Stages of Learning Design

Words from PAI teacher "The stages are planning then implementation in the implementation there is an evaluation. After delivering, we evaluate, if there is time to repeat, the material will be delivered so that it utilizes the available time, if the learning time is lacking then please the children can open the learning video on s.id and the teacher can monitor there." So all the material does not have to come from the teacher.(Syarnubi Syarnubi, 2023)

Advanced Learning Methods with the s.id Microsite.

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Advanced Learning Methods with the s.id Microsite.

In accordance with the picture above that the teacher plans the learning design then implements it using the s.id microsite platform, it is very innovative, simple, and easy to access by students whose notabenenya all students already have gadgets and the internet

In line with what was stated by the informant (principal) "The method is all left to the teacher as creative and innovative as possible using sophistication, but at the beginning of the semester we have a division of tasks then the implementation of the program that has been planned by the teacher flow of learning objectives (ATP) aka lesson plans or teaching modules." (Syarnubi, 2019)

In today's digital age, teachers then educators must be able to maximize the sophistication of modern technology or Information and Communication Technology (ICT) into an effective and efficient learning tool. Moreover, during the covid-19 pandemic, all use sophisticated media such as gadgets or smartphones, namely distance learning designs .(Pertama, 2022)

The link used by the PAI teacher in class X: s.id/MenjalaniHidupPenuhManfaat. For the learning video, students play the video themselves on the link provided in s.id and then study it themselves, this is indeed the children's awareness, there are children who are aware then open their own study first, then when there is a problem, they will ask. With learning videos there are students who have a shyness in asking questions, then with this S.id learning media it can teach students that learning is not only listening to lectures from teachers but from videos on YouTube it is also religious learning, so that children who are shy to ask can look back at the video if something is not clear.

Google Form: Soal Ulangan Harian PAI (s.id)

Google Form: Pengumpulan Tugas Projek (s.id)

This s.id platform is done by the teacher of class X SMA Negeri Colomadu. In accordance with the independent curriculum, student learning resources are numerous. Teaches to be creative in learning and also teaches student awareness. Starting from the academic calendar, attendance recap, exam grids, pdf package books, google form-based daily test questions (multiple choice), practice questions, group assignment collection, material powerpoints, and grade recaps that are very open to students. Teachers use google form media for exercises and daily questions which when students have finished working, the scores will immediately come out in the score recap, so that the teacher does not bother correcting student answers.

Project-based Learning

Creative and innovative works from the hands of students take various forms, which can be endeavored by the teacher with a learning process based on projects (projeck based learning).(Noviati & Nurhayati, 2023) Because we understand that every student is given a hand, one of which is used to work to produce useful products.

The informant (PAI Teacher) said "In class X Chapter 7, 8, and 10 projects, in semester 1 produce projects. There is no LKS, using ppt loaded on s.id books, ppt, learning materials, questions, learning videos. For example in Chapters 5 and 10 students make projects in the form of acoustics. In chapter 10, in the learning contract ppt we put it on s.id, later the video example is like that, for example umi laila who sings walisongo or later others who are clear that the content is to recognize the 9 guardians."

This kind of learning design with an acoustics project makes it easier for students to learn about the material. Teacher innovation that designs learning with acoustics is very unique. (Syarnubi, 2019) Using the latest updated value methods, so that students can express themselves by making acoustic music which then later performs in front of the class in front of other students, of course this trains courage, creativity, confidence, and confidence in their peers. (Syarnubi, 2020)

Daily Worship Practice

The informant (PAI Teacher) said "There are 3 PAI teachers at Colomadu State High School, Mr. Anif (class X), Mr. Asmuni (Class XII, and Mrs. Fatimah (XI) agreed that in essence the practice of prayer, the practice of reading the Qur'an, and the funeral prayer are always applied even though the material or curriculum does not ask for the practice of worship."

In line with the principal who said "There is reading and writing the Qur'an then we classify the ability to read the Qur'an for those who cannot read the Qur'an we accommodate ourselves so that in addition to classroom learning there are other activities to support our level of faith."

However, in class X there is material in Chapter 1 regarding reading the Qur'an so the practice is reading the Qur'an then chapter 6 memorizing verses in the Qur'an even though in class X material there is no material for prayer, for chapter material on the branches of faith there is a problem of prayer and ablution, for example thaharah, we tell students to practice prayer and ablution because it is important, although in elementary school (SD) it has been practiced but students at the high school level still forget a lot and are wrong even though it is only the reading of the iftitah prayer in prayer.

It is clear that this PAI learning design also prioritizes students' psychomotor values. That the teacher really sees the condition of the students in this school by practicing the daily worship. Overall, teachers provide the best for their students regarding the implementation of certain worship practices, showing their commitment to the development of the spiritual dimension in religious education at school.(Syarnubi Syarnubi, 2016)

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Student Character Building

The informant (principal) said "For teachers there are also religious activities with recitation once a month on top of the extraordinary busyness of the teachers. For children once a week. And it all leads to student character building." (Syarnubi Syarnubi, 2022)

The informant (PAI Teacher) said "The teacher allows opening google please but don't cooperate with his friend, it's actually easy but many children still cooperate with this to train awareness, then the teacher conveys if it is not honest, the value will not be blessed, the blessing is the benefit in the future, so students are encouraged to be honest." PAI learning also actively implements the formation of students' noble character through religious activities at school, for example weekly recitation.

Giving Motivation during Every Lesson

Informant (PAI Teacher) said "Every lesson the teacher begins with motivation even though it takes from ust. Adi Hidayat or ust. Abdul Somad, the teacher gives a little motivation with material that is not the same as the material in class, we also try not to have a distance to the child." With that, when there are problems, students can immediately ask the teacher without any embarrassment. Strengthened by the words of experts, motivation has a fundamental role in study, because motivation can stimulate students to be enthusiastic in thinking, reading, then want to pay attention to the teacher until finally they can enjoy learning well.(Syarnubi et al., 2023)

Reward and Punishment in Assessment

Informant (PAI Teacher) said "We try to have informed that the daily grades if fulfilled all then the score is at least 85, if for example the test or exam score is less than 85 we will still raise it to 85, this trains their responsibility. So the minimum gets 85 if all the assignments are fulfilled. If the final grade is less than 85 we will try to get at least 85. But if it is not, they will be given a modest grade."

The reward is when the student fulfills all the assignments then at least get a grade of 85. Then the punishment when the assignment is not fulfilled then it will be given a makeshift grade.

Efforts, Constraints, and Solutions for Implementing Independent Curriculum PAI Learning

The informant (PAI Teacher) said "We have made efforts to learn PAI in accordance with the independent curriculum. By designing learning and then implementing it as well as possible. It does not make it difficult for students to learn and provides good grades for students.".”(Wulandari et al., 2021)

1. Adherence to the Independent Curriculum:
   Teachers try to adapt PAI learning to the independent curriculum. This shows awareness of the importance of following curriculum principles that support a more flexible and learner-oriented approach to learning.
2. Learning Design and Implementation:
   This shows attention to planning and implementing PAI lessons to ensure their effectiveness and quality.
3. Focus on Ease and Positive Assessment:
   There is an emphasis on trying not to make things difficult for students during the learning process. This reflects an awareness of the importance of creating a learning environment that is supportive, motivating, and does not burden students with unnecessary difficulties.
4. Giving Positive Grades:
   The sentence states the intention of providing good grades for students. This shows a positive orientation towards assessment, which can motivate students and create a positive learning experience.

Constraints

The informant (PAI Teacher) said "In the classroom, the facilities are less supportive, for example, the LCD has an error and the solution is to borrow the LCD from the school operator, then

there is no audio speaker. Because the source of material is not all from the teacher, for example, a video of the branch of faith material from ustaz Adi Hidayat talking about prayer is played and it requires audio speakers, although actually the teacher can also convey directly but in order to get outside insight the teacher also provides it. This audio speaker obstacle has no solution yet."(Yanti et al., 2021). The informant (principal) said "In learning, there are no obstacles at all, maybe only supporting facilities."

Solution

PAI teachers borrow LCDs from school operators and for audio there is no solution yet. Audio has not yet been budgeted for the school's procurement.

CONCLUSION

The learning design for PAI subjects in class X is based on the independent curriculum. Teachers and students agree at the beginning of the year regarding the division of chapters in each semester. Teachers use the s.id website platform as a learning medium, which includes the 2024 academic calendar, last year's SAS questions, 2023/2024 SAS TA grid, practice questions, daily test questions (google form), grade recaps, books pdf, learning videos, powerpoint materials, group assignment collection, SMT II learning plans, and exam grids. Class X project-based learning creates short films, acoustics and presentation media. The practices of prayer, ablution and reading the Koran are implemented and assessed. Efforts to guide students' morals include honest appeals by teachers and religious activities in the form of recitations every week. The teacher for each lesson provides motivation which comes from Ust's video lecture. On YouTube. Regarding grades, teachers ensure that the grade X Islamic Religious Education grade is at least 85 provided that all assignments are fulfilled. PAI teachers' efforts are to try their best to implement learning designs according to students' conditions. The only obstacle that exists is that the facilities are still lacking, in the form of audio speakers that do not yet exist to support ongoing learning.

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