Implementation of Merdeka Curriculum in Islamic Religious Education Learning: Analysis of Principles and Assessment Models

Fuji Rahayu[1], Istikomah[2*]

[1,2] Universitas Muhammadiyah Sidoarjo, Indonesia
[*]Corresponding Author Email: fujirahayu 892@gmail.com

ARTICLE INFO	ABSTRACT
	The purpose of this study is to analyze the PAI learning evaluation model in the Merdeka curriculum. To find out the obstacles faced by teachers in implementing the Merdeka Curriculum in PAI subjects. This research uses a qualitative method with a descriptive approach. Data collection was carried out through interviews, observation and documentation. The data analysis technique goes through the stages of data reduction, display and conclusion drawing. The results showed that the Merdeka Curriculum emphasizes flexible evaluation that gives students the freedom to determine their interests and talents. The evaluation used includes diagnostic, formative and summative assessments, using types of assessment instruments in the form of rubrics and anecdotal notes. Teachers face obstacles in implementing the Merdeka Curriculum such as time constraints during working hours, lack of involvement of school stakeholders with parents, diversity of student abilities, and less than optimal feedback and monitoring follow-up.

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INTRODUCTION

In an effort to improve the quality of education, the government always makes improvements and refinements to the curriculum. The curriculum in Indonesia has changed eleven times since Indonesia became independent in 1945 (Qurniawati, 2023). The curriculum is a series of learning plans that students must take through subjects to achieve certain goals (Nurdyansyah et al., 2020). Starting from 2019 until now, the curriculum implementation implemented is the Merdeka Curriculum (Putri & Astutik, 2023). The Merdeka Curriculum is different from the previous curriculum, the difference lies in the learning aspect which prioritizes students' interests and talents by referring to project-based learning by strengthening the Pancasila student profile (Nafi'ah et al., 2023).

The Merdeka Curriculum was developed to meet the educational needs of students. Ministry of Education and Culture Number 22 of 2020, identified that Merdeka Belajar encourages paradigm changes, including paradigms related to curriculum and learning. The paradigm changes needed include empowering teachers as those in control of the learning process and carrying out evaluations in the learning process and requiring the same learning in all educational institutions. As well as providing students with determining their learning process through their ability to set learning goals and reflect on them to take active and responsible steps. The Merdeka Curriculum is strengthening the cultivation of student character education by strengthening the Pancasila student profile, which consists of six important dimensions and elements, namely: Faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity (Rifa'i et al., 2022).

Learning evaluation in the Merdeka Curriculum is different from the previous curriculum, where the Merdeka Curriculum has three characteristics, namely: *First*, focus on essential material to deepen and develop more enjoyable competencies. *Second*, learning is student-centered which focuses on students' personalities, experiences, backgrounds, interests, talents, capacities and needs of students in the learning process. *Third* , learning activities are through project activities to develop the character and competency profile of Pancasila Students (Sulis et al., 2024). Learning evaluation itself can be interpreted as the process of searching for information, processing or analyzing data to see the achievement of student learning outcomes (Nafi'ah et al., 2023). Learning evaluation aims to measure the extent of students' abilities in developing cognitive, affective and psychomotor aspects (Ikhsanudin et al., 2021). Therefore, in the Merdeka Curriculum, assessment is not only based on mastery of the material, but also involves assessing students ' communication skills, critical thinking, creativity and attitudes. Evaluation in the Merdeka Curriculum provides students with the opportunity to measure and monitor their personal development through project assignments and portfolios.

When conducting an evaluation, of course it is necessary to consider the evaluation model that will be created. The evaluation model is used as a measurement process to determine success in learning. There are two evaluation models in the Merdeka Curriculum, namely, formative evaluation and summative evaluation. This evaluation model is based on the principles of Tyler's evaluation model. So in the Merdeka Curriculum the use of formative and summative evaluations has been widely used by teachers, because this evaluation model is recommended by the government through the minister of education and is included in the scope of classroom learning evaluation (Arofah Eli Fitrotul, 2018). Formative evaluation is carried out continuously during the classroom learning process, while summative evaluation is carried out at the end of a certain period. Where these two evaluations are used to obtain a comprehensive understanding of students' learning achievements (Syamsiar, 2023). Therefore, evaluation in the Merdeka Curriculum must be more flexible and accommodate the freedom given to students in determining the course of learning,

In PAI learning, it has a very important role in forming the character and morals of students. As times progress, there is a need to continue to develop the curriculum, especially in the PAI subject, so that it is relevant to current educational demands and needs (Hasnawati, 2021). PAI is education that has Islamic characteristics, and is different from other subjects, and its study focuses more on empowering people based on the Al-Qur'an and hadith, meaning PAI is not just about the normative aspects of Islamic teachings, but its application. in various materials, institutions, culture, Islamic values and their impact on human empowerment (Anizar & Saldin, 2023). Therefore, the internalization of Islamic religious values in the life of every individual is a necessity that must be achieved through education, whether education within the family, school or community (Susilowati, 2022). Therefore, Islamic religious education subjects must begin to develop and prepare themselves to welcome and make the Merdeka learning curriculum a success.

Overall, the Merdeka Curriculum has a concept in its implementation to give freedom to students to increase their potential according to their interests and talents. At SMPN 3 Sidoarjo, the Merdeka Curriculum has been implemented for three years. In its implementation, SMPN 3 Sidoarjo has implemented various things related to the Merdeka Curriculum, one of which is implementing the Pancasila student profile in project-based learning. So that students are able to design a project about solving or solving problems faced in everyday life. This curriculum was developed not only based on academic grades, but this curriculum provides encouragement to bring out students' potential in the form of projects according to their creativity.

In Islamic Religious Education (PAI) learning, the implementation of the Merdeka Curriculum at SMPN 3 Sidoarjo can be done by giving students the freedom to develop their potential according to their interests and talents through an approach that is relevant to religious values. For example, in the application of the project-based Pancasila Student profile, students can design projects related to social or moral issues faced in everyday life, such as solutions to increase tolerance between religious communities, managing alms, or environmental care campaigns from an Islamic perspective. Thus, the impact occurs significantly at all levels of education, starting from teachers adapting to new teaching methods and students also experiencing changes in learning through an inclusive evaluation approach. Therefore, the evaluation model in the Merdeka Curriculum is the main key to ensuring that the evaluation process can run effectively in PAI learning in accordance with the characteristics of students and community needs.

Research related to the evaluation of the implementation of the Merdeka Curriculum in PAI subjects has been carried out previously, including research conducted by Dewi & Nadila (2023), this research focuses on evaluation policies according to William Dunn, through criteria consisting of effectiveness, efficiency, adequacy, alignment, responsiveness and accuracy in evaluating the implementation of the Merdeka Curriculum policy. Research was carried out by Jannah (2024), this research provides a comprehensive summative evaluation of Islamic Religious Education regarding students' understanding and abilities and designs more effective learning as a basis for teachers.

The research of Estefan (2023), this research focuses on the implementation of geography learning hours, the use of teaching tools, the learning process, the assessment process, and student learning outcomes. Meanwhile, research was conducted by Masfufa (2023), this type of research is qualitative research using field study methods through interviews and observations. This research focuses on the implementation of the Merdeka learning curriculum at Tembarak State Elementary School in grades 1 and 4, which has been running at approximately 50% in the one year trial period.

Based on previous research that has been explained, there are differences in this research, where in this research the focus is on the Merdeka Curriculum which has undergone significant changes in various lines, so the PAI material whose main aim is not only knowledge, but more on cultivating attitudes, values and habit. Therefore learning evaluation needs to be carried out n to explore aspects of the Merdeka Curriculum in PAI subjects. The focus of this research is to analyze PAI learning evaluation models in the Merdeka Curriculum. To find out the obstacles faced by teachers in implementing the Merdeka Curriculum in PAI subjects. Therefore, This research is important in ensuring that the implementation of the Merdeka Curriculum in Islamic Religious Education subjects runs optimally and in accordance with educational needs in junior high schools.

LITERATURE REVIEW

Assessment Principles

The word assessment comes from the English loanword, namely assessment, which means evaluation. In the world of education, assessment is a series of activities that include data collection, data analysis, and data interpretation that aim to determine the level of student understanding and performance during the learning process (Baruta, 2023). According to Uno and Koni (2013), assessment is a process to obtain information in any form that can be used as a basis for decision making about students, both regarding curriculum, learning programs, school climate and school policies. Learning assessment is expected to be able to measure aspects that should be measured and is holistic (Pusmenjar, 2021).

The assessment principles in the Merdeka Curriculum are: 1) assessment is an integrated part of the learning process, facilitating learning, and providing holistic information, as feedback for educators, students, and parents/guardians to guide them in determining further learning strategies; 2) assessment is designed and carried out in accordance with the function of the assessment, with the flexibility to determine the techniques and timing of the assessment to effectively achieve learning objectives; 3) assessment is designed fairly, proportionally, validly, and reliably to explain learning progress, determine decisions about steps and as a basis for compiling appropriate learning programs; 4) reports on student learning progress and achievement are simple and informative, providing useful information about the character and competencies achieved, as well as follow-up strategies; and 5) assessment results are used by students, educators,

education personnel, and parents/guardians as reflection material to improve the quality of learning (Anggraena et al., 2022).

Assessment in the Merdeka Curriculum emphasizes the importance of assessment as an integral part of learning that provides holistic information. The goal is to help educators, students, and parents make the right decisions about further learning strategies. In addition, assessments are designed to be flexible and fair, with simple yet informative reports on the development of students' character and competencies. Assessment results are also used as material for joint reflection to continuously improve the quality of learning, according to the needs and conditions of students.

Assessment Model

Assessment is an activity that is an integral part of the learning process. Assessment is carried out to find evidence or a basis for consideration regarding the achievement of learning objectives. Several assessment models in the Merdeka Curriculum are 1) Formative assessment, which is an assessment that aims to provide information or feedback for educators and students to improve the learning process which includes a) Assessment at the beginning of learning which is carried out to determine the readiness of students to learn teaching materials and achieve the planned learning objectives. This assessment is included in the formative assessment category because it is intended for the needs of teachers in designing learning, not for the purpose of assessing student learning outcomes reported in report cards; and b) Assessment in the learning process which is carried out during the learning process to determine student development and at the same time provide quick feedback. Usually this assessment is carried out throughout or in the middle of learning activities/steps, and can also be carried out at the end of the learning steps. This assessment is also included in the formative assessment category; and 2) Summative assessment, which is an assessment carried out to ensure the achievement of all learning objectives. This assessment is carried out at the end of the learning process or can also be carried out simultaneously for two or more learning objectives, according to the considerations of educators and educational unit policies. Unlike formative assessments, summative assessments are part of the assessment calculations at the end of the semester, end of the school year, and/or end of the level (Anggraena et al., 2022).

Assessment in the Merdeka Curriculum consists of two main models: formative assessment and summative assessment. Formative assessment is carried out during the learning process, aiming to provide feedback to teachers and students to improve the learning process, such as through initial assessments to check student readiness or assessments during the learning process. In contrast, summative assessment is carried out at the end of the learning period to ensure that overall learning objectives have been achieved and is used as the basis for final assessments, such as report cards or final exams.

METHOD

This research uses qualitative research methods with a descriptive approach. Qualitative research is research that understands the phenomenon of what is done by the subject being studied. Meanwhile, descriptive is a series of scientific activities carried out intensively, in detail and in depth about a program, event and activity at the individual, group of people, institution or organization level to obtain in-depth knowledge about the event. The subjects in this research were PAI teachers at SMP Negeri 3 Sidoarjo who had implemented the Merdeka Curriculum. Data collection was carried out through observation, interviews and documentation. Observations were carried out to find out directly about the learning activities between teachers and students in evaluating PAI learning. Interviews were conducted to analyze the forms of Merdeka Curriculum evaluation in PAI learning, and to find out the obstacles faced by teachers when carrying out evaluations. Documentation is obtained from analyzing data from teaching modules to complement data from interviews and observations. The data analysis technique used in this research uses the Milles and Huberman analysis technique, through the stages of data reduction, display and drawing conclusions.

FINDINGS

PAI Learning Assessment Principles in the Merdeka Curriculum

The Merdeka Curriculum is an innovation in the Indonesian education system that is designed to provide more flexibility to educators in managing the teaching and learning process and assessing student development. In this context, the assessment principles in the Merdeka Curriculum focus on a more holistic, personal approach that is oriented towards the development of students' character and skills.

These principles include continuous assessment, process-oriented, and relevant to students' real lives. Thus, the assessment not only assesses students' academic achievements, but also the affective and psychomotor aspects that support the development of character and values expected of students. According to Mrs. D:

> "The main principle of assessment in the Merdeka Curriculum is to focus on developing students' character and skills, not just on academic achievement. In Islamic Religious Education (PAI), I emphasize the development of students' morals and Islamic values, such as honesty, responsibility, and empathy. Assessment is also more flexible and tailored to the individual needs of students. Each student has different potential, and this curriculum allows me to provide a more personalized assessment, not only through written tests but also observations of daily behavior."

Mr. A also said:

> "The Merdeka Curriculum emphasizes freedom to learn and develop students' potential more holistically. In Islamic Religious Education subjects, I strive for assessments to not only measure students' cognitive abilities, but also affective and psychomotor aspects. The main principle is continuous and comprehensive

assessment. I often use project-based assessments where students are invited to create works or activities related to Islamic values, such as making posters about the importance of prayer or working together on social projects."

During the observation, it was seen that both of them used a very interactive approach in Islamic Religious Education learning. They often invited students to discuss, share personal experiences related to the lesson topic, and engage in group activities. During the observation, both of them actively implemented formative assessment through direct feedback after students completed tasks or activities. In the moral lesson, for example, students were asked to reflect on their daily behavior and how it was in accordance with Islamic values.

The results of the study show that the assessment approach in the Merdeka Curriculum in Islamic Religious Education (PAI) emphasizes the development of students' character and skills holistically. The main principle of this assessment is to focus on affective and psychomotor aspects, as well as continuous assessment and relevance to students' real lives. Mrs. D and Mr. A showed that the assessment is not only oriented towards academic achievement, but also on the development of morals and Islamic values, such as honesty, responsibility, and empathy. In practice, the assessment is carried out flexibly and personally, using methods such as daily behavioral observations and project-based assessments that support the understanding and application of Islamic values.

During the observation, the interactive approach in Islamic Religious Education learning was clearly visible, where the teacher invited students to discuss and share personal experiences related to the lesson topic. Formative assessment was actively applied through direct feedback, helping students to reflect on and improve their behavior in accordance with Islamic values. The use of this method not only measures students' cognitive abilities but also facilitates overall character development, in accordance with the principles of the Merdeka Curriculum which emphasizes freedom of learning and the development of students' overall potential.

PAI Learning Assessment Model in the Merdeka Curriculum

The assessment model in the Merdeka Curriculum has also undergone significant changes. This model includes formative assessments that are carried out continuously to provide direct feedback, project-based assessments that measure students' ability to apply knowledge in real contexts, and portfolio assessments that record students' overall development. This assessment aims to provide a more complete picture of students' individual progress and needs, as well as to encourage more meaningful and contextual learning. According to Mrs. D:

> "The assessment model that I use includes formative and summative assessments. In formative assessments, I use self-reflection, portfolio, and direct observation methods. For example, in prayer memorization activities, I not only assess students' memorization, but also their sincerity in practicing the prayer in everyday life. For summative assessments, written exams are still carried out, but more on testing

conceptual understanding, not just memorization. I also provide opportunities for remediation if the results do not match expectations."

Whereas according to Mr A that:
"The assessment models that I apply are diverse, including project-based assessment, performance assessment, and self-assessment. For example, in learning about morals, I ask students to do social activities, such as helping others in the school environment, then they write a reflection on the experience. I also use a clear assessment rubric to assess aspects such as initiative, cooperation, and responsibility. In addition, I also apply self-assessment to help students reflect on their personal development in terms of spirituality and attitude."

In observations conducted on the implementation of the assessment model in the Merdeka Curriculum, it was found that the formative, project-based, and portfolio assessment approaches provide a comprehensive picture of student progress. Observations show that the formative assessments implemented by Mrs. D, such as self-reflection and portfolios, are able to provide in-depth feedback on students' understanding and application of the material. For example, in prayer memorization activities, students are not only assessed in terms of memorization, but also from real practices in everyday life, which support the understanding and application of the values taught.

This shows that formative assessments can increase students' awareness of the importance of the values they learn. Meanwhile, the project-based assessment approach implemented by Mr. A also provided significant results in assessing student competencies. Observations show that social activities that involve students in real actions, such as helping others and writing reflections on the experience, allow students to apply knowledge in relevant contexts and improve their social skills. The use of clear assessment rubrics in assessing aspects such as initiative and responsibility also facilitates objective and measurable assessments. In addition, the self-assessment implemented allows students to engage in personal reflection, increase their self-awareness in terms of spirituality and attitudes, and encourage more meaningful learning..

Obstacles Faced by PAI Teachers in Learning in the Merdeka Curriculum

Based on the results of interviews conducted at SMPN 3 Sidoarjo, related to teachers' obstacles in carrying out PAI learning in the Merdeka Curriculum, teachers often face several obstacles, including:
1. Time limitations during working hours. Teachers are often burdened with many administrative tasks and other responsibilities, so they have limited time to design and implement comprehensive learning and evaluation activities.
2. Lack of involvement of school stakeholders with parents. There is a lack of support and understanding from school management regarding the evaluation expected in the Merdeka Curriculum. And also the lack of parental involvement in the evaluation process can reduce the effectiveness of holistic assessment.

3. The diversity of students in their different abilities. Differences in students' abilities and backgrounds make it difficult for teachers to assess fairly and evenly. This requires adapting more complex learning and evaluation methods.

4. Feedback and follow-up monitoring and feedback are not yet optimal. The feedback given by teachers to students is often not optimal, so that the monitoring and feedback process to improve student learning does not run effectively.

DISCUSSION

The research results show that the curriculum has undergone many policy changes, so that many new policies have been implemented by the government to meet current educational needs. The Merdeka Curriculum currently used focuses on students maximizing the potential of each student, through various cognitive, affective and psychomotor aspects. The application of the Merdeka Curriculum in learning activities carried out by teachers starts from planning, implementation and evaluation. Planning in learning is very important for teachers to carry out as a reference in carrying out learning activities in class. Evaluation is very important for a teacher to carry out in measuring students' abilities or understanding in the process of learning activities carried out in class. To measure students' abilities or understanding, teachers analyze the results of students' written and non-written evaluations. Evaluation in an Merdeka Curriculum must be flexible and give students freedom to determine their interests and talents. In research conducted by researchers at SMPN 3 Sidoarjo related to the analysis of PAI learning evaluation models in the Merdeka Curriculum and the obstacles faced by teachers in implementing the Merdeka Curriculum in PAI learning.

Educational evaluation is a mandatory part of the educational process. Educational evaluation is an activity of monitoring, guaranteeing, controlling and determining the quality of education for each educational component in each pathway, level and type of education as a form of accountability for educational administration. In practice, teachers often give tests to students only to measure students' abilities and only calculate correct or wrong answers, in the future this will become a benchmark for measuring students' ability scores. In fact, exams should not only measure students' abilities, but also be used as material for teacher evaluation regarding students' understanding of the learning that has been carried out (Magdalena et al., 2020).

Based on the results of interviews conducted with PAI teachers regarding the Islamic religious education (PAI) learning evaluation model carried out at SMPN 3 Sidoarjo using 3 assessments, namely diagnostic, formative and summative assessments. First, diagnostic assessments are used by teachers to identify students' initial abilities before starting learning. PAI teachers at SMPN 3 Sidoarjo implement this evaluation with the aim of understanding the various abilities of students, not only based on written test results, but also through observations during the learning process. Second, formative assessments are carried out continuously during the learning process to monitor students' learning abilities. At SMPN 3 Sidoarjo, PAI teachers use formative evaluation in the form of projects or portfolios which are given to students both individually and in groups according to the topic being discussed.

Third, Summative Assessment is an assessment of student learning outcomes carried out in the middle of the semester (PTS) and at the end of the semester (PAS). PAI teachers use various assessment instruments in summative evaluation, including written tests and projects.

Summative assessment is an assessment activity that produces grades or numbers which are then used as decisions on student performance. This assessment activity is carried out if the learning experience unit or all lesson material has been completed. Summative assessments are used to determine award classification at the end of a course or program. Summative assessments are designed to systematically record a student's overall achievement. Formative assessment is intended to monitor student learning progress during the learning process, to provide feedback for improving the learning program, as well as to identify weaknesses that require improvement, so that student learning outcomes and the learning process from lecturers to students can be better. Good. Formative assessments are carried out during the teaching and learning process, held periodically, the content includes all teaching units that have been taught. The main aim is to determine the failures and successes of the teaching and learning process, so that it can be used to improve and perfect it (Kurniawati, 2017; Magdalena et al., 2020).

The evaluation instruments used by PAI teachers at SMPN 3 Sidoarjo in conducting evaluations include rubrics and anecdotal notes. Rubik helps teachers objectively assess students' ability achievements with clear assessment criteria, ranging from very good, good, fair to poor. Anecdotal notes are used to record students' abilities, behavior and development during learning activities, so that teachers can make better decisions in developing and adapting learning according to students' needs.

In carrying out learning evaluations at SMPN 3 Sidoarjo, PAI teachers use project-based teaching methods, discussion and critical thinking as well as the use of technology. Project-based learning directs students to work on projects that are relevant to everyday life, thereby helping them to develop skills and deep understanding. Meanwhile, learning through discussion and critical thinking encourages students to actively participate in discussions and develop critical thinking skills. Then the use of technology is used as a tool in the evaluation and learning process, increasing students' learning experiences. Assessment instruments The assessment techniques used to evaluate students in implementing the Merdeka Curriculum consist of two Types of assessment techniques, namely rubiks and anecdotal notes, are used to assess aspects of student performance, such as critical thinking skills and active participation in discussions. Project and portfolio assignments provide opportunities for students to demonstrate their abilities through real products and can reflect on the learning process that students have undertaken.

From the research results above, PAI teachers' obstacles in learning the Merdeka Curriculum have been explained. Various forms of efforts to overcome every difficulty experienced were resolved with efforts made by several related parties. Based on the research results, several strategies or efforts have been made to overcome the obstacles faced by PAI teachers in learning the Merdeka Curriculum:

1. In this Merdeka Curriculum, teachers are not only required to deliver material, moreover teachers also have to do administrative tasks and other tasks. So that efforts can be made by teachers so as not to disturb working hours, teachers can create a schedule so that all tasks can be completed, especially the main task, namely teaching, this aims to ensure that teachers do not feel they have limited time during working hours.

2. Involvement of school stakeholders and parents is really needed, because in this Merdeka Curriculum learning is student-centered, so parent involvement is needed in supervising students at home, so that students continue to learn with parental supervision. The role of parents as motivators can help students support the process of learning activities at home by instilling students' morals or morals, so that they can form a Pancasila student profile character in students.

3. There are three stages of assessment carried out in the Merdeka Curriculum, namely diagnostic, formative and summative. Teachers can use diagnostic assessments to determine the diversity of students in having each different ability, so that teachers can easily assess the abilities and backgrounds of students.

4. Evaluations given by teachers can be provided with follow-up monitoring and feedback. In this case, the principal can give it, this aims to ensure that teachers know what things are being evaluated so that they can improve the teaching and learning process.

5. Teachers can provide feedback, follow-up monitoring and feedback, this aims to let students know what things need to be improved. Teachers can also provide reflection after the learning process, this aims to ensure that teachers understand students' responses in learning or delivering material and also so that teachers can understand the weaknesses and shortcomings of a lesson that has been presented in class.

CONCLUSION

The results showed that the Merdeka Curriculum emphasizes flexible evaluation that gives students the freedom to determine their interests and talents. The evaluation used includes diagnostic, formative and summative assessments, using types of assessment instruments in the form of rubrics and anecdotal notes. Teachers face obstacles in implementing the Merdeka Curriculum such as time constraints during working hours, lack of involvement of school stakeholders with parents, diversity of student abilities, and less than optimal feedback and monitoring follow-up.

The implementation of the Merdeka Curriculum in PAI learning at SMPN 3 Sidoarjo has been running quite effectively and efficiently. However, teachers still need to improve learning, so that it can run effectively and efficiently. If you look at the evaluation carried out by the PAI teacher at SMPN 3 Sidoarjo, the teacher has carried out all three stages of assessment carried out in the Merdeka Curriculum, so it can be assessed as good. This can be seen from the results of interviews and the results of data collection carried out by

researchers. Meanwhile, if assessed from the aspect of obstacles faced by PAI teachers, this is due to the need for adaptation in transitioning a curriculum.

The main limitation of this study is the limited geographical and contextual coverage, which may reduce the representativeness of the results to various local conditions throughout Indonesia. To address this, further research should expand the scope by involving various regions and types of schools that have different social, economic, and cultural characteristics. With a more inclusive approach, research can provide more comprehensive and applicable insights into the implementation of the Merdeka Curriculum in various contexts, so that the results are more relevant and can be generalized more widely.

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