ANALYSIS OF MERDEKA CURRICULUM LEARNING DEVELOPMENT OF ISLAMIC EDUCATION TEACHING MATERIALS IN ELEMENTARY SCHOOL

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ABSTRACT

The purpose of this study is to analyze the Merdeka Curriculum Learning (Merdeka Curriculumstudy) in the subject of pie (Islamic Religious Education) and moral character applied at Elementary School. the play goals of the Independent curriculum is to prepare students for spiritual maturity, wisdom, and noble character. this research uses qualitative libraries research method and involves the analysis of content description. Data is collected through observation, in- depth interview, and documentation study. The results of the analysis indicate that the Independent learning achievements formulations contains comprehensive competencies and scope of materials in the form of narratives that are adjusted to the developmental stage of students in phase E for grade 10. The ideal learning objective formulation consists of two components: first, attitude, knowledge, and skills competencies; Second, the content, which is core knowledge. The learning objective flow formulations descriptions the coverage and stages of learning from the beginning to the end of the phase in a linear manner

Keyword: *curriculum, Independent Learning curriculum, curriculum Analysis*

INTRODUCTION

Journey education in Indonesia No escape from influences change era which cause happening shift in national education goals. Globalization hits whole world in century to 21 cause objective education national No again only For educate nations And liberate man however shifts leads to education US commodity because more emphasize mastery Knowledge Knowledge, technology, And art (Science and Technology) which characteristics pragmatic And materialist. matter this Of course become attention to all of us considering the goals of National Education which listed in UU No. 20 year 2003, Article 3, not only oriented to pragmatism And materialism however own objective which intact For form man which own faith And piety (IMTAQ) as well as control science and technology The shift in national education goals is increasingly feels Currently with the occurrence of a character crisis in the field of education, because pragmatism in respond need market Work more emphasis on things that are materialism so forget teach with spirits

nationality, justice social and human characteristics who have high morals as a citizen.(Amalia, 2023)

Merdeka Curriculum Study is policy learning development by the Ministry of Education and Culture aim For transform education And learning to use creation HR Indonesia which superior in the field. Achievements Merdeka CurriculumStudy very depends to method learning which used by educator For make participants educate success reach objective learning each. in formulas curriculum it is necessary to have the stages referred to as graduate profiles ready according to the vision of the school level. The stages that meant is start formulas Achievements Learning Graduates (CPL), CPMK, Sub CPMK, Indicators, RPS Development. All application achievements in accordance with rules formulations SN Dikti curriculum.(Saputra, 2022)

decision Body standards, curriculum, And Assessment Education Ministry education, culture, Research And technology, number 033/H/KR/2022 About change On decision heads Body standards, curriculum, And Assessment Education Ministry education, culture, Research And Technology, Number 008/H/KR/2022 concerning Learning Outcomes in Early Childhood Education, Elementary Education Level and levels Intermediates on curriculum independent, Achievements learning is something expressions objective education which is something statement about What which expected to know understood, And can done by participants educate after finish something period Study. CP For express what they wish to know and can done by participants educate And understand in end program or order learning. Format CP written in form paragraphs, so that linkages between knowledge, Skills, And competence general seen clear And intact US One unity which No inseparable in learn and describe what students achieve in end learning.(Aini et al., 2022; Akbar, 2021; Widiyono et al., 2021)

Learning Outcomes are formulated in the form of phases which states the achievement target for a longer time span length (instead of per year like the previous curriculum) for then lowered into ATP (Learning Goal Flow). Channels learning is suites objective learning which arranged in a manner logical according to order learning a beginning until the end of a phase. This plot is arranged linearly as follows sequence of learning activities carried out from day to day. likes RPP, however be equipped with various material learning, sheets activity student, And assessment For check is objective learning achieved student. Channels learning independent curriculum form learning transformative can pushed through channels And structure communications, collaboration, as well as process thinking individual in ecosystem Study on line which involve reflection And dialog.

Achievements learning eye lessons Education Religion Islam (PIE) in a manner gradually And holistic directed For prepare students to be stable spiritually, morally noble, and have an understanding of the basics of Islam as well as method its application in life daily in container of the Unitary State of the Republic of Indonesia. Religious education Islam in a manner general must direct participants educate to (1) tendency to kind (al-hanifiyah), (2) attitude allow (alsamhah), (3) morals glorious (makarim al- morals), and (4) compassion for the universe (rahmat li al- 'natural). Implementation of PAI, applied by students in faith and piety to Allah SWT, take care of yourself, care on humanity And environment natural. Description

from this application will appear in some elements of PAI especially in morals personal And social, creed, syari'at And history civilization Islam.(Nurhantara & Utami, 2023)

By paying attention to these principles, it is hoped that the resulting curriculum will have a positive impact on educational development and student progress in achieving the basic competencies being taught. This study aims to analyze the Free Learning Curriculum on PAI (Islamic Religious Education) material and Characteristics applied at Elementary School. The main objective of the Independent Curriculum is to prepare students for spiritual maturity, wisdom and noble character.

RESEARCH METHODS

The method used in this study is the Library Method, which is a research conducted by utilizing library resources to obtain research data. This study only involved library collection materials without conducting field research. Data analysis was performed using the Content-Description Analysis Method, which is a special research technique for conducting textual analysis.(Margono, 2000) This analysis process includes reducing the text into units such as sentences, ideas, pictures, chapters, front pages of magazines, and so on, then applying a coding scheme to these units to make inferences about the communication in the text. Secondary data sources come from a variety of sources. books, Learning Implementation Plans (RPP), journals, and other related sources.(Karyani, 2017)

RESULTS AND DISCUSSION

1. Fundamental Differences In The Merdeka Curriculum

Curriculum According to the past view has the meaning of a collection of subjects delivered by the teacher to students. This assumption is still rooted in the minds of the general public who make up the description of the curriculum. The curriculum, which is the heart of education, of course, must be properly known by the community about its true concept.(Sanjaya, 2019)

When viewed from the origin of the word, the curriculum comes from the Greek language which was first used in the field of sports, namely currere, which means distance traveled. In running activities , of course there is a distance that must be traveled from start to finish. The distance from start to finish is what is called the currere.(Sukamto, 2019)

Merdeka Curriculum is a concept or idea in the field of education that emphasizes student empowerment and freedom in learning. This concept is popular in Indonesia and aims to increase students' creativity, innovation and problem solving. In Merdeka Curriculum, students have greater control over their learning. This approach shifts the focus from teachers to students, reduces passive learning, and encourages students to be more active in exploration, collaboration, and problem solving.(Supriani et al., 2022)

The Merdeka Curriculum gives students the freedom to choose the topics they are interested in, the learning methods that are most effective for them, and build their own understanding and knowledge through

experimentation and research. The aim is to develop students' critical thinking skills, creativity, independence, and self-confidence.(Saputra, 2022)

In addition, the Merdeka Curriculum also emphasizes the development of 21st century skills, such as the ability to communicate, collaborate, problem solve, critical thinking, and digital literacy. Thus, students will be prepared to face real-world challenges with relevant and competitive skills. The Independent Curriculum has several potential advantages compared (Shore & Paulo, 2001)to the 2013 Curriculum (K13), depending on its implementation. The following are some of the possible advantages that can be linked to the Independent Curriculum(Cahaya, 2022; Muslim & Sumarni, 2023; Nadhiroh & Anshori, 2023; Supriani et al., 2022; Susilowati, 2022)

a. Student empowerment

The Merdeka Curriculum gives students more freedom in choosing topics of interest and learning methods that are effective for them. This can increase students' motivation, independence, and sense of ownership of their learning process

b. Increased creativity and innovation

With a focus on exploration, collaboration and problem solving, the Merdeka Curriculum encourages students to develop creativity and innovation. This helps students to think critically, dare to come up with new ideas, and find creative solutions to the problems they face.

c. Relevance to real life

The Merdeka curriculum emphasizes developing relevant 21st century skills, such as communication skills, collaboration, critical thinking, and digital literacy. Thus, students will be better prepared to face the demands of the real world and face future challenges.

d. Development of individual interests and potential

The Merdeka curriculum allows students to explore their own interests and potential. By giving them the freedom to choose topics and deepen the knowledge they are interested in, students can develop their special talents and interests, which can help them choose their future career paths.

Then if We compare with K13 curriculum , Differences Merdeka and K13 curriculum is as following :

2013 CURRICULUM	MERDEKA CURRICULUM
Basic Framework	
Draft base main The 2013 curriculum is objective National Education System and National Education Standards	The main basic design of the Independent Curriculum is the goal of the National Education System and National Education Standards. Developing Pancasila student profiles for students
Targeted Competency	
Competence basis (KD) in the form scope and sequence which are grouped into four core	Learning outcomes arranged per phase

2013 CURRICULUM	MERDEKA CURRICULUM
competence (KI) , namely : spiritual attitude , attitude social , knowledge , and skills KD. stated in the form of points and sequenced to achieve KI which is organized annually KD on KI 1 and KI 2 is only found in the subjects of Religious and Moral Education and Pancasila and Citizenship Education	Learning Outcomes are stated in paragraphs that frame knowledge, attitudes, and skills to achieve, strengthen, and improve competence Phase A (generally equivalent to grades I and II SD) Phase B (generally equivalent to grades III and IV SD), and Phase C (generally equivalent to grades V and VI SD)
Curriculum Structure	
Class Hours (JP) are set per week. The unit regulates the allocation of learning time routinely every week in each semester, so that in each semester students will get the learning outcomes for each subject. The educational unit is directed to use an integrative thematic-based learning organizing approach.	The curriculum structure is divided into 2 (two) main learning activities, namely: regular or routine learning which is an intracurricular activity; And project to strengthen the profile of Pancasila students. Class Hours (JP) are set annually. Education units can manage the allocation of learning time flexibly to achieve the set JP Education units can use a subject-based, thematic, or integrated approach to organizing learning IPAS (Natural and Social Sciences) subjects are a blend of Natural Sciences and Social Sciences English is the subject of choice, depending on the readiness of the educational unit Education units or students can choose at least one of the four Arts and Culture subjects: Music, Fine Arts, Theater Arts, or Dance.
Learning	
The learning approach uses one approach, namely a scientific approach for all subjects	Strengthen differentiated learning according

2013 CURRICULUM	MERDEKA CURRICULUM
In general, learning is focused only on intra-curricular (face-to-face), for co-curriculars a maximum learning load of 50% is allocated outside of face-to-face hours, but it is not required in the form of specially planned activities, so that it is generally left to the creativity of the supporting teacher.	to the stage of student achievement A combination of intracurricular learning (approximately 70-80% of lesson hours) and co-curricular through a project to strengthen the Pancasila student profile (approximately 20-30% of lesson hours)
Evaluation	
Formative and summative assessments by educators function to monitor learning progress, monitor learning outcomes, and detect the need for continuous improvement of student learning outcomes. Strengthen the implementation of authentic assessments in each subject. Assessment is divided into attitudes, knowledge, and skills assessments.	Strengthening the formative assessment and using the results of the assessment to design learning according to the stage of student achievement Strengthening the implementation of authentic assessment, especially in projects to strengthen the Pancasila student profile There is no separation between assessment of attitudes, knowledge and skills
Teaching Tools Provided by the Government	
Textbooks and non-textbooks	Textbooks and non-textbooks Examples of teaching modules, flow of learning objectives, examples of projects to strengthen Pancasila student profiles, examples of educational unit operational curricula
Curriculum Toolkit	
Curriculum implementation guidelines, Assessment Guidelines, and Learning Guidelines for each level	Learning and Assessment Guides, school operational curriculum development guidelines, project development guidelines for strengthening Pancasila student profiles, guidelines for implementing inclusive education, guidelines for preparing individual learning programs, guidance and counseling service modules

Table 1. Differences Merdeka and K13 curriculum

2. Structure Curriculum and Implementation

The structure of the equality education curriculum consists of general group subjects and empowerment and skills based on Pancasila student profiles. The general group contains subjects that are arranged according to national education standards and according to the level of formal education and are subjects that must be given to all students

The Pancasila Student profile-based empowerment and skills group includes occupational, functional, vocational skills, professional attitudes and personality, and an independent entrepreneurial spirit that is developed according to the needs and characteristics of equality education and is based on the Pancasila student profile. Empowerment and skills referred to are explained as follows(Lestari, 2022; Muslim & Sumarni, 2023; Qolbiyah, 2022; Rahmadayanti & Hartoyo, 2022; Widiyono et al., 2021).

a. Empowerment contains competencies to foster empowerment, self-esteem, self-confidence, so that students are able to be independent and creative in social life. Materials for achieving competence can include self-development, capacity building to support the skills selected by students, as well as in the form of the Pancasila Student Profile Strengthening Project.
b. Skills are given by taking into account the variations in the potential of existing regional resources, the needs of students and available job opportunities, so that students are able to actualize independence, autonomy, freedom, and creativity in working to fill public spaces productively.

Schools develop a curriculum structure to be divided into 2 (two) main activities, namely: intracurricular learning; and a project to strengthen the profile of Pancasila students. Intracurricular learning activities for each subject refer to learning outcomes. Project activities to strengthen Pancasila student profiles are aimed at strengthening efforts to achieve Pancasila student profiles that refer to Graduate Competency Standards.

The government regulates the learning load for each content or subject in Study Hours (JP) per year. The education unit manages the time allocation every week flexibly in 1 (one) academic year. The education unit adds local content determined by the local government according to regional characteristics. Education units can add additional content according to the characteristics of the education unit flexibly, through the following 3 (three) options(Aini et al., 2022; Manalu et al., 2022; Saputra, 2022):

a. integrate into other subjects;
b. integrate into the theme of the project strengthening the Pancasila student profile; and/or
c. develop stand-alone subjects

The learning content of the equivalence education program is expressed in Competency Credit Units (SKK) which indicate the competency weight that must be achieved by students in participating in learning programs,

either through face-to-face meetings, skills practice, and/or independent activities. One SKK is a unit of competence achieved through 1 (one) hour face-to-face learning or 2 (two) hours tutorial or 3 (three) hours independently, or a proportional combination of the three. The one face-to-face hour referred to is one learning hour which is equal to 35 (thirty five) minutes for the SD Program (See Table 2).

The structure of the independent curriculum at the elementary level is arranged systematically, which is different from the previous curriculum structure authors. There are several characteristics of writing in the structure that need attention. Here are the details by category(Aini et al., 2022; Manalu et al., 2022; Widiyono et al., 2021):

a. **Writing system**
    1) The study load for each content/subject is written in Lesson Hours (JP) per year. Education units can manage the time allocation every week flexibly in 1 academic year.
    2) The structure of the Merdeka SD Curriculum is divided into 4 structure tables, namely:
        - class 1
        - Grade 2
        - Combined grades 3, 4 and 5
        - grade 6
b. **Content / Subjects**
    1) Subjects of Religious Education (1a to 1f) are attended by students according to their respective religions.
    2) Arts and Culture content (No. 6) is provided by educational units of at least 1 (one) type of art (Music Arts, Fine Arts, Theater Arts, and/or Dance Arts). Students choose 1 type of art.
    3) Natural and Social Sciences (IPAS) begins to be taught in grades 3 and above
    4) English is the subject of choice according to the readiness of the educational unit. If not ready, can be integrated into other subjects and/or extracurricular.
c. **Time Allocation**
    1) English and Local Content as elective subjects at most 2 JP per week or 72 JP per year.
    2) Total JP in the table does not include English, Local Content, and/or additional subjects organized by educational units.

Mata Pelajaran/Program Pemberdayaan dan Keterampilan	Bobot Satuan Kredit Kompetensi			TOTAL SKK
	Fase A (Kelas I – II)	Fase B (Kelas III–IV)	Fase C (Kelas V – VI)	
A. KELOMPOK MATA PELAJARAN UMUM				
1. Pendidikan Agama Islam dan Budi Pekerti*	2.052 (57)	2.160 (60)	2.304 (64)	6.516 (181)
Pendidikan Agama Kristen dan Budi Pekerti*				
Pendidikan Agama Katolik dan Budi Pekerti*				
Pendidikan Agama Buddha dan Budi Pekerti*				
Pendidikan Agama Hindu dan Budi Pekerti*				
Pendidikan Agama Khonghucu dan Budi Pekerti*				
2. Pendidikan Pancasila				
3. Bahasa Indonesia				
4. Matematika				
5. Ilmu Pengetahuan Alam dan Sosial				
6. PJOK				
7. Seni Budaya				
8. *Bahasa Inggris***				
9. *Muatan Lokal***				
B. PEMBERDAYAAN DAN KETERAMPILAN BERBASIS PROFIL PELAJAR PANCASILA				
1. Pemberdayaan	288 (8)	432 (12)	648 (18)	1.368 (38)
2. Keterampilan				
Jumlah***	2.340 (65)	2.592 (72)	2.952 (82)	7.884 (219)

Keterangan:

*   Diikuti oleh peserta didik sesuai dengan agama masing-masing.

**   Paling banyak 2 (dua) JP tiap minggu atau 72 (tujuh puluh dua) JP tiap tahun.

***   Total JP tidak termasuk mata pelajaran Muatan Lokal dan/atau mata pelajaran tambahan yang diselenggarakan oleh satuan pendidikan.

Table 2. The structure of the curriculum

The implementation of the independent curriculum as above is based on KEPMENDIKBUDRISTEK Number 56 of 2022 concerning Guidelines for Implementing Curriculum in the context of learning recovery. The current curriculum is quite different from the previous curriculum. The contents of the decision free education units that choose the Independent Curriculum to implement it through 3 (three) options as follows.

a. Implementing several parts and principles of the Independent Curriculum, without changing the Education unit curriculum, for example implementing a project to strengthen the profile of Pancasila students as co-curricular or extracurricular with the consequence of increasing study hours, implementing learning according to student achievement stages or differentiated learning based on formative diagnostic assessments, implementing activities play-learning based on children's reading books in PAUD;

b. Implementing the Independent Curriculum by using teaching tools that have been provided by the Central Government; or

c. Implementing the Independent Curriculum by developing various teaching tools by educational units.

3. **Learning Achievements of Islamic Religious Education at the Elementary School Level of the Merdeka Curriculum**

PAI Learning Outcomes in the independent curriculum are determined based on the Decree of the Head of BSKAP No. 8 of 2022.BSKAP or the Education Standards, Curriculum and Assessment Agency is a new body in the Ministry of Education and Culture. Its position is a combination of Balitbangbuk and BSNP. Learning Achievement or CP is used as a substitute for the terms Core Competence (KI) and Basic Competence (KD). .(Amalia, 2023; Nadhiroh & Anshori, 2023)

The learning achievements of SD PAI are divided into 3 phases. Phase A for grades 1 and 2 of SD. Phase B for grades 3 and 4 of SD. While Phase C is for grades 5 and 6 of SD. Achievements Islamic Religious Education and Moral Education Subject Learning consists of 5 elements . Element the are Al-Qur'an and Hadith , Jurisprudence , Aqidah , Morals , and History of Islamic Civilization(Akbar, 2021; Indriyani, 2022; Widiyono et al., 2021)

Islamic Religious Education is directed at preparing students to be spiritually stable, have noble character, and have an understanding of the basics of Islam and how to apply them in everyday life within the Unitary State of the Republic of Indonesia.(Qolbiyah, 2022)

In general, Mapel PAI must direct students to:

a. tendency towards goodness (al-ḥanīfiyyah).
b. attitude of acceptance (al-samḥah)
c. noble character (makārim al-akhlāq),
d. compassion for the universe (raḥmat li al-ālamīn).

The learning process for PAI subjects uses various approaches besides lectures, namely:

a. Discussion-interactive
b. curiosity and discovery (inquiry and discovery learning).
c. Sided with the child (student-centered learning),
d. Based on problem solving (problem based learning),
e. Real life project based learning (project based learning).
f. Collaborative learning (collaborative learning).

The learning of Islamic Religious Education and Character is aimed at:

a. provide guidance to students so that they are spiritually stable, have noble character, always make love and tolerance as the basis of their life;

b. form students to become individuals who understand well the principles of the Islamic religion regarding noble character, true faith ('aqīdah ṣaḥīḥah) based on the teachings of ahlus sunnah wal jamā`ah, sharia, and the development of the history of Islamic civilization, and apply them in everyday life good day in relation to the creator, oneself, fellow citizens, fellow human beings, and the natural environment within the Unitary State of the Republic of Indonesia.

c. guiding students to be able to apply Islamic principles in thinking so that they are correct, precise, and wise in concluding things and making decisions.

d. construct students' critical reasoning abilities in analyzing differences of opinion so that they behave moderately (wasaṫiyyah) and avoid radicalism or liberalism

e. guide students to love the surrounding natural environment and foster a sense of responsibility as the caliph of Allah on earth. Thus he is active in realizing efforts to preserve and care for the surrounding environment; And

form students who uphold the value of unity so that they can strengthen human brotherhood (ukhuwwah basyariyyah), religious brotherhood (ukhuwwah Islāmiyyah), and also national and country brotherhood (ukhuwwah waṫaniyyah) with all its religious, ethnic and cultural diversity..

CONCLUSION

In the implementation of Merdeka Curriculum, it is better to observe before hand whether Merdeka Curriculum is suitable for use in all regions in Indonesia, because there are differences in knowledge between villages and cities. And if indeed Merdeka Curriculum is used in schools beforehand there must be prior notification and training. If all PAI teachers understand, then apply it to their students. Merdeka Curriculum supporting issues such as books must also be prepared. Don't apply it first then the book will follow, also the length of the learning system in Merdeka Curriculum must get attention. In addition to the advantages and disadvantages of Merdeka Curriculum, we hope that the school program for the successful implementation of the Merdeka Curriculum will run flawlessly and also hope that the PAI learning process will develop for the better and be more varied..

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