

Implementation of Merdeka Curriculum: The Role of Islamic Education Lesson in Shaping The Pancasila Student Profile

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Abstract

The purpose of this study is to determine and describe the role of the Islamic Education class X lesson based on the Merdeka Curriculum in shaping the Pancasila Student Profile at SMA Negeri 1 Tambun Selatan. As for the implementation of the Merdeka Curriculum, the problems of implementing the Merdeka Curriculum, and the efforts made by schools and PAI teachers in overcoming the problems of implementing the Merdeka Curriculum. The research method used is a qualitative method with a descriptive approach. The results of this study indicate that the Merdeka Curriculum can form the Pancasila Student Profile in class X PAI lessons at SMA Negeri 1 Tambun Selatan. This is evidenced by data from resource persons, namely the Principal, Deputy Head of Curriculum, PAI Teacher, Grade X students, and reinforced by relevant theories. In addition, the teacher in learning PAI class X is in accordance with the teaching module that adapts to the CP and ATP of the Ministry of Education and Culture. There are obstacles experienced by class X PAI teachers when implementing the Merdeka Curriculum, namely less than optimal differentiated learning and less than optimal intracurricular learning. Efforts that need to be made in overcoming these obstacles, namely Teacher readiness in implementing the Merdeka Curriculum, determining the learning methods and strategies to be used, discussion and collaboration among teachers. These efforts are expected to be a solution to overcome the problems that occur in implementing the Merdeka Curriculum.

Abstrak

Tujuan penelitian ini adalah untuk mengetahui dan mendeskripsikan peran pelajaran PAI kelas X berbasis Kurikulum Merdeka dalam membentuk Profil Pelajar Pancasila di SMA Negeri 1 Tambun Selatan. Adapun

didalamnya meliputi pada implementasi Kurikulum Merdeka, permasalahan implementasi Kurikulum Merdeka, dan upaya yang dilakukan sekolah dan guru pelajaran PAI dalam mengatasi permasalahan penerapan Kurikulum Merdeka. Metode penelitian yang digunakan yaitu metode kualitatif dengan jenis pendekatan deskriptif. Hasil penelitian ini menunjukkan bahwa Kurikulum Merdeka dapat membentuk Profil Pelajar Pancasila pada mata pelajaran PAI kelas X di SMA Negeri 1 Tambun Selatan. Hal ini dibuktikan dengan data dari narasumber yakni Kepala Sekolah, Wakasek Kurikulum, Guru PAI, Siswa kelas X, dan diperkuat dengan teori yang relevan. Selain itu, Guru dalam pembelajaran PAI kelas X sudah sesuai dengan modul ajar yang menyesuaikan dengan CP dan ATP dari Kemendikbudristek. Terdapat kendala yang dialami Guru PAI kelas X saat mengimplementasikan Kurikulum Merdeka, yaitu pembelajaran diferensiasi yang kurang optimal dan pembelajaran intrakurikuler yang kurang maksimal. Upaya yang perlu dilakukan dalam mengatasi kendala tersebut, yaitu kesiapan Guru dalam menerapkan Kurikulum Merdeka, menentukan metode dan strategi pembelajaran yang akan digunakan, diskusi dan kolaborasi sesama Guru. Upaya tersebut diharapkan menjadi solusi dalam mengatasi permasalahan yang terjadi dalam implementasi Kurikulum Merdeka.

Keywords

Islamic education, Merdeka curriculum, profile of Pancasila students

Introduction

Government efforts to advance national development start with education. Lack of education requires strict management in implementation, planning and evaluation. Success in education requires effective management. Government initiatives aim to improve the quality of education by continuously updating and improving the curriculum. The curriculum is an educational plan or program that covers educational subjects and serves as a standard for student learning in educational institutions (Kamiludin & Suryaman, 2017). Educational development should be aimed at improving the quality of student learning. To keep up with these developments, it is necessary to develop a school curriculum to improve the quality of student learning. In the curriculum development process, you will definitely involve the principal, teachers and other education personnel. Education in Indonesia has undergone several development processes, including curriculum development. Changes in curriculum policy in Indonesia have occurred since independence in 1945 (Barlian, Solekah, & Rahayu, 2022).

An educational plan or program that includes subjects and acts as a benchmark for student learning in educational institutions is called a curriculum. The Merdeka Curriculum was launched by the Ministry of Education and

Culture in 2022 as an effort to transform education after the Covid-19 pandemic. Education is the first step in government initiatives to advance national development. Strict management of implementation, planning and assessment is necessary when there are deficiencies in the education curriculum. Education management is necessary for academic success and improving the quality of Indonesian human resources. The government program seeks to improve education standards by regularly updating and upgrading the curriculum (Kemendikbudristek, 2022). The program to restore the learning system to its original state over the next three years consists of a data collection process for educational units that are ready to implement the Merdeka Curriculum. The peak of the evaluation determination that will be the reference for restoring learning through the national curriculum is set for 2024.

The government takes action to change the curriculum of course on the basis of following the changing times. Currently, students are faced with the challenges of the industrial revolution era 4.0 and the era of society 5.0, so a system update is needed in the education system in Indonesia (Adam & Wahdiah, 2023). In an effort to overcome these challenges, the government issued Permendikbud Law No. 12 of 2024, as the government's response to the progress of the nation's human resources, so that this educational transformation is very necessary (Kemendikbudristek, 2024b). The Merdeka Curriculum has been formalized as a national curriculum, making it mandatory for educational units to implement the Merdeka Curriculum, including SMA Negeri 1 Tambun Selatan.

As one of the driving schools in Bekasi Regency, SMA Negeri 1 Tambun Selatan has implemented the Merdeka Curriculum since 2022. However, only class X was the first to adopt the Merdeka Curriculum in the 2022/2023 academic year, while class XI and XII continued to use the 2013 Curriculum. Currently, in the 2023/2024 academic year, SMA Negeri 1 Tambun Selatan has adopted the Merdeka Curriculum in class X and XI, while class XII still applies the 2013 Curriculum. Based on an interview with the class X PAI teacher, the implementation of the Merdeka Curriculum at SMA Negeri 1 Tambun Selatan has been running for 2 years and has also implemented the Merdeka Curriculum program, namely the Pancasila Student Profile Strengthening Project (P5). The purpose of P5 is to make students of quality and character by practicing the values of Pancasila. Through observations and interviews, researchers found that there are still many class X students who have not implemented the elements in the Pancasila Student Profile in the school environment, such as students do not help when working in groups, like to make circles in making friends, love foreign culture more than Indonesian culture, there are still many who cheat on exams, and do not respect differences of opinion. The implementation of PAI learning also has several obstacles, such as intracurricular learning is less than optimal because of the many activities and differentiation so it is less than optimal.

In addition, according to the informant, the Pancasila Student Profile itself has a continuity with PAI subjects, but many students do not understand this connection. In fact, there are still many students who are negligent in their worship, lack of application of morals and manners to teachers and school staff. In addition, the lack of application of Pancasila Student Profile values in their daily lives, such as words or actions that do not reflect Pancasila students. This gap attracts the attention of researchers to conduct research related to the implementation of Merdeka Curriculum in PAI lessons.

The gaps that occur at SMA Negeri 1 Tambun Selatan are reinforced by research conducted by Evi Susilowati. In his research, he found gaps when implementing the Merdeka Curriculum, such as teachers not fully understanding the concept of the Merdeka Curriculum, lack of innovation and creativity in teaching PAI lessons (Susilowati, 2022). In addition, research conducted by Widygea, et al. found other gaps when implementing the Merdeka Curriculum, such as student learning activeness is still low and student competence has not yet reached the PAI learning objectives (Widygea Marbella, Asrori, & Rusman, 2023). From these two previous studies, it can be seen that the research is relevant to the research that the researchers conducted. Of course, the difference in research lies in the focus of the research, the place of research and the grade level studied.

Based on the background explanation above, researchers are interested in conducting research related to the implementation of the Merdeka Curriculum at one of the educational institutions in South Tambun, precisely at SMA Negeri 1 Tambun Selatan. In this study, PAI subjects based on Merdeka Curriculum are expected to play an important role in shaping the Pancasila Student Profile as an effort to form students with quality and character, so that teachers become good facilitators for students. The purpose of this study is to determine the role of PAI lessons in shaping the Pancasila Student Profile. It will describe the implementation of the Merdeka Curriculum in PAI lessons, the obstacles experienced while implementing the Merdeka Curriculum, and the efforts made in overcoming these obstacles to achieve the Pancasila Student Profile.

Literature Review

The Nature of Merdeka Curriculum

The Merdeka Curriculum is a new policy and breakthrough initiated by the Ministry of Education and Culture in the transformation of education in Indonesia. This curriculum was first compiled in the form of a prototype and introduced in 2020, then the following year it began to be implemented in several Movement Schools and PK SMKs and evaluated gradually. Only in 2022, the Merdeka Curriculum was launched as an option for educational units that wanted to implement it voluntarily. In 2024, the Merdeka Curriculum was

formalized as a national education curriculum (Kemendikbudristek, 2024a). The philosophy of the Merdeka Curriculum is based on the educational concept of Ki Hajar Dewantara, the Father of Indonesian Education, who gave the idea that the learning process is a humanizing process. This means that teachers and students must feel independent from all aspects, both physically and spiritually, so that a meaning used in the Merdeka Curriculum emerged, namely freedom to learn (Sukmawati, 2022).

Merdeka learning is a natural learning process in achieving freedom of thought and innovation in education. The essence of independent learning is to explore the greatest potential of teachers and students to innovate and improve the quality of learning independently. Independent means not only following the educational bureaucratic process, but really innovations that can advance education in producing human resources that are able to compete in the global scope (Iqbal et al., 2023). The Merdeka Curriculum has the principle that learning is student-centered and the subject matter presented is contextual, so that meaningful learning is created. An educational psychology figure, David Ausubel, said that meaningful learning is a process of delivering subject matter that relates to real situations. The most important factor is that the teacher must know the level of understanding of the students, so the need for integrative adjustment and progressive differentiation must be understood by the teacher (Dahar, 2011).

Merdeka Curriculum is a learning plan designed to help students make the most of their time by exploring concepts and reinforcing their learning objectives. This curriculum is designed to give students and teachers more freedom in pursuing education by prioritizing expertise (Khasanah, Majid, & Fatiatun, 2023). Merdeka Curriculum is a perfect continuation of the 2013 curriculum. The Merdeka Curriculum requires teachers to be more creative in the learning process. The Merdeka Curriculum adds a new dimension to the learning process by allowing students to learn inside and outside the classroom (Neliwati, Situmorang, Rahayu, & Munawwarah, 2023). This curriculum adopts learning models, such as intracurricular, co-curricular, and extracurricular learning. Materials will be customized so that students have enough time to explore concepts and improve competencies. Educators can choose from a variety of instructional tools to tailor learning to students' learning needs and interests (Azkiya, 2023).

Merdeka Curriculum aims to address the problems that existed in the previous education system by focusing on developing students' potential and skills. The mission of this curriculum is to support interactive learning and enhance students' potential. Projects are encouraged in interactive learning, giving students greater motivation to learn and develop skills relevant to their environment (Khoirurrijal et al., 2022). Key in Merdeka Curriculum is freedom of learning, which includes independence, critical thinking, and creativity.

Teachers are expected to be motivators of behavior that results in positive outcomes for students. The decision regarding this learning concept is a proposal to overhaul the nation's education system. The change aims to adapt to the changes taking place globally for the betterment of the nation (Yamin & Syahrir, 2020).

The concept of Merdeka Curriculum is introduced so that students can think critically and intelligently. This will allow students to investigate how Ki Hadjar Dewantara's educational process, which wanted to implement "Ing Ngarso Sung Tuladha, Ing Madya Mangun Karso, Tut Wuri Handayani", in the current Indonesian education system by encouraging open-mindedness. If this freedom of learning is realized, it will result in independent learning and is known as an independent school (Iqbal et al., 2023). According to Efa Kurniyanti, Merdeka Curriculum has three implementation methods, namely: 1) Independent Learning Type, which combines the concepts of the Merdeka Curriculum while remaining consistent with the 2013 Curriculum. 2) Independent Change Type, in which schools use the Merdeka Curriculum but use learning tools such as lesson plans (lesson plans), learning outcomes, and ATP (Flow of Learning Objectives) as a substitute for the syllabus while still following school regulations and government regulations. The government provides ATP and learning materials through Kemendikbudristek's independent teaching platform application. 3) Independent Sharing Type, which is a purely autonomous curriculum, meaning that schools create their own learning materials (Khasanah et al., 2023).

Pancasila Student Profile Concept

Merdeka Curriculum contains the Pancasila Student Profile, which is a reflection of superior Indonesian students with lifelong learning, character, global competence, and behavior in accordance with the values of Pancasila. It serves as a key reference for education policy, as well as a reference for teachers in developing students. Each dimension is expanded in detail into several sections (Susilowati, 2022). This Pancasila Student Profile has 6 dimensions, each of which has meaning and purpose for students (Syamsudin, 2023). The dimensions contained in the Pancasila Student Profile, among others:

1. Have faith and piety in God Almighty. Indonesian students must recognize, study and strengthen their faith and piety in relation to God Almighty. He understands the teachings of his religion and beliefs and applies this understanding in his daily life. There are five key elements of faith, piety and noble character, namely; religious morals, personal morals, morals towards humans, morals towards nature, and morals of the state.
2. Global diversity. Indonesian students maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures, thus fostering mutual respect and the possibility of forming a positive new culture

that does not conflict with the noble culture of the nation. Key elements of global diversity include recognizing and appreciating cultures, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity.

3. Mutual cooperation. Indonesian students have the ability to cooperate, which is the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily and lightly. The elements of mutual cooperation are collaboration, caring and sharing.
4. Independent. Indonesian students are independent learners, learners who take responsibility for their learning process and outcomes. The key elements of being independent consist of awareness of self and situation and self-regulation.
5. Critical reasoning. Critically reasoning learners are able to objectively process both qualitative and quantitative information, establish linkages between various information, analyze information, evaluate and conclude. The elements of critical reasoning are acquiring and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thought processes in making decisions.
6. Creative. Creative learners are able to modify and produce something original, meaningful, useful and impactful. The key elements of creativity consist of generating original ideas and producing original works and actions and having flexibility of thought in finding alternative solutions to problems (Kemendikbudristek, 2023).

The six dimensions listed above should be incorporated into all elements of learning so that they have an impact and can be observed in the behavior of students and teachers. The effort to instill character from an early age is a difficult thing to do. Innovation from a teacher is needed to package learning activities that are exciting, fun, and relevant to real life and the surrounding environment. According to Ki Hadjar Dewantara, learning knowledge is not enough, students must use that knowledge in real life. The Pancasila Student Profile provides opportunities for students to experience knowledge as a process of strengthening character as well as opportunities to learn from the surrounding environment. Students have the opportunity to study important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life, so that students can take real action in answering these issues according to their learning stages and needs. Thus, these themes can inspire students to make a contribution and impact on the surrounding environment (Nurhantara & Utami, 2023).

The purpose of the Pancasila Student Profile is to strengthen graduates who are in accordance with the noble values of Pancasila. The character of the

Indonesian nation will be determined by the implementation of the function of Pancasila as the nation's view of life. Pancasila is a source of knowledge from our own nation not from other nations, therefore as citizens must understand and practice the values of Pancasila. Character education includes value education, character education, moral education, and character education. In other words, character education is an important component of the education process. It is interpreted as a way to instill in students at school the knowledge, awareness, or willingness and action needed to live these values towards God Almighty, self, others, the environment, and their own nationality to help them become perfect human beings (Salsabila & Nawawi, 2023).

In the learning process, the Pancasila Student Profile is not limited to the context of mere knowledge, but must reach its application in student life. Education in Indonesia should lead to the realization of students who are able to think critically, comprehensively, and proud of themselves as Indonesian children. In other words, the characteristic of the Pancasila Student Profile is to realize lifelong learners who have global competence and behave according to the norms of Pancasila (Pratiwi, 2023).

The Nature of Islamic Education Lessons

Islamic Education is an effort that involves educating and educating students with the aim that they can understand and practice the teachings of Islam after graduating from school and make it the basis of their worldview (Daradjat, 2017). Islamic Education is a planned and conscious effort to prepare students to recognize, understand, and appreciate the teachings of Islam derived from the Qur'an and Hadith, as well as to have faith, piety, and noble character. This is achieved through the activities of guidance, teaching, practice, and the use of experience (Gunawan & Amalia, 2022). The Islamic Education lessons are given periodically and graded from elementary to high school. Although the material taught is extensive, the number of face-to-face hours is very limited. Therefore, the implementation of Merdeka Curriculum can be a solution to overcome the various challenges faced by teachers in teaching Islamic Education (Rifa'i, Asih, & Fatmawati, 2022).

The purpose of Islamic education as stated by H. M. Arifin is to foster and underlie children's lives with the values of Islamic law correctly in accordance with religious knowledge. While Imam al-Ghazali argues that the most important goal of Islamic education is worship and taqarrub to Allah, and human perfection whose goal is happiness in the world and the hereafter. Furthermore, Ahmad D. Marimba, states that the purpose of Islamic education is to form a Muslim personality, which is pious to Allah. While Zakiah Daradjat argues that the purpose of Islamic education is to form a human being who believes and fears Allah Swt. during his life, and even death remains in a Muslim state (Hawi, 2014). Islamic Education learning is not only theoretical in nature

which aims to instill spiritual values to students and build a personality that is Muslim, faithful, and pious to Allah SWT, but also practical which requires a person to become skilled and accustomed to performing Islamic worship (Lubis, Yusri, & Gusman, 2020).

Pancasila has a very important role in Islamic Education lessons. Pancasila reflects universal values that can support character building, religious identity, and citizenship of Indonesian students. In the context of Islamic Education (PAI) learning, Pancasila plays a role as a moral and ethical foundation that directs students to become individuals of quality, integrity, and responsibility. Through the integration of Pancasila values in Islamic Education (PAI) learning, students will be better able to develop quality character, understand and appreciate differences, and become responsible individuals who contribute to building the nation and state.

Method

This research uses qualitative research methods with a descriptive approach. Qualitative research is a research method used to research on natural object conditions, where the researcher is the key instrument, data collection techniques are triangulated, data analysis is inductive, and research results emphasize meaning rather than generalization (Abdussamad, 2021). The descriptive approach is carried out after the data is collected in the form of written words or pictures, then analyzed and the results are described so that they can be understood carefully by other parties (Sugiyono, 2022). Qualitative research with a descriptive approach is used by researchers, because the scope of this research is social so that information is needed in the form of detailed and in-depth data.

This research was conducted in May-June 2024 at SMA Negeri 1 Tambun Selatan, Bekasi Regency, West Java. The data in this study are divided into 2, namely primary data and secondary data. According to Sugiyono, primary data is data obtained from the first person, individual or group, for example the results of interviews or questionnaire results conducted by researchers (Sugiyono, 2016). Secondary data is data that does not directly provide information to data collectors, for example through other people or documents, so that secondary data can be used as extra data because it is useful for fulfilling the data needed from primary data (Hardani et al., 2020). Based on this explanation, it is known that the primary data in this study are the Principal, Vice Principal for Curriculum, two PAI Teachers, and four students of class X SMA Negeri 1 Tambun Selatan, while the secondary data in this study are books, scientific articles, and official websites that support primary data. Data collection was carried out by means of observation, interviews, and documentation studies. The data obtained were then arranged systematically by organizing the data into

categories, synthesizing, and selecting important data, so that conclusions could be drawn that were easy to understand (Hardani et al., 2020). Data analysis is carried out through stages, namely data reduction, data display, and conclusion drawing.

Results and Discussion

The Merdeka Curriculum has now officially become the National Curriculum, becoming a learning resource for all schools in Indonesia. Based on the results of research conducted by researchers at SMA Negeri 1 Tambun Selatan, information obtained from interviews with the Principal, Sayoga, S.Pd., M.M., said that the Merdeka Curriculum has been implemented at school for 2 years and is currently in the independent sharing stage. This is because SMA Negeri 1 Tambun Selatan has been implementing the Merdeka Curriculum for 2 years and has become an example and helps in providing an understanding of the characteristics of this curriculum to other educational units that have just implemented the Merdeka Curriculum.

In implementing the Merdeka Curriculum, there are still education units or educators who do not understand the characteristics and essence of the Merdeka Curriculum. Therefore, some education units carry out planning by conducting academic studies to prepare and evaluate the implementation of the Merdeka Curriculum. In planning the implementation of the Merdeka Curriculum, of course, the school will make various coaching and academic study efforts, one of which is training for teachers. The results of an interview with the Head of Curriculum of SMA Negeri 1 Tambun Selatan, namely Dr. Guntur Daryono, M.Pd., said that SMA Negeri 1 Tambun Selatan conducts trainings for teachers so that the implementation of the Merdeka Curriculum runs as well as possible in accordance with the objectives to be achieved.

This statement is in line with research conducted by Sulastris, et al., that in planning the implementation of the Merdeka Curriculum, it must begin with coaching for teachers. The goal is for the teacher to first understand the characteristics and essence of the Merdeka Curriculum, as well as the components of learning (Sulastris, Hakim, & Sudrajat, 2023). Planning the implementation of the Merdeka Curriculum aims to know and understand the concepts, objectives, and principles of the Merdeka Curriculum itself. The results of an interview with the PAI Teacher of SMA Negeri 1 Tambun Selatan, namely Purwanto, S.Pd., said that he participated in training and seminars related to components in the Merdeka Curriculum such as understanding CP, ATP, and making teaching modules. In addition, the Activator Teacher at SMA Negeri 1 Tambun Selatan also helps other teachers who have difficulties in planning the implementation of this Merdeka Curriculum.

Based on the results of the researcher's analysis on the data exposure above, planning for the implementation of the Merdeka Curriculum needs to be carried out by all teachers, because there are several new policies in this curriculum. The PAI Teacher at SMA Negeri 1 Tambun Selatan in planning its implementation begins by attending training and seminars so that he can know and understand the things that need to be prepared. In class learning planning also needs to be prepared carefully in order to create an active learning atmosphere. This is in line with Hakim's research, that teachers must do lesson planning such as making teaching modules in accordance with CP, determining ATP, determining learning models and methods along with the media to be used (Hakim, 2020).

The Merdeka Curriculum has a goal that schools must create meaningful and effective learning in increasing devotion by believing in God Almighty, having noble character, developing the copyrights, tastes, and senses of students as lifelong learners with Pancasila character. The goal is then packaged into a 'Pancasila Student Profile' (Neliwati et al., 2023). This refers to Law No. 20 of 2003 concerning the National Education System (Kemendikbudristek, 2024a). Directly or indirectly, the objectives of the Merdeka Curriculum itself have continuity with PAI subjects. Religion in Pancasila is also directly linked to the first precept, namely Belief in One God. The values in Pancasila play a role as a moral and ethical foundation that directs students to become individuals who believe in God Almighty, have morals, quality, responsibility, and have a high attitude of tolerance (Syamsudin, 2023).

Elements in PAI subjects also include Islamic values that are important to be applied in daily life. Therefore, PAI lesson is one of the lessons that contribute in shaping the Pancasila Student Profile (Afifah & Nursikin, 2024). This was also conveyed by Ahmad Rifa'i, S.Pd., as the PAI Teacher of SMA Negeri 1 Tambun Selatan, that PAI Teachers always remind students to keep learning and become lifelong learners who have faith and noble character, become independent people, reason critically, foster a sense of responsibility as God's caliph on earth towards the surrounding natural environment, and have creative ideas in utilizing current technology. The implementation of PAI learning at SMA Negeri 1 Tambun Selatan with the implementation of Merdeka Curriculum includes three stages, namely introductory activities, core activities, and closing activities.

In the introductory activity, the teacher invites all Muslim students to read the prayer to start the lesson and recite Asma'ul Husna or tadarus Al-Qur'an. After that, the teacher takes attendance, then motivates students to always be grateful and carry out their obligations as a Muslim. Then the teacher conducts apperception and questions related to the subject matter. Furthermore, the PAI Teacher conveys the learning objectives to be achieved, and conveys the activities that will be carried out during the learning process. Preliminary

activities that begin with reading *Asmaul Husna* and *Al-Qur'an tadarus* are applied in order to familiarize students and instill *akhlakul karimah* in order to achieve the Pancasila Student Profile. This is in line with research conducted by Nawawi, that getting used to starting learning by reading *Asmaul Husna* in order to foster noble morals to students, such as perseverance, not easily despairing, and clinging to faith and devotion (Nawawi, 2024).

In the core activities, PAI teachers teach by following the teaching module that adapts to the CP and TP of the Merdeka Curriculum. The methods used are lectures, discovery learning and questions and answers with delivery that connects real situations. In addition, the delivery of material is quite structured and detailed and contextual, even at some moments the teacher asks questions to find out students' understanding. Then the media and learning resources used include power point, projectors, laptops, whiteboards, markers, books, and the internet.

Based on the analysis of the core activities of PAI learning, the researcher concludes that the implementation of Merdeka Curriculum in class X PAI subjects at SMA Negeri 1 Tambun Selatan has included 5 elements in accordance with the CP and ATP of PAI phase E lessons in the Merdeka Curriculum. This is in accordance with the Ministry of Education and Culture's policy on CP and ATP in the Independent Curriculum. Phase E PAI lesson materials broadly teach important elements of Islamic education values, including *Al-Qur'an* and *hadith*, *Akidah*, *Akhlak*, *Fiqh*, and *Islamic History*. Of course, this adjusts to the CP and TP of the Merdeka Curriculum. The focus of implementing this Merdeka Curriculum lies in student understanding and development (Kemendikbudristek, 2024a).

In the closing activities, the class X PAI teacher at SMA Negeri 1 Tambun Selatan summarizes the material that has been learned together and reflects on the material that has been learned. Then the teacher provides information related to the material at the next meeting and tells students to do the questions in the LKS book. In addition, in PAI lessons there is also an assessment in the form of memorizing *Al-Qur'an* verses. So after the lesson is over, the teacher gives time to students who want to memorize the *Qur'an* until the PAI lesson is over. After that, the teacher closes the lesson by praying together.

Based on the above stages, the implementation of Merdeka Curriculum emphasizes students to become lifelong learners with character in accordance with the values of Pancasila. In addition, it also emphasizes learning that is interesting, contextual, and student-centered. This means that when the learning process takes place, a teacher must look at student development both cognitively, affectively, and psychomotorically. To find out the level of student development, assessments such as diagnostic assessments, formative

assessments, and summative assessments are needed (Sufyadi et al., 2021). Formative assessment looks at the process of student development through group discussion, presentation, and reflection, while the teacher observes the group discussion during PAI learning. Summative assessment is usually done in writing by giving multiple choice questions and description questions related to the material that has been taught or at the end of the semester. Diagnostic assessments conducted certainly include cognitive, affective, and psychomotor.

Cognitive assessment is conducted by PAI teachers during the learning process by asking questions to students, so that PAI teachers will observe the extent of understanding and mastery of the material that has been taught. In addition, cognitive assessment can also be done through working on questions in the form of multiple choice and description questions. In affective assessment, the teacher makes direct observations from the beginning to the end of learning which includes student attitudes during learning. In psychomotor assessment, the teacher assesses by observing students' ability to understand the material that has been explained. In addition, it is also possible to conduct psychomotor assessments through the results of making presentation materials manually or digitally with devices owned by students.

Based on the results of the researcher's analysis on the implementation of the Merdeka Curriculum for class X PAI learning at SMA Negeri 1 Tambun Selatan, it shows that meaningful learning occurs, which includes student-centered learning, linking material to real situations, and learning includes many references, such as books, the internet, scientific articles, and so on. This is in line with the theory of educational psychology figure David Ausubel, saying that meaningful learning is a process of delivering subject matter that relates to real situations. The most important factor is that the teacher must know the level of understanding of the students, so the need for integrative adjustment and progressive differentiation must be understood by the teacher (Dahar, 2011).

The implementation of Merdeka Curriculum in class X PAI lessons at SMA Negeri 1 Tambun Selatan has been completely implemented for 2 semesters with reference to CP and ATP in phase E. This means that the dimensions in the Pancasila Student Profile in phase E PAI subjects have been fully delivered. The results of this analysis are in line with research conducted by Nurhantara and Utami, that the implementation of Merdeka Curriculum can form the Pancasila Student Profile in PAI subjects, because the aspects of the Pancasila Student Profile have been fulfilled even though the aspect of global diversity must be assisted through other subjects such as Civic education (Nurhantara & Utami, 2023). This shows that in order to achieve the goals of National education, it requires a collaborative role from all parties, such as the Principal, subject teachers, parents, peers, and the surrounding environment.

The results of an interview with Dr. Guntur Daryono, M.Pd., as the Deputy Head of the Curriculum, gave a statement regarding the obstacles that arise in implementing the Merdeka Curriculum. According to him, the obstacles that occur certainly exist, because this is a new policy and the consequence is that teachers have to learn a lot to overcome the obstacles that occur. So with the obstacles that occur, teachers at SMA Negeri 1 Tambun Selatan need time to perfect the implementation of the Merdeka Curriculum. According to Ahmad Rifa'i, S.Pd., as the class X PAI teacher, said that the obstacles that arise in implementing the Merdeka Curriculum in PAI lessons are due to the fact that students come from different backgrounds, some have deepened religious knowledge outside of school and some have not. So it takes a long time to assess students' abilities and characters, then group these students. In addition, class X students are still in a transitional phase so that sometimes students do not understand the lesson to the fullest.

In addition, the implementation of Merdeka Curriculum in PAI lessons also experiences obstacles, such as short implementation time and busy project activities. This was conveyed by Purwanto, S.Pd., as the class X PAI lesson teacher, saying that the obstacles in implementing the Merdeka Curriculum are in the implementation time, because the learning material delivered is not optimal. For example, in 1 year of KBM activities, there are 4 times the implementation of the P5 project, with the duration of implementation of 1 project for 2 weeks. One of the class X students, Ghaisani, also gave her opinion regarding the obstacles experienced by her and some of her friends in learning. According to her, it is a little difficult for her to understand the abbreviated subject matter when learning in class, so that the explanation of the subject matter is not too deep. She said that some of her friends also lacked a deep understanding of the explanation of the material delivered by the teacher. Then the class X student, Tristan, gave a statement regarding the obstacles experienced by him. According to him, learning in the Merdeka Curriculum is not optimal when studying in class because the time must be divided with project activities.

In addition, Amanda, who is a class X student, also gave an opinion regarding the obstacles experienced during classroom learning, according to her, class X is the second batch to implement the Merdeka Curriculum. So, it still needs adaptation from the previous curriculum. Moreover, with the existence of this P5 activity which clashes with class hours and activities at school, so that learning is not optimal. Then the class X student, Dude, also gave a statement on the obstacles experienced during the implementation of the Merdeka Curriculum, according to him, the Merdeka Curriculum is a little difficult and tiring because there are many practical and theoretical activities, so he is not optimal in understanding the lessons. As conveyed by Dr. Guntur Daryono, M.Pd., as the Deputy Head of the Curriculum, said that the obstacles in implementing the Merdeka Curriculum are when learning in class. The Merdeka

Curriculum also has project-based learning, so that one-third of students' time for learning will be used in Pancasila Student Profile learning development activities.

Based on the results of observations of PAI learning in class X and interviews that have been conducted, researchers get the core obstacles that occur in the implementation of the Merdeka Curriculum, namely suboptimal differentiated learning and less than optimal intracurricular learning. Of course, these obstacles have an impact on students from the cognitive, affective, and psychomotor aspects, which hinder the formation of the Pancasila Student Profile. The results of the researcher's analysis of suboptimal differentiated learning, due to the lack of mapping by the teacher in the intelligence level of students. In addition, the lack of support from parents in educating students when at home, because researchers found that there were several students whose manners were still not good when the learning process took place. This is certainly an obstacle in shaping the Pancasila Student Profile.

Research conducted by Sukmawati found that the success of differentiated learning requires collaboration and the role of various parties, such as teachers, students, and student parents. Teachers must map students with accurate data in order to know the level of intelligence, interests, and talents of students. In addition, the role of parents is also very important in educating children when they are at home. This aims to equalize the perception between teachers and parents towards learning objectives. Therefore, parents must educate their children, especially in familiarizing good manners and ethics in society (Sukmawati, 2022). In implementing the Merdeka Curriculum, learning in schools includes 3 main learning points, namely intracurricular, co-curricular, and extracurricular learning. Based on the results of the researcher's analysis, the above obstacles are experienced by students because the Merdeka Curriculum implements co-curricular learning, one example is the P5 project.

As stated by Purwanto, S.Pd., this P5 project takes 2 weeks and student's study in groups according to the theme of the P5. The teacher only monitors and acts as a facilitator for students, because learning is carried out independently by students in groups with the guidelines that have been provided. The project activity is one of the problem factors that occur during intracurricular learning in all subjects, including Islamic Education lessons, so it is the teacher's job to determine and arrange steps during learning.

Of course, this is an obstacle for students in understanding the subject matter. This is also in line with research conducted by Usanto, that in improving student understanding, the role of the teacher in managing the classroom is needed. Teachers are the main source when educating and transferring knowledge at school, so teachers must also master the understanding of material and understanding of the Merdeka Curriculum (Usanto, 2022). Currently, the

government has provided a platform that contains guidelines for implementing the Merdeka Curriculum and can be accessed by anyone and anywhere. In addition, an independent teaching platform is also provided which is devoted to assisting teachers in implementing the Merdeka Curriculum. With the Merdeka Mengajar platform, it can help teachers improve their understanding of the learning process based on the Merdeka Curriculum. Teachers must also always learn to improve their insights and knowledge, because teachers become role models for students to realize lifelong learners.

Based on the obstacles that occur in the implementation of Merdeka Curriculum in PAI lessons at SMA Negeri 1 Tambun Selatan, researchers found efforts that must be made by the School and PAI Teachers in implementing this new curriculum. The efforts are, among others:

1. Teacher readiness in implementing Merdeka Curriculum

Before implementing the Merdeka Curriculum, a teacher must be prepared for all changes and new policies. This requires the Teacher to learn the concept of a curriculum that is implemented from scratch. So that in some cases, a teacher feels difficult with the implementation of this Merdeka Curriculum and learning activities are not optimal because they are not in accordance with the provisions in realizing the Pancasila Student Profile. Thus, teachers of all subjects, especially PAI teachers, must be prepared for the existing provisions, of course, it needs support from all elements of the school community. It is hoped that with mutual readiness and support, the objectives of the Merdeka Curriculum can be achieved for the advancement of the human resources of our nation's generation.

2. Determining learning methods and strategies

When going to carry out learning, teachers are required to make a plan that is contained in the teaching module. The teaching module contains CP components, ATP, learning activities, teaching media, learning methods, and assessment. So it is very important to plan before implementing learning. Efforts as a teacher, especially PAI teachers, are always adjusting learning methods and materials to the needs and abilities of students. Then PAI teachers must also always make preparations before implementing learning such as adjusting learning materials and activities so that they can run optimally. The point is that PAI teachers must also spare and contribute to every activity in implementing the Merdeka Curriculum to form the Pancasila Student Profile.

3. Discussion and collaboration among teachers

To overcome the obstacles in differentiated learning that sometimes take a long time, teachers must collaborate with other teachers such as homeroom teachers and counseling teachers, to get to know student's characters more quickly. However, if the solution is not found, then the teacher needs to ask for

advice and input from all elements, including the Vice Principal. In overcoming obstacles that occur in the learning process, teachers make various kinds of efforts, namely by sitting together and discussing with each other to identify the problem, then finding the best solution. However, if they do not find a solution, teachers at SMA Negeri 1 Tambun Selatan call expert sources to straighten out and find the best solution. This goes back to the principle of the teacher's spirit, which is that a teacher must learn a lot to achieve the desired goals. Then to anticipate the obstacles that occur in intracurricular learning at school, the Teachers along with the Vice Principal conduct discussions in the evaluation of the Teachers work. Of course, the obstacles experienced in intracurricular and co-curricular learning are the responsibility that must be resolved by all teachers. Discussion and collaboration are the way to achieve success together, so that with these efforts, teachers can find and find solutions to overcome the obstacles experienced.

Collaboration with other teachers is very important in the success of learning and knowing the level of student understanding. Not only that, discussion and collaboration are also important when teachers experience difficulties and obstacles that occur in implementing the Merdeka Curriculum. Especially at SMA Negeri 1 Tambun Selatan, which is a Movement School and has a Movement Teacher as well, so it is required to support each other and provide suggestions to other fellow teachers in order to create competent, moral, and character students. Through the efforts made in overcoming the obstacles that occur in the implementation of Merdeka Curriculum in PAI subjects at SMA Negeri 1 Tambun Selatan, it is hoped that it can create learning that achieves the formation of the Pancasila Student Profile. With this goal, students will later become pioneers in the progress of human resources and this nation, and instill the meaning of being a lifelong learner in order to find their identity and bring the Indonesian nation to a better direction.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that PAI lessons based on the Merdeka Curriculum play a role in shaping the Pancasila Student Profile in class X students at SMA Negeri 1 Tambun Selatan. This is evidenced by data from sources, namely the Principal, Deputy Head of Curriculum, PAI lesson teacher, grade X students, and reinforced by theories from relevant sources. Teachers in conducting class X PAI learning have used teaching modules that adjust to the CP and ATP from the Ministry of Education and Culture's guidelines. However, PAI teachers still have to adjust it to the readiness and intelligence level of students. In addition, the elements contained in PAI lessons are also very sustainable with the dimensions of the Pancasila Learner Profile. Aspects in the Pancasila Student

Profile have been fulfilled for 2 semesters, although the aspect of global diversity must be assisted through other lessons such as PKN.

The obstacles experienced by the class X PAI lesson teacher at SMA Negeri 1 Tambun Selatan include less than optimal differentiated learning and less than optimal intracurricular learning. This is because the Merdeka Curriculum contains special projects to support the formation of the Pancasila Student Profile. Cocurricular learning in the form of project-based learning, is quite time-consuming in intracurricular learning which causes differentiation learning to be less than optimal. The lack of support from parents in educating their children while at home is also an obstacle experienced by PAI teachers, because there are students whose manners are still lacking towards teachers at school. Therefore, the role of parents is also important to equalize the perception between teachers and parents towards learning objectives.

Researchers provide several efforts that need to be made by the School and PAI Teachers at SMA Negeri 1 Tambun Selatan in overcoming the obstacles to implementing the Merdeka Curriculum. First, the teacher's readiness to implement the Merdeka Curriculum. Second, determining the learning methods and strategies to be used. Third, discussion and collaboration among teachers. This is a solution in overcoming the obstacles that occur in the implementation of the Merdeka Curriculum in class X PAI lesson at SMAN 1 Tambun Selatan. It is hoped that with the evaluation, suggestions, or input carried out regularly, the Pancasila Student Profile can be achieved. In addition, students must also be able to understand every material presented by the teacher, because the Merdeka Curriculum not only completes the subject matter, but also ensures that students really understand the subject matter.

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Conflict of Interests

There are no disclosed conflicts of interest for the writer. I attest that the submission is unique and is not already being considered by another publisher.

Ethical Considerations

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