

## LEARNING ISLAMIC RELIGIOUS EDUCATION BASED ON THE INDEPENDENT CURRICULUM AT BRIGJEND KATAMSO PRIVATE HIGH SCHOOL MEDAN

Bahtiar Siregar<sup>1\*</sup>, Danny Abrianto<sup>2</sup>, Abdi Syahrrial<sup>3</sup>, Panca Abdi Sitorus<sup>4</sup>

<sup>\*1, 2, 3, 4</sup>Islamic Religious Education Study Program, Faculty of Islamic Religion and Humanities, Panca Budi Development University, Medan, Indonesia

<sup>\*1</sup>*email:* bahtiarsiregar@dosen.pancabudi.ac.id

<sup>2</sup>*email:* dannyabrianti@dosen.pancabudi.ac.id

<sup>3</sup>*email:* abdisyahrrial@dosenpancabudi.ac.id

<sup>4</sup>*email:* pancasitorus@mahasiswa.pancabudi.ac.id

**Abstract:** Independent Curriculum is a new policy inaugurated by the Ministry of Education and Culture government on the basis of independence in learning. The main advantage of this curriculum is that students, teachers and school institutions have greater independence in managing their learning. Based on the results of pre-research observations that the researcher explored with one of the subjects, the implementation of the Merdeka Curriculum at Brigjend Katamso Medan Private High School reached Phase E which was applied to class 11 only. So that research will be able to focus on learning in class xi in accordance with the research focus that has been formulated. The aims of this research are: 1) To describe the implementation of independent curriculum-oriented learning in Islamic religious education subjects at Brigjend Katamso Private High School, Medan. 2) To explain the challenges in implementing independent curriculum-oriented learning in Islamic religious education subjects at Brigjend Katamso Private High School, Medan. Identifying these problems, researchers used a qualitative approach with case study research. The data analysis technique used is the Miles and Huberman model in the form of data including: 1) Data Reduction; 2) Data Display; Conclusion/Verification. Meanwhile, data collection techniques in this research used participant observation, documentation and free guided interviews. learning Islamic Religious Education in the Merdeka Curriculum. Meanwhile, the assessment carried out by Islamic Religious Education teachers only uses 2 assessment methods, namely diagnostic assessment and formative assessment. Because the implementation of the Merdeka Curriculum has not been completed for one year, summative assessments have not been carried out by Islamic Religious Education teachers. Apart from that, there needs to be a deep understanding of the stakeholders in it so that the implementation and implementation of the Merdeka Curriculum will be better and more mature and running, in accordance with the goals and desires to be achieved.

**Keywords:** Islamic Education Learning, Curriculum, Independent Learning Curriculum.

**INTRODUCTION:**

Education is one of the basic human needs as human needs for food, drink, clothing, housing and health must be met. Education is also a process that will continue and will never end at any time or (never ending process). According to the Islamic view, education is very important for humans, even Allah SWT glorifies people who have knowledge. The independent learning policy was implemented to accelerate the achievement of national education goals, namely increasing the quality of Indonesian human resources who have superiority and competitiveness compared to other countries. The quality of superior and competitive human resources is realized in students who have noble character and have a high level of reasoning, especially in literacy and numeracy.<sup>1</sup> It is hoped that the Independent Curriculum can make students have critical thinking skills, creativity, communication skills, collaboration skills and build confident student identities in learning Islamic Religious Education and Character. By building a critical level in learning Islamic Religious Education and Characteristics, students will focus more on Islamic Religious Education and Characteristics material that is in accordance with theoretical studies. Through creativity, students who produce a multitude of innovations can be used as a benchmark for success in achieving the goals of Islamic Religious Education.<sup>2</sup>

Competence is the ability to carry out something that is obtained through education and training. Professional competence refers to actions (performance) that are rational and meet certain specifications in carrying out educational tasks. Competency is the underlying effective and/or superior performance in a job or situation). From the definition above, fundamental or main characteristics mean that competence is a fairly deep part of a person's personality and can predict behavior in various situations and work tasks. Thus, competence is closely related to behavior and performance. A person's competence will influence behavior and performance. The higher a person's competence, the better his performance will be.<sup>3</sup>

During the era of President Soeharto or the New Order era, there were 6 changes to the curriculum, the first was the 1973 School Development Pioneer Project Curriculum (PPSP), the second was the 1975 Elementary School Curriculum, the third was the 1975 Curriculum, the fourth was the 1984 Curriculum, the fifth was the 1994 Curriculum and the sixth was in 1997 There was a revision of the 1994 Curriculum. After the New Order era ended or the reform period began, 5 curriculum changes occurred, namely KBK (Competency Based Curriculum in 2004), then KTSP (Study Unit Level Curriculum) in 2006, then after that K-13 (Study Unit Level

---

<sup>1</sup> Khoirurrijal, dkk., *Pengembangan Kurikulum Merdeka*, (Malang: CV Literasi Nusantara Abadi, 2022), h. 6-7

<sup>2</sup> Gina Nurvina Darise, "Pendidikan Agama Islam Dalam Konteks Merdeka Belajar", *Jurnal Ilmiah PAI (FITK) IAIN Manado*, Vol.2, No.2, 2021, h.14

<sup>3</sup> Hasan Basri, Nurhalima Tambunan dkk, *MANAJEMEN KEPEMIMPINAN KEPALA SEKOLAH PADA MADRASAH*, (Purbalingga: Eureka Media Aksara, 2023) hal 70

Curriculum). 2013), the revised 2013 curriculum and the current one is the Independent Curriculum.<sup>4</sup>

According to Lefrancis, quoted by Asmani, competence is the capacity to do something that results from the learning process. During the learning process there will also be changes in the capacity to do something due to stimulus that combines with the contents of the memory. If the learning process is carried out successfully, there will be changes in a person's competence. These changes will not be visible if there is no interest or opportunity to do so. 28 So competence refers to a person's performance in a job which can be seen from changes in his thoughts, attitudes and behavior.<sup>5</sup>

The Merdeka Curriculum was officially launched on Friday, February 11 2022, at 10.00 WIB, the launch of the Merdeka Curriculum was broadcast live via the Indonesian Ministry of Education and Culture's YouTube channel. Starting with the emergence of the independent learning policy episode 15 (Independent Curriculum and Independent Teaching Platform) by Mr. Nadiem Anwar Makarim. The Minister explained that the direction of the curriculum changes in episode 15 was a more flexible curriculum structure, focusing on essential material and providing flexibility for teachers in using teaching tools that suit students' needs and characteristics.<sup>6</sup> In the educational process in schools today, many people are implementing the Independent Curriculum. One of them is SMA Negeri 01 Medan and other schools.

Talking about morals is a very important and basic thing, looking at the phenomena that have occurred in society and also among students, who no longer show the expected behavior, our common concern is about the behavior of students today, because they are potential leaders in the future. Of course, the expected leaders are leaders who are intellectually intelligent and they have good morals, morals and manners. Considering the importance of commendable morals, the role of all educational institutions is most expected in the context of forming morals and religious values in students.<sup>7</sup>

## THEORETICAL BASIS

A person's learning process can be influenced by several factors. Support from various parties will encourage the success of a person's learning process. According to Slameto, there are many types of factors that influence learning but can be classified

---

<sup>4</sup> Khoirurrijal, dkk., *Pengembangan Kurikulum Merdeka*, (Malang: CV Literasi Nusantara Abadi, 2022), h. 11

<sup>5</sup> Undang-undang RI Nomor 14 Tahun 2005 Tentang Guru Dan Dosen

<sup>6</sup> Deni Hadiansah, *Kurikulum Merdeka dan Paradigma Pembelajaran Baru*, (Bandung: YRAMA WIDYA, 2022), h. 36

<sup>7</sup> M.Yunan, Rustam dan Nazrial, Model Pendidikan Tazkiyatun Nafs Dalam Membentuk Akhlakul Karimah Peserta Didik di Madrasah Aliyah Swasta Tarbiyah Islamiyah Kab. Deli Serdang, (560 Available online at <http://jim.unsyiah.ac.id/> sejarah/m JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah, 8 (2), 2023, Hal. 560-569

into only two groups, namely internal factors and external factors. The success of the learning process is influenced by many factors, both internal and external factors. Internal factors are factors that come from within the student, including motivation, interest and the student's thinking ability.<sup>8</sup>

Curriculum development is a recent idea through the use of potential parts of the curriculum to achieve a goal. Curriculum development basically begins with basic conceptual changes to structural changes. Curriculum development is important because the curriculum itself should be able to be adapted to existing developments on an ongoing basis.

a) Basics of Curriculum Development.

All activities in developing the curriculum should use a strong and relevant basis. By using studies on aspects that are used as the basis for developing the curriculum, normative and ideal related matters are the foundation of educational goals. This aims to ensure that the educational program that will be born is not easily shaken and does not change easily because of the fragility of the underlying foundation. According to Nana Sudjana, the basis for developing a curriculum consists of philosophical, socio-cultural and psychological bases. The philosophical basis leads to the need for philosophy to develop a curriculum that focuses on interaction between humans, especially between teachers and students in order to achieve educational goals. The socio-cultural basis leads to the need social and cultural aspects that develop in society and become a reference for developing the curriculum. Meanwhile, the psychological basis refers to psychological factors which should be the basis for considering the curriculum being developed.<sup>9</sup>

b) Principles of Curriculum Development. Basically, a principle is a fundamental truth that can be used as a basis for thinking and acting. The principles of curriculum development aim to serve as a basis for development so that the results obtained are in line with the expectations of all parties. These principles are relative in nature and can be reduced or increased according to the needs of the implementer. The principles of curriculum development are:

- 1) Goal oriented, the formulation of curriculum elements and learning is very directed towards the goals to be achieved;

---

<sup>8</sup> Kamil dan Nurhalima, Peningkatan penggunaan Sumber Belajar melalui Power point Pada Madrasah Aliyah Islamiyah Sungga (INNOVATIVE: Journal Of Social Science Research Volume 3 Nomor 5 Tahun 2023 Page 7743-7748 E-ISSN 2807-4238 and P-ISSN 2807-4246 Website: <https://j.innovative.org/index.php/Innovative>

<sup>9</sup> Lismana, *Pengembangan Kurikulum di Sekolah dan Perguruan Tinggi*, (Ponorogo: Uwais Inspirasi Indonesia, 2019), hal. 15-23.

- 2) Relevance, the existence of a connection or suitability between curriculum elements and curriculum content with the demands and needs of society;
- 3) Effectiveness, related to the extent to which plans or targets can be implemented well;
- 4) Efficiency, related to the comparison between the gains achieved and the efforts carried out;
- 5) Continuity, the relationship that exists between levels and types of programs regarding learning objectives and materials;
- 6) Flexibility, a curriculum must be flexible by giving freedom to implementers to act based on existing needs
- 7) Lifelong Learning, learning does not always have to be tied to the education system in school institutions, but learns independently throughout life;
- 8) Synchronization, is to create a unified and focused whole with all activities carried out thanks to the curriculum including extra activities at school

The factors that influence curriculum development are:

- a. Information Technology and Science, technological developments play an important role, one of which is technology as a media tool in learning;
- b. Community Environment, the curriculum should be able to adapt to the needs of the surrounding community so that there is a sense of mutual need between both parties;
- c. Value System, curriculum development will be greatly influenced by a value system, both moral, social and cultural, religious and political.<sup>10</sup>

Human learning is always preceded by a sense of curiosity which ultimately forms a new concept, namely Freedom to Learn. Independent learning is oriented towards human nature, so the study of the philosophy of collaborative learning is human. The meaning of humans here is humans as students and teachers. From these two subjects, we can understand, collaborate, and integrate the learning involvement of two people.<sup>11</sup>

Basically, "Freedom of Learning" is not a form of policy, but rather a philosophy that is a long-term goal for Indonesian education. Even long before that, Ki Hajar Dewantara stated that independence was the goal of education as well as a paradigm that needed to be understood by all education practitioners. Freedom of learning is learning that is student-centered and does not merely provide them with as much freedom and enjoyment as possible. Rather, learning is oriented towards: 1)

---

<sup>10</sup> Nurul Sovinah, dkk, *Pengembangan Kurikulum*, (Riau: Dotplus Publisher, 2022), hal.4-5

<sup>11</sup> Yosep Lidi, *Merdeka Belajar Dalam Prktik Pengajaran*, (Solo: Yayaan Lembaga Gumun Indonesia, 2021), hal. 44-45

student-centered learning. Where students have the ability to become "agents" and not as "consumers", so that students have the opportunity to regulate themselves in the learning process; 2) Relevant and contextual learning; 3) Flexible curriculum with loose content.

The concept above is in line with the concept offered by Ki Hajar Dewantara, where the philosophy of independent learning is the concept of lifelong learning, a developing mindset, and independent learning. So that when children experience independent learning, thus strengthening their competencies, they will also continue to be motivated so that they will optimize their competencies.<sup>12</sup>

The concept above is in line with the concept offered by Ki Hajar Dewantara, where the philosophy of independent learning is the concept of lifelong learning, a developing mindset, and independent learning. So that when children experience independent learning, thus strengthening their competencies, they will also continue to be motivated so that they will optimize their competencies. Humans have different motivations depending on many factors such as personality, ambition, education and age<sup>13</sup>

#### Independent Curriculum

This curriculum has three advantages that are different from the previous curriculum, including:

- a. Simpler and Deeper. Focus on essential material that develops competencies based on phases, so that learning becomes more meaningful, deeper, fun and not rushed.
- b. More Independence

The independence in question consists of three elements:

- a. Students: There is no specialization program at high school level, they can choose the right subjects according to their interests and talents.
- b. Teacher: Teaching according to the phase of student achievement and development.
- c. School: Has the authority to develop and manage the curriculum and learning based on the characteristics of the students.

#### c) More Relevant and Interactive

The learning process takes the form of project activities that provide opportunities for students to actively explore current issues in order to support the

---

<sup>12</sup> Imas Kurnianingsih, *A-Z Merdeka Belajar*, (Indonesia: Kata Pena, 2022), hal. 5-7

<sup>13</sup> Nurhalima Tambunan, Syafuddin Ritonga dan Hadi Saputra, *MOTIVASI BERBASIS KOMUNIKASI*, (Purbalingga: Eureka Media Aksara, 2021), hal 14

development of the character of the Pancasila Student Profile. The Freedom of Learning policy was implemented to accelerate the achievement of national education goals. Namely improving the quality of superior human resources and having competitiveness with other countries. The quality of superior and competitive human resources is realized from students who have noble character and high levels of reasoning, especially in numeracy and literacy. This independent learning policy is also intended to answer the problems of teachers and students. The following are the problems faced:

- a. Many tasks and responsibilities both related to learning and administration;
- b. Teachers often participate in various trainings, but the results do not meet needs;
- c. Even though they have been teaching for years, teachers only feel that their careers are not developing and they even feel tired of teaching.

In this way, the teaching system changes from being usually carried out in the classroom to being used outside the classroom. Students also have the opportunity to discuss with teachers and learn through outing classes. So that the formation of student characters who are brave, independent, intelligent when socializing, civilized, competent, and not just relying on high grades will shape the quality of good educational human resources for Indonesia in the future.

Islamic religious education in schools/madrasah aims to grow and increase faith through providing and cultivating students' knowledge, appreciation, practice and experience of the Islamic religion so that they become human beings who continue to develop in terms of faith, piety, nation and state.<sup>14</sup>

## RESEARCH METHODOLOGY

In this research, the author uses a qualitative research approach, because it presents data in the form of words. Qualitative research method is a research method based on postpositivism or interpretive philosophy, used to research the conditions of natural objects, where the researcher is the key instrument, data collection techniques are carried out by triangulation (a combination of observation, interviews and documentation), the data obtained tends to be qualitative data, data analysis is inductive/qualitative, and the results of qualitative research are to understand meaning, understand the uniqueness of constructing phenomena, and find hypotheses.<sup>15</sup>

This research is the Pedagogical Competence of Islamic Religious Education Teachers in Managing PAI Learning at Brigjend Katamsa Medan Private High

---

<sup>14</sup> Hernawan, Rustam dkk, PEMBINAAN PENDIDIKAN AGAMA ISLAM PADA MASYARAKAT MUSLIM DESA LAU GUMBA BERKEARIFAN LOKAL, (Volume 16, Nomor 4:1147-1158 Oktober 2022|ISSN (P):1829-7463 \ ISSN (E):2716-3083, Universitas Dharmawangsa.

<sup>15</sup> J.R.Raco, *Metode penelitian kualitatif Jenis, Karakteristik dan Keunggulannya* (Jakarta: PT Grasindo, 2010), hal. 46

School. The research results that will be obtained will not be through statistical procedures, but the discussion of this research will be packaged in the form of a description that describes the actual situation.

Data collection techniques: observation, interviews, and documentation. The second way, researchers carry out an analysis after collecting data in a certain period through three stages including: Data Reduction (Data Selection), Data Display (Data Presentation) and Conclusion Drawing/Verification (Conclusion Drawing).

Thus, the conclusions in qualitative research may be able to answer the problem formulation that was formulated from the start, but it may not be as stated that the problems and problem formulations in qualitative research are still temporary and will develop after the researcher is in the field. Conclusions in qualitative research are new findings that have not previously existed. Findings can be in the form of a description or picture of an object that was previously dim or dark so that after research it becomes clear, it can be in the form of causal or interactive relationships, hypotheses and theories.

## **RESEARCH RESULT**

### **Learning Islamic Religious Education Based on the Independent Curriculum at Brigjend Katamso Private High School**

The implementation of the Independent Curriculum in this school has been carried out quite well even though there are several obstacles. In planning curriculum preparation in schools, schools, educational staff, and educators, especially Islamic Religious Education teachers, have tried and made efforts to implement the Independent Curriculum in learning as best as possible in accordance with the goals to be achieved. The aim of implementing the Independent Curriculum is also one of the government's efforts to restore the learning crisis that exists in Indonesia due to Covid-19, and provide freedom in learning for students and teachers.

In preparing curriculum planning and developing the Educational Unit Operational Curriculum (KOSP), I adapt it to the school environment and the character of the students. This preparation is prepared by the person responsible for each standard, namely content, process, assessment and graduation standards by creating a curriculum concept that is appropriate to the environment. schools and the formulation of this concept are led by content standards. And once it is finished, the concept is discussed together with the teachers to produce a curriculum planning concept. Curriculum planning is made at the beginning of each new school year by adjusting the character of students and the school environment, and evaluation is carried out after one year or after New Student Admission (PPDB).

Based on the statement made by the Principal, the plan that was designed by himself did not follow the plans that had been prepared by the government. Because the plans are prepared and developed by ourselves, adapted to the circumstances and

needs that exist in the school environment. There are three implementation stages carried out in implementing the Independent Curriculum carried out by Islamic Religious Education teachers:

- 1) Preparation and planning for Islamic Religious Education teachers in the Independent Curriculum. Before implementing the Independent Curriculum into learning, PAI teachers prepare plans and things needed for learning. The things needed include learning tools, learning media, and teacher readiness to start learning, especially PAI teachers, regarding the concept of the Independent Curriculum. This is important to pay attention to because in implementing the Independent Curriculum there are several new terms and changes from the previous curriculum. The preparations carried out by Islamic Religious Education teachers include: Understanding the material developed in the Independent Curriculum, of which there are five, Understanding the Implementation Regulations and Regulations Independent Curriculum (Teachers first understand the characteristics of the Independent Curriculum according to the level and subjects taught by the teacher, Teachers learn to teach first with new paradigms and methods that are different from the previous curriculum, Teachers understand the structure of the Independent Curriculum, which is based on 3 things, namely: formation of Pancasila character, flexible and competency-based learning processes, Teachers learn about Project Based Learning or learning that gives students the freedom to plan activities during learning, carry out projects, and produce a product and Teachers understand the Pancasila Student Profile as a graduate competency standard with six competencies based on values. the sublimity of Pancasila
- 2) Prepare supporting documents for the implementation of the Merdeka Curriculum (Education Unit Operations Curriculum Documents, Curriculum Development Guidelines in Education Units, Learning and Assessment Guidelines, Project Guidelines for Strengthening Pancasila Student Profiles, Learning Achievements and Teacher and Student Books according to the phases).
- 3) Implementation of Independent Curriculum Learning. The next thing that is carried out by Islamic Religious Education teachers is implementing and implementing the Independent Curriculum into the learning of Islamic Religious Education subjects. Before carrying out learning, students are given around 15 minutes to read a book. This activity is carried out to improve students' literacy skills and enthusiasm for reading. Before starting learning, I require students to read a book. As an effort to increase students' literacy and enthusiasm for reading, they can freely read books such as novels, books in libraries, comics, etc. and this argument is strengthened by the opinions of students. The efforts of Islamic Religious Education teachers in implementing Independent Curriculum learning are quite good, this includes giving freedom

to students in looking for learning resources and materials so that they are not too focused on books. However, the implementation of differentiated learning is still not optimal.

Based on the results of the data presentation presented above, the researcher then carried out data analysis from the data that had been obtained. The method used by researchers is the qualitative descriptive method. In implementing the Independent Curriculum based on the Decree of the Minister of Education No. 56 of 2022 regarding guidelines for implementing the Curriculum to restore existing learning in Indonesia and perfecting the previous curriculum, several decisions have been made, one of which is that education in Indonesia needs to develop a curriculum using the principle of diversification, namely by adjust the conditions of the educational unit, regional potential, and also the needs of students. The Merdeka Curriculum was created to provide the meaning of freedom or freedom of learning to institutions, teachers and students to develop competencies in accordance with the learning outcomes and abilities of students. This also reflects the thoughts of Paulo Freire who considered education not only about cognitive matters, but also the development of other aspects of oneself such as affective.<sup>16</sup>

In the implementation stage of the Merdeka Curriculum, what is the basis for the principal's thinking is the integration of the Merdeka Curriculum into every lesson in the school. So as a driving school that previously implemented the 2013 Curriculum or Kurtilas in every lesson, it changed to implementing the Independent Curriculum in learning. Even though the changes to the curriculum have not dampened the enthusiasm and optimization of school principals, in implementing the Independent Curriculum, the subject of Islamic Religious Education has several processes carried out in it. Islamic Religious Education in implementing the Independent Curriculum, implementation of Islamic Religious Education learning in the Independent Curriculum, and assessment of Islamic Religious Education learning in the Independent Curriculum.<sup>17</sup>

In life and society, it is necessary to have a basic rule that can be used as a guide to regulate the lives of individuals and groups of people so that they live their lives in an orderly manner and prevent conflicts that can lead to war between groups and even divisions between groups. Referring to the definition above, regulations or regulations in implementing the Independent Curriculum are really needed as

---

<sup>16</sup> Kemendikbudristek, *Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 56/M/2022 Tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran* (Jakarta, 2022), pp. 1–112

<sup>17</sup> Muhammad Husni and I A I Al-qolam Malang, 'Pendidikan, Kebebasan Dalam Berpikir , Paulo Freire'

guidelines and so that they can be implemented according to the objectives that have been determined in implementing the Independent Curriculum.<sup>18</sup>

In the initial activities before the learning process begins, Islamic Religious Education teachers connect their experiences with what is being studied at that time and convey the objectives of the learning process that will be carried out. This can be used to build closeness with students, so that students are more comfortable and focused in following the ongoing learning.

## CONCLUSION

Based on the results of research that has been carried out and carried out by researchers regarding "Implementation of the Independent Curriculum in Islamic Religious Education Learning: If learning activities are interesting and good, teachers must also see the readiness of students before learning begins. This can be a benchmark for a teacher when learning begins and when it is time for the teacher to attract students' attention so that they are more focused in participating in learning activities. The process of interaction or communication that occurs between teachers and students in learning will always occur, many researchers have stated that interaction in learning is important and interaction is an important component in learning in order to create learning that is in accordance with the desired goals.<sup>19</sup>

In this curriculum, assignments can take the form of practice, assignments, portfolios, products, written tests, oral tests and projects.

In the implementation of the Independent Curriculum in Islamic Religious Education subjects, there are three stages that are carried out and carried out by teachers before the implementation of the Independent Curriculum is carried out, including Preparation of Islamic Religious Education teachers in implementing the Independent Curriculum. In the preparation carried out by teachers there are 5 steps that are prepared, including: understanding the regulations and regulations for implementing the Independent Curriculum, preparing supporting or supporting documents in the implementation of the Independent Curriculum, analyzing learning outcomes, compiling learning tools, and understanding the principles of assessment/assessment of learning in the Independent Curriculum. Implementation of Islamic Religious Education learning in the Independent Curriculum. In its implementation, there are 3 activities carried out by Religious Education teachers Islam, including opening or initial activities, core activities, and closing or final activities.

---

<sup>18</sup> Mas Pur, '7 Alasan Mengapa Manusia Perlu Aturan', *Freedomsiana*, 2024 <<https://www.freedomsiana.id/mengapa-manusia-perlu-aturan/>> [accessed 6 September 2024]

<sup>19</sup> H Otoy Sutarman, 'Pengembangan Model Pembelajaran Kooperatif Untuk Meningkatkan Keterampilan Sosial. Vol. 5, No. 1 Agustus 2007', 5.1 (2007).

**REFERENCE**

- Deni Hadiansah, *Kurikulum Merdeka dan Paradigma Pembelajaran Baru*, Bandung: YRAMA WIDYA, 2022
- Gina Nurvina Darise, “Pendidikan Agama Islam Dalam Konteks Merdeka Belajar”, *Jurnal Ilmiah PAI (FITK) IAIN Manado*, Vol.2, No.2, 2021
- Hasan Basri, Nurhalima Tambunan dkk, MANAJEMEN KEPEMIMPINAN KEPALA SEKOLAH PADA MADRASAH, (Purbalingga: Eureka Media Aksara, 2023
- Hernawan, Rustam dkk, PEMBINAAN PENDIDIKAN AGAMA ISLAM PADA MASYARAKAT MUSLIM DESA LAU GUMBA BERKEARIFAN LOKAL, (Volume 16, Nomor 4:1147-1158 Oktober 2022|ISSN (P):1829-7463 \ ISSN (E):2716-3083, Universitas Dharmawangsa.
- Imas Kurnianingsih, *A-Z Merdeka Belajar*, (Indonesia: Kata Pena, 2022)
- J.R.Raco, *Metode penelitian kualitatif Jenis, Karakteristik dan Keunggulannya* Jakarta: PT Grasindo, 2010
- Kamil dan Nurhalima, Peningkatan penggunaan Sumber Belajar melalui Power point Kemendikbudristek, *Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 56/M/2022 Tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran* (Jakarta, 2022), pp
- Khoirurrijal, dkk., *Pengembangan Kurikulum Merdeka*, Malang: CV Literasi Nusantara Abadi, 2022
- Khoirurrijal, dkk., *Pengembangan Kurikulum Merdeka*, Malang: CV Literasi Nusantara Abadi, 2022
- Lismana, *Pengembangan Kurikulum di Sekolah dan Perguruan Tinggi*, Ponorogo: Uwais Inspirasi Indonesia, 2019
- Mas Pur, ‘7 Alasan Mengapa Manusia Perlu Aturan’, *Freedomsiana*, 2022 <<https://www.freedomsiana.id/mengapa-manusia-perlu-aturan/>> [accessed 6 September 2024
- M.Yunan, Rustam dan Nazrial, Model Pendidikan Tazkiyatun Nafs Dalam Membentuk Akhlakul Karimah Peserta Didik di Madrasah Aliyah Swasta Tarbiyah Islamiyah Kab. Deli Serdang, 560 Available online at
- Nurhalima Tambunan, Syafuddin Ritonga dan Hadi Saputra, MOTIVASI BERBASIS KOMUNIKASI, (Purbalingga: Eureka Media Aksara, 2021
- Muhammad Husni and I A I Al-qolam Malang, ‘Pendidikan, Kebebasan Dalam Berpikir ,Paolo Freire’
- Nurul Sovinah, dkk, *Pengembangan Kurikulum*, Riau: Dotplus Publisher, 2022
- Otoy Sutarman, ‘Pengembangan Model Pembelajaran Kooperatif Untuk Meningkatkan Keterampilan Sosial. Vol. 5, No. 1 Agustus 2007’, 5.1 2007
- Undang-undang RI Nomor 14 Tahun 2005 Tentang Guru Dan Dosen

Yosep Lidi, Merdeka Belajar Dalam Prktik Pengajaran, Solo: Yayaasan Lembaga  
Gumun Indonesia, 2021