

Implementation of the Community-Based Merdeka Curriculum in the Design (KOM) of the Madrasah Ibtidaiyah Operational Curriculum

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Abstract: This research discusses the implementation of the Independent Curriculum at Madrasah Ibtidaiyah Negeri 2 Aceh Tamiang. The purpose of this study was to understand the efforts of the government, principals and teachers in designing the Madrasah Operational Curriculum to implement the Independent Curriculum. The research method used is qualitative descriptive analysis with key informants in the form of the researcher himself, the school principal, and the teacher. Data obtained through in-depth interviews, participant observation, and documentation. The results of the study show that the perspective of the Independent Curriculum gives freedom to teachers to educate according to the needs and potential of students. This Madrasah has developed an Operational Curriculum that integrates the Strengthening Pancasila and Rahmatan Lil Alamin Student Profile projects through co-curricular and extracurricular activities. The design of the Operational Curriculum involves all stakeholders, and the principal plays an active role in ensuring the program runs on schedule.

Keywords : Implementation; Independent Curriculum; Madrasah Ibtidaiyah; Pancasila Student Profile Strengthening Project; Rahmatan Lil Alamin.

INTRODUCTION

The independent curriculum is currently initiating various program activities at both the central and regional levels, ranging from socialization to practice. Not only that, the government is also making breakthroughs through digitalization-based learning and partnerships with all stakeholders to achieve the goals of the independent curriculum. With the existence of a new policy from the Ministry of Education, the impact on the policy of the Ministry of Religion in the field of Education is to adjust it through the Decree of the Director General of Islamic Education number 3211 of 2022 concerning the learning achievements of Islamic Religious Education and Arabic in the Madrasah Independent Curriculum. The application of the independent curriculum not only strengthens the Pancasila P5 profile but adds Rahmatan lil'alamin to become PPRA. The Independent Curriculum Paradigm in madrasahs emphasizes a more adaptive, inclusive and participatory approach in curriculum development which aims to give madrasahs more flexibility in designing educational programs according to their needs.

The madrasah-based independent curriculum policy program in the Aceh region is also being intensively conducted training, and recruiting both facilitators and school assistants in implementing this curriculum. Of course, this is not an easy thing, considering that a new program with a new scheme requires intense attention by education practitioners, both

teachers, school principals, lecturers who are policy makers in provinces, districts and cities (BGP, 2022) .

The responses of the teachers from Langsa City and Aceh Tamiang who were interviewed regarding the independent learning curriculum were optimistic and some were pessimistic. According to them, this is just a government project where the minister changes the curriculum. Besides that, the teacher's perception is also positive about the implementation of the curriculum through digital learning and the learning process according to the needs of students. This response is also strongly influenced by the teacher's understanding of the concept of an independent curriculum. Considering that this independent curriculum is something new, of course it is necessary to socialize understanding of the concept and direct application in the field. The principal plays a role in implementing the independent curriculum. Besides that, there are still many who are confused in the early stages of starting the implementation of the independent curriculum and in managing all the elements in the education unit.

In the Implementation of the Independent Curriculum (IKM) in madrasas in the Madrasah Education unit includes aspects a. Madrasah Operational Curriculum Design (KOM) b. Designing learning objectives (TP) and learning objectives flow (ATP) c. Learning planning and assessment d. Preparation/development of teaching modules or devices e. Project planning for strengthening Pancasila student profiles and Rahmatan Lil Alamin student profiles (P5 PPRA) f. Implementation of P5 PPRA g. Application of learner-centered learning h. Collaboration between educators, educational staff, parents, students and stakeholders in implementation, curriculum development and learning i. Reflection, evaluation and improvement of the quality of IKM in madrasas (Isom, 2023) .

Based on the stages of implementing an independent curriculum in madrasas, it can be described as not easy, the system and readiness and changes in the school atmosphere are full of challenges but also not difficult if programs from the government support all aspects of the K13 curriculum transition to an independent curriculum. So in this study will find out how the efforts of the government and school principals and teachers in designing the Madrasah operational curriculum in implementing the independent curriculum at the madrasah primary level

Research methods

The topic of this research uses a qualitative descriptive analytical method trying to understand and analyze and interpret natural phenomena in certain situations according to the researcher's perspective (Gunawan, 2023) . The key informants in this study were the researchers themselves here, a priori researchers, because before this research was carried out, the researchers had attended IKM training (Implementation of the Independent Curriculum) through the Ministry of Religion's Smart Application and IKM training held by the Aceh Provisional Religious Training Center. In this study, researchers immersed themselves in being part of the process of making the Operational Curriculum for Madrasah Ibtidaiyah Megeri 2 Aceh Tamiang. The sampling technique used purposive sampling, that is, those who have characteristics and experience relevant to the topic under study are the teachers and principals of Aceh Tamiang who already have knowledge and experience regarding the topic under study.

The data collection method is through in-depth interviews with teachers, school principals and Madrasah Education. As a strengthening of researchers who are companions of the implementation of aceh tamiang IKM assistance, they are more intense in gathering information. Participant observation because the researcher as a companion, of course, every process and follow-up of this activity directly saw the collaboration of teachers and principals in planning the madrasah operational curriculum. The documentation in this study is in the form of hard copies of the operational curriculum, and photos and videos of the stages of the process of creating the madrasah operational curriculum in implementing the independent curriculum in the future. The data analysis technique used in this study is as shown below (Miles & Huberman, 1984).

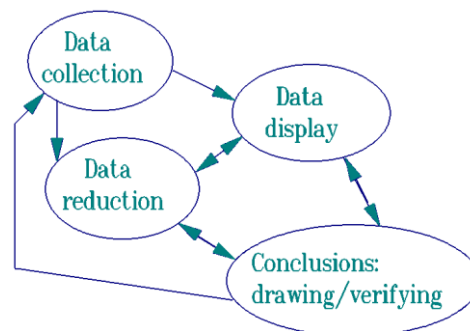


Figure: M&H's Components of Data Analysis

In this study using internal validity to obtain credible results. Validation of research data The presentation of data in this study is accurate through an honest description of the process of direct experience when planning to make KOM (Ramdhani, 2022). The researcher ensures that the research subjects are identified and described accurately and confirmed. Returning the data obtained and analyzed to the research respondents, in this case, the researcher will intensely interact with the teacher, both online Whatshap and offline by meeting in person. So that researchers are closer to the research field and the reality of the subjects studied are factors that determine the validity of the data in this study.

Results and Discussion

a. School Overview

The vision and mission of MIN 2 Aceh Tamiang is " To develop Knowledgeable, pious, moral students Glorious, Skilled and Superior In Achievement" with indicators, 1) Formation participant educate Which obey religious, polite And superior performance in academic nor non academic. 2) Formed participant educate Which pious, knowledgeable And have character glorious. Delegated to mission a). Carry out process learning And guidance in a manner effective And push student For can develop in a manner optimum with that potential owned. b) Got superior in acquisition UM/US as well as can continue to level education higher and c) Make learners Which morals karimah with teachings Islam, d) Prepare curriculum Which capable fulfil need child educate And public. As well as e). Make Madrasa residents For more disciplined.

Profile of Madrasah 2 Aceh Tamiang with NPSN 60703363 and NSS 11111160001 located on Jalan Medan Banda Aceh, Aceh Tamiang District, Karang Baru subdistrict, Simpang Village IV Wages, postal code 24476 with Accreditation A Decree 515A 1995 Issuer SK Minister Religion republic Indonesia. Madrasa this year Stand School 1953. Activity Study Morning Teaching. This madrasah is owned school building status Country by Area Land 3,787 M, Area Building 938 M which is conveniently located Regional school Countryside Distance to the sub-district center 4 Km Distance to Otoda center 8 Km Located on Org Province trajectory Organizer Government. There are 35 teachers teaching in this school. The number of students in this madrasa is 596 students with 21 study groups. School facilities and infrastructure 14 classes, 6 bathrooms, library room, prayer room, teacher's office , UKS and canteen.

If you look at the facilities and infrastructure, they are very supportive, but there is no sports field or room.

b. Implementation of Community-Based Independent Curriculum

The perspective of an independent curriculum is to give freedom to teachers to educate by conducting learning oriented towards the readiness and learning needs of students. Mistakes in recognizing the characteristics, potential, talents of students and uniqueness, will only add to the failure of Indonesian education in the future. The Pusdiklat Ministry of Religion initiated the Implementation of Community-based Madrasah Independent Curriculum (IKM) in madrasah education units. the community here includes the head of the MIN 2 Aceh Tamiang madrasah, 2 teachers of MIN 2 Aceh Tamiang, supervisors of the Aceh Tamiang Ministry of Religion, lecturers as companions here who act as lecturers are researchers themselves, and also from elements of the Ministry of Religion who have the authority to design how the Independent Curriculum will be implemented. How does each component, authority, contribute to the implementation of the Independent Curriculum (Mastuki, 2023) .

In its application, researchers assist by providing socialization of the concept and implementation of the independent curriculum to MIN2 teachers. Previously, researchers had received training based on the PINTAR application, followed by training for one week offline/or face to face, organized by the Aceh Tamiang Ministry of Religion. Widiawara of Aceh province as the speaker.

During the mentoring the teachers were very enthusiastic about participating in this activity as seen from the large number of questions asked by the teachers at MIN2 Aceh Tamiang. The concept of the independent madrasah curriculum paradigm for teachers has begun to be enlightened, as illustrated by the questions posed by the teachers which have led to direct implementation execution in the field.

c. Design (KOM) of Madrasah Ibtidaiyah Operational Curriculum

After the common perception related to the concept of an independent curriculum at Madrasah Ibtidaiyah Negeri 2 Aceh Tamiang. Lecturers/researchers as assistants and teachers as execution teams as well as Penmad Madrasahs monitor activities followed by forming a team in designing the madrasah operational curriculum. At the time of designing the Madrasah Operational Curriculum, the principal as a school leader demanded activeness and seriousness towards the teachers involved in the team so that it could be carried out according to the implementation schedule. It can be seen that the school principal is actively coordinating with the teachers and administrative administration and treasurer to ensure that the Pancasila Profile and Rahmatan lila'alam programs can be realized and maximized which will be proclaimed.

In preparing the KOM MIN 2 Aceh tamiang document, it must contain Do madrasahs already have operational curriculum inspiration in madrasahs? 2. Does the madrasa have a vision and mission? Madrasahs already have Vision and Mission 3 . Who will facilitate and be involved in this arrangement? In this case the school principal, teachers and stakeholders 4. Will internal stakeholders discuss the operational curriculum ? Discussions have been carried out by teachers and school principals accompanied by lecturers or researchers themselves (madrasah heads and educators) 5. Will external stakeholders discuss the operational curriculum in madrasahs? (includes : parents,

madrasah committee and other stakeholders namely, organizations, various centers, as well as world partners) ? external discussion of KOM has not been carried out because according to the school principal (Farid, 2023) if this KOM is good and recommended by the Aceh Tamiang Madrasah Education Center, then it will be continued with parties outside the school.

Class 1 and class 4 become Pilot Projects in this program, there are 1 low class and 4 high classes so that they become an example for classes 2,3 and 5,6, the steps are as follows;

The first step is the preparation of a road map for the implementation of the independent curriculum in Indonesiamadrasas by conducting a SOAR Analysis (Anam, 2020) , namely present and future Strengths and Opportunities as shown in the table below

Table 1. Analysis SOAR Madrasah Ibtidaiyah Country 2 aceh Tamiang (Compilation Team, 2023)

Internals		external
Now	Strength	Opportunity
	<ol style="list-style-type: none"> 1. 100% Power Educator / Power Education Which Qualified S1 2. 80% Power Educator Already Certification 3. 80% Means InfrastructureSupport 4. Location Madrasah Which Strategic 5. "A" accreditation 6. Get Support Completely From the HeadMadrasah 7. The existence of support from variousParty 8. Cooperation With VariousParty 	<ol style="list-style-type: none"> 1. Become Madrasah Superior 2. Become Madrasah Favorite 3. Become a Madrasa Achievement
Future	Aspirations	Results
	<ol style="list-style-type: none"> 1. 100% Power Educator Already Certification 2. 100% Means InfrastructureSupport 3. Can MaintainAccreditation 4. Competing at the Regional Level, National And International 	<ol style="list-style-type: none"> 1. Educators and Yang Education Personnel Achievement 2. Yang EducatorsTeach With Grace Lil' Alamin 3. Student YangAchievement 4. Student Yangcharacter

Step two Formula Map Road Implementation Curriculum Independent in Madrasah IbtidaiyahCountry 2 aceh Tamiang where detailed Strategy and Activity Program. As shown below

Table 2. Formula Map Road Implementation Curriculum Independent in Madrasah IbtidaiyahCountry 2 aceh Tamiang

No.	Strategy	Program
1	2	3
1	Madrasas compile and developing curriculum unit level operations education in accordance vision, mission, objective, peculiarity madrasa	a. Fully support Curriculum Implementation with support and facilities infrastructure b. Make CP, TP And ATPs Eye Lesson and Load In accordance with Phase MI level, phase A-C phase c. Time Allocation according to the Guidelines Curriculum independent Madrasah d. Make Module Learning e. Internalize distinctiveness madrasa ie a. Perspective Worship of Allah SWT. b Teacher-student relationship tied with mahabbah fillah. c. View 'ainurrahmah; d Conscience as target main; And e Morals above knowledgeknowledge
2	Profile Strengthening Project Pancasila Student and Profile Student Grace Lil Naturalthrough ; a. Co-curricular b. Integrated / Integrated c. extracurricular	a. Tahfiz and Pencak programs silat b. Nasyid and Speech in 3 languages c. Art Dance and Scouting d. Karate and Drumband e. UKS and Ambassadors Environment f. Garbage Police and Garbage Ambassadors
3	Madrasas are readyimplementing the Curriculum Independent	a. There is a Learning ModuleIn accordance with Phase b. Means Infrastructure Which verysupport. c. 80% teachers have followed Training Curriculum Independent
	Submit a suggestion to Regency/City Ministry of Religion Office .	All needs have been met for submission of Curriculum ProposalsIndependent
	Learners	Understanding PsychologyDevelopment Child Understanding PsychologyDevelopment Child Able to diagnose the level of learning difficulties of children
	Methods/Models Learning and strategyLearning	Using Project Learning CTL Discovery and Edutainment

4	Media Learning Environment Based and ICT	Teacher use Authentic medium based environment And based ICT
	Assessment and Penalling	Initial Assessment to know Readiness learn students Rating/element Evaluation formative and Valuation summative
5.	Teachers are required to understand and capable demonstrate Curriculum learning Freedom is good self-taught offline as well on line	Get teachers involved training or curriculum training independent mastered teacher independence curriculum is encouraged share information to Teacher Which Not yet understand curriculum Freedom There is a head award school to Teacher achievement in implementing an independent curriculum
6.	Teachers must be active in teacher training organization get fast information related regulation and implementation independent curriculum Study	KKG (Teacher Working Group) PGRI (Republican Teachers Association Indonesia) Aceh Tamiang Branch Office Ministry Religion aceh Tamiang
7	Madrasah Manjalin Work same and create work programs and actions carry on through partnerships	Committee school Madrasa Education Section Public health center Service Health Environmental agency BPBD Campus IAIN Langsa Polek MTsn And RA
8	Infocus 6 units Study Room 17 rooms Infrastructure	Another 17 units needed infocus Needed 4 spaces Study
9	Increase Quality HR through Certification Teacher	Its certified Teacher 100%

The third step is to make a schedule according to the madrasah operational curriculum guidelines. In general, the MI Intracurricular Learning curriculum structure is divided into 3 (three) phases: (1) Phase A for class I and class II; (2) Phase B for class III and class IV; and (3) Phase C for class V and class VI. Allocation of study time for grade 1 (one) 1152 JP per year, grade 2 (two) 1224 JP per year, grades 3 (three), 4 (four) and 5 (five) 1440 JP per year and grade 6 (six) 1280 JP per year. The project allocation for Strengthening Pancasila Student Profiles and Rahmatan Lil Alamin Student Profiles is allocated around 20-30% of the total study load per year. MIN 2 Aceh Tamiang allocates time for the PPRRA Project (S. Utami, personal communication, 2023).

Interestingly, in the implementation of the madrasah curriculum, there are no more students who stay in class, students who do not achieve their phase objectives will be differentiated according to the child's level of readiness for the material to be studied. MIN 2 Aceh Tamiang has made a time allocation schedule for implementing the independent madrasah curriculum. Projects to Strengthen Pancasila Student Profiles and Rahmatan Lil Alamin Student Profiles in an integrated manner into intra-curricular or extra-curricular activities (R. Rawy, personal communication, 2023) .

This is done by adding a time allocation of 20-30% of the total hours of intracurricular lessons for 1 (one) year. In 1 (one) academic year, Projects to Strengthen Pancasila Student Profiles and Rahmatan lil Alamin Student Profiles are carried out at least 2 projects with 2 (two) different themes (Ramdhani & Isom, 2022) . The structure of the intra-curricular, extra-curricular and co-curricular curriculum strengthens the profile of Pancasila and Rahmatan Lil'alamin by setting goals, using appropriate methods and concrete results (Nurdiati, personal communication, 2023) .

The project chosen by this madrasah is themed on local wisdom and entrepreneurship. There are problems with planning the school's operational curriculum, considering that this is something new in designing the Pancasila and Rahmatanlil'alamin Profile projects, namely 1) teachers need to analyze the time and suitability of the project to be programmed, considering that this schedule needs to be standardized with the SIMPATIKA platform, which records teacher attendance. 2) the project will be designed by internalizing Propfil Pancasila and Rahmatan Lil'alamin (PPRA) (E. Syafitri, personal communication, 2023)

Table 3. Time Allocation for Grade I SD/MI Subjects (Syafitri, 2023)

(Assuming 1 year = 36 weeks and 1 JP = 35 minutes)

No	Subjects	Intracurricular Allocation Per Year (Sunday)	Project Allocation of Strengthening Pancasila Student Profile Per Year	Total JP Per year
1	Religion and manner education*	108 (3)	36	144
2	Pancasila Education	144 (4)	36	180
3	Indonesian	216 (6)	72	288
4	Mathematics	144 (4)	36	180
5	Sports physical Education and health	108 (3)	36	144
6	Art and culture**: 1. Music Art 2. Art 3. Theater Arts 4. Dance Arts	108 (3)	36	144
	Total****:	828 (23)	252 (7)	1080
7	English	72 (2) ***	-	72***



8	<i>Local content</i>			
	1. <i>Reading and writing the Qur'an</i>	72 (2) ***	-	72***
	2. <i>Local language</i>	72 (2) ***	-	72***
	Total Overall Hours	1044 (29)	252 (7)	1296

Information:

* Followed by students according to their respective religions.

** The education unit provides at least 1 (one) type of art (Music, Fine Arts, Theater Arts, and/or Dance Arts). Students choose 1 (one) type of art (Music Arts, Fine Arts, Theater Arts, or Dance Arts).

*** Maximum 2 (two) JP per week or 72 (seventy two) JP per year as elective subjects.

**** Total JP does not include English, Local Content, and/or additional subjects organized by educational units.

CONCLUSION

Regulation of the State Minister for Administrative Reform and Bureaucratic Reform Number 16 Year 2009 about Position functional Teacher (Chapter III Chapter 6 letter a) mentions (Ministerial Regulation, 2009), the teacher's obligation in carrying out the task is to plan learning/guidance quality, assess and evaluate learning outcomes/guidance, and implement learning/improvement and enrichment. In simple terms, it can be said that the task of the teacher is plan, carry out, evaluate And evaluate, as well as carry out repair and enrichment. What is stated in these regulations must be obeyed and implemented by the teachers, including relation to the curriculum Freedom that has launched.

Besides That, Teacher must can implement learning differentiated. Differentiated learning is learning that provides students' needs various. Teachers cannot give equal treatment to all students. Teacher must can facilitate according to the needs of each student who has a variety of characteristics different. Difference it's between other, including content, process, product, And environment Study.

Substantially and technically there is still much more that must be understood and prepared by teachers in implementing this Independent Curriculum that we cannot describe in detail. Not to mention, there is an "Independence Teaching Platform" which requires teachers must "technology literate".

Really the role of the teacher is very important in the world of education so the teacher must can follow channel Which apply in world Which the more complex And develop. Good culture, civilization and technology. If not, the Merdeka Curriculum will be launched government No will be able to held well.

We have high hopes for this Independent Curriculum so that education can carried out according to the mandate of the 1945 Constitution. Likewise the life of the nation and state in Indonesia This can along with nations other in world For create well-being and true peace.

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