



Implementation of community-based Merdeka Curriculum at MTsN 7 Pesisir Selatan

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ABSTRACT

One of the Ministry of Religious Affairs' initiatives is the implementation of the Community-Based Merdeka Curriculum (IKM) in madrasah. The aim is for all stakeholders to collaborate to support the independent curriculum implementation in madrasahs. This study aims to identify and obtain information about implementing the independent curriculum at MTsN 7 Pesisir Selatan from the author's perspective as a community member. The method used is descriptive qualitative. The research was conducted at MTsN 7 Pesisir Selatan, and data was collected through observation, interviews, and documentation. The data analysis techniques include data reduction, presentation, and conclusion drawing. Triangulation used to test the data's validity includes source and method triangulation. The results of this study indicate that the community-based independent curriculum implementation at MTsN 7 Pesisir Selatan has been carried out optimally and is ongoing. However, there are still many shortcomings and obstacles in its implementation. The key to the success of the community-based independent curriculum implementation at MTsN 7 Pesisir Selatan lies in the involvement of various stakeholders, including the school principal and teachers, LPTK lecturers, and madrasah education supervisors from the Ministry of Religious Affairs, who are willing to make changes.

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ABSTRAK

Salah satu kebijakan Kementerian Agama adalah menginisiasi Implementasi Kurikulum Merdeka (IKM) berbasis komunitas di madrasah, tujuannya supaya semua stakeholder bahu membahu dalam mendampingi penerapan kurikulum merdeka di madrasah. Penelitian ini bertujuan untuk mengidentifikasi dan memperoleh informasi tentang implementasi kurikulum merdeka di MTsN 7 Pesisir Selatan dari kacamata penulis sebagai salah satu anggota komunitas. Metode yang digunakan adalah metode deskriptif kualitatif. Penelitian dilakukan di MTsN 7 Pesisir Selatan dengan pengumpulan data melalui observasi, wawancara dan dokumentasi. Teknik analisis data yang digunakan adalah reduksi data, penyajian data dan penarikan kesimpulan. Triangulasi yang digunakan untuk menguji keabsahan data adalah triangulasi sumber dan metode. Hasil penelitian ini menunjukkan bahwa implementasi kurikulum merdeka berbasis komunitas di MTsN 7 Pesisir Selatan telah dilaksanakan dengan optimal dan sedang berlangsung, walaupun dalam pelaksanaannya masih banyak kekurangan dan hambatan. Kunci keberhasilan dari implementasi kurikulum merdeka berbasis komunitas di MTsN 7 Pesisir Selatan adalah adanya keterlibatan berbagai pihak (stakeholder) yaitu kepala sekolah dan para guru, dosen LPTK dan pengawas pendidikan madrasah kementerian Agama yang memiliki kemauan untuk melakukan perubahan.

Kata Kunci: kurikulum; implementasi kurikulum; IKM BK; kurikulum merdeka

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INTRODUCTION

Education is a key factor in determining the quality and advancement of a nation. The central pillar in the formation of character and the development of human potential. The process of quality education will give birth to ideas, innovations, and creativity in the development of civilization. Indonesia believes education is the primary foundation for preparing a resilient and innovative generation to face global challenges and future developments. Adaptive and sustainable education needs to be developed, starting with the curriculum (Aprilia & Mustika, 2024). Curriculum occupies a significant position in education, wherever it is (Nurmansyah, 2023). The curriculum is not just a series of subjects but also a guide that determines teaching methods, assessment techniques, and the development of students' competencies. In other words, the curriculum serves as a roadmap that guides the journey of education, ensuring that students can acquire relevant knowledge and skills that meet the needs of the times. When an educational policy is implemented correctly, the results will be evident in how the curriculum is applied and implemented in education.

The education curriculum is dynamic because, in its development, the curriculum must adjust to the needs and characteristics of students according to their time (Cholilah et al., 2023). The curriculum in Indonesia has undergone various changes and improvements throughout its history, from 1947 to the current Kurikulum Merdeka. Each of these revisions is carried out to improve the quality and standard of Indonesia's national education. In 2022, through the Ministry of National Education (Kementerian Pendidikan Nasional), the government introduced a new curriculum called the Kurikulum 2013 (Kurtilas). However, it did not stop there; in 2018, a revision of the Kurikulum 2013, known as the Revised Kurikulum 2013, took place. Most recently, the Ministry of National Education (Kementerian Pendidikan Nasional) made a policy by introducing a new curriculum called the Kurikulum Merdeka. In less than 10 years, Indonesia has updated its curriculum multiple times. All these changes occurred due to the shifting competency needs, affecting future education continuity. The emergence of the COVID-19 pandemic in late December 2019 marked a point where the continuity of education, especially in Indonesia, changed (Aryanti & Saputra, 2023; Nugraha, 2022). The significant increase in learning loss hinders educational progress in the homeland. In response, the government implemented an emergency curriculum policy, later developed into the Kurikulum Merdeka.

Curriculum changes are an inevitability. As time goes by, the education curriculum undergoes development; curriculum development is an instrument to improve the quality of education (Ramadhan, 2024). Talking about curriculum changes theoretically, we must trace it from the perspective of axioms in curriculum development itself. According to Peter F. Oliva and William R. Gordon in their book *“Developing the Curriculum”*, there are 10 axioms of curriculum development. Inevitability of change, curriculum as a product of its time, concurrent changes, change in people, cooperative endeavor, decision-making process, continuous process, comprehensive process, systematic development, and starting from the existing curriculum. These axioms explain that curriculum changes are inevitable and require gradual implementation. In line with those axioms, the Kurikulum Merdeka changes and implementation in schools also require systematic stages to adapt to the learning needs in schools/madrasahs.

Curriculum implementation is the application or execution of the curriculum program that has been developed in the previous stage and then tested through implementation and management, while continuously making adjustments to the field situation and the characteristics of the students, both intellectual, emotional, and physical development (Qolbiyah, 2022). However, the problem is that the Kurikulum Merdeka has not been implemented evenly across various Madrasahs throughout Indonesia. Its implementation in educational units also shows that the pilot madrasahs are experiencing many obstacles and problems implementing the Kurikulum Merdeka. Madrasahs need cooperation from various parties to facilitate the implementation of the Kurikulum Merdeka in the pilot madrasahs, which is then

referred to as a community consisting of teachers, madrasah presidents, madrasah supervisors, madrasah education officials, and lecturers from reputable higher education institutions (Syahrani, 2024).

Many studies related to implementing the Kurikulum Merdeka have been done previously. Implementing the Kurikulum Merdeka in madrasahs can improve the quality of education, as demonstrated by several madrasahs that have adopted this curriculum (Musthofa & Agus, 2022). The study shows that the quality of education in madrasahs will improve if educational staff and teachers are provided with adequate training by the government to implement the curriculum. Learning Communities in the Implementation of the Kurikulum Merdeka. This study explores how the involvement of learning communities can strengthen curriculum implementation in school environments and identifies the important role of learning communities in supporting the implementation of the Kurikulum Merdeka (Agustina et al., 2024). These studies act as important references for the author to enrich the study material in this research. Unlike several previous studies, this research will focus on the stages of implementing the Kurikulum Merdeka at MTsN 7 Pesisir Selatan, aiming to provide an overview or further explore the stages of the Kurikulum Merdeka Implementation carried out at Madrasah Tsanawiyah Negeri 7 Pesisir Selatan, West Sumatra, from the author's perspective as a supporting community in the Community-Based Curriculum Implementation at MTsN 7 Pesisir Selatan.

LITERATURE REVIEW

Definition of Curriculum

The word curriculum comes from the Latin verb "*currere*," which means "to run." *Currere* became a noun and meant "race of chariots" or "racecourse." The extension of meaning was carried out by Cicero, who associated the term with *curriculum vitae*, which means "the journey of a person's life." He also associates it with *curricula mentis*, metaphorically referring to the "path of thought (education)." Whereas, according to Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, the curriculum is a set of plans and arrangements regarding the objectives, content, teaching materials, and methods used as guidelines for organizing learning activities to achieve specific educational goals. The definition of the curriculum is not limited to the subjects included in it or the learning activities alone. However, it encompasses everything that influences the development and formation of students' personalities following the educational goals to be achieved, thereby improving the quality of education (Hermawan et al., 2020).

Definition of Kurikulum Merdeka

Kurikulum Merdeka is an educational policy that focuses on providing freedom to schools and teachers in developing a curriculum that aligns with the needs of students and the local context. In its concept, the Kurikulum Merdeka is an educational policy that provides freedom to schools and teachers in developing a curriculum that meets the needs of students and the local context (Tuerah & Tuerah, 2023). The Kurikulum Merdeka has simpler, more in-depth, independent, relevant, and interactive materials and structure than the previous curriculum. This curriculum is flexible. Furthermore, this curriculum also focuses on essential materials, character development, and student competencies. One of the characteristics of the Kurikulum Merdeka is the implementation of more interactive and collaborative learning methods. (Lestari et al., 2023). This curriculum is developing and implementing an emergency curriculum conceived as a response to the impact of the COVID-19 pandemic. The principle of this new curriculum is learning that is entirely centered on students by introducing the term Merdeka Belajar (Cholilah et al., 2023).

In its development process, the Kurikulum Merdeka has involved various updates in the context of the curriculum, such as an emphasis on active learning, project-based learning, and learner-centered approaches (Ananta & Sumintono, 2020). Implementing this curriculum allows for more optimal teaching and learning activities, giving students more time to enhance their quality and potential (Arifin et al., 2023). The background of the Kurikulum Merdeka is to provide flexibility for educators and support teaching tools and training materials to develop the curriculum of educational units. The Kurikulum Merdeka also emphasizes collaboration with all parties to support the implementation of the Kurikulum Merdeka (Yusrina et al., 2023). The Kurikulum Merdeka aligns with the ideals of the national education figure Ki Hajar Dewantara, focusing on the freedom to learn independently and creatively. It will eventually impact the creation of students' independent characters (Ardianti & Amelia, 2022).

Implementation of The Kurikulum Merdeka

In the 2022 Guide to Implementing the Kurikulum Merdeka in Madrasahs, it is explained that there are stages that must be carried out in implementing the Kurikulum Merdeka in madrasahs, namely the preparation/planning stage, the implementation stage, and the reflection and reporting stage. According to (Fitriani et al., 2020), several factors that influence the success of implementing the Kurikulum Merdeka include the commitment and readiness of teachers, support from school principals and the government, and the availability of resources and supporting infrastructure. The success of the implementation can be seen from the improvement in the quality of learning, active student participation, and the development of student skills that meet the demands of the times.

Preparation of KOM Document (Kurikulum Operasional Madrasah)

This activity includes the analysis of madrasah characteristics, the creation of the madrasah's vision, mission, and objectives, the organization of learning, and learning planning covering the scope of the madrasah and the scope of the classroom. The head of the madrasah prepares the operational curriculum of the madrasah, which then serves as the basis for implementing the Kurikulum Merdeka (Mahmudah, 2023). The preparation of operational curriculum documents in Madrasah begins with a comprehensive understanding of the structure of the Kurikulum Merdeka. In developing the operational curriculum at the Madrasah, we grapple with the following question: 1) Does the Madrasah already have an operational curriculum inspiration?; 2) Does the Madrasah already have a vision and mission?; 3) Who will facilitate and be involved in this preparation?; 4) Will there be a discussion of the operational curriculum by internal stakeholders (head of the Madrasah and educators)?; 5) Will there be a discussion of the operational curriculum at the Madrasah by external stakeholders? (including: parents, the Madrasah committee, and other stakeholders such as organizations, various centers, and industry partners) (Muslimin et al., 2023).

Preparation of TP and ATP

TP and ATP are derived from a series of *established Capaian Pembelajaran (CP)*. Capaian Pembelajaran (CP) are the learning competencies students must achieve at each phase, starting from the Foundation Phase in Early Childhood Education (PAUD) to basic and secondary education. CP is formulated for each subject. *Tujuan Pembelajaran (TP)* must refer to the CP established by the government and subsequently be contextualized by teachers according to the characteristics and ecosystem of the school that develops within the educational unit. TP in its formulation is not merely based on the teacher's desires, but instead on the needs and characteristics of the students where the educational unit is located (Ruspa et al., 2022).

So, the learning activity design process scheme is ordered by understanding learning outcomes, formulating learning objectives, structuring learning objectives, and designing learning activities. In

designing learning, educators are free to choose between fully developing the learning objectives and/or lesson plans, developing the learning objectives and/or lesson plans based on examples provided by the Government, or using the provided examples. Educators make these choices based on their abilities.

Teaching Module

The Teaching Module is a learning planning document. Teaching modules are one of the learning tools or instructional designs based on the applicable curriculum, applied to achieve the established competency standards. Teaching modules play a primary role in assisting teachers in designing lessons (Salsabilla et al., 2023). The teaching module of the Kurikulum Merdeka refers to several tools or media, methods, instructions, and guidelines that are systematically, attractively, and certainly designed to meet the needs of learners. The teaching module itself can be said to be an implementation of the *Alur Tujuan Pembelajaran (ATP)* developed from the *Capaian Pembelajaran (CP)* with the Profil Pelajar Pancasila as the target (Setiawan et al., 2022). The Kurikulum Merdeka module's development stage allows teachers to design or modify the teaching modules provided by the government according to the characteristics of the students in the school and their environment (Marlina, 2023).

Differentiated Learning

In the Kurikulum Merdeka, learning differentiation consists of process, content, and product. The implementation of learning is carried out after teachers or schools analyze the students' needs, characteristics, initial abilities, and interests (Ramadhan et al., 2024). Differentiation of Content (Material), where the learning materials are adjusted to the readiness of the students based on their complexity. Then there is Differentiation of Process (Methods/Strategies), where the learning process is adjusted to the reception skills/abilities of the students, one of which is by grouping students into Audio, Visual, and Kinesthetic groups. Then there is Product Differentiation, which is the adjustment of learning outcomes based on students' interests, for example, retelling the noble values obtained in narrative texts (Indonesian folktales). Furthermore, there is Learning Environment Differentiation. For example, in English lessons, educators can differentiate the learning environment for students, such as providing computers or tablets for students who enjoy technology to create infographics or listen to audio recordings. Students who enjoy reading are provided with a mini-library containing books relevant to the material. In contrast, students who like art are provided with various art media to interpret the text in the form of artistic works.

Kurikulum Merdeka Assessment

Conceptually, assessment is defined as a systematic and continuous process or activity to collect information about students' learning process and outcomes to make decisions based on predetermined criteria and considerations (Ardiansyah et al., 2023). Educators are expected to conduct formative and summative assessments in the learning process. Formative assessment is an assessment aimed at providing information or feedback for educators and learners to improve the learning process, conducted at the beginning and during the learning process. Formative assessment is conducted during the learning process, where teachers use observation sheets provided by the government or design their own (Ramadhan et al., 2024). At the beginning of learning, assessment measures students' readiness to study the teaching materials and achieve the planned learning objectives. Meanwhile, assessment during the learning process is conducted throughout the learning process to monitor students' progress and provide prompt feedback. Summative assessment is an evaluation conducted to ensure the overall achievement of learning objectives. This assessment is conducted at the end of the learning process and can encompass two or more learning objectives, depending on the educator's considerations and the

educational institution's policies. Unlike formative assessments, which aim to monitor learning progress during the process, summative assessments serve as part of the final evaluation calculated at the end of the semester, the end of the academic year, or the end of the educational level.

P5-PPRA

To implement the Kurikulum Merdeka, the government, through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), has established the basic framework of the curriculum. In the basic framework, the Profil Pelajar Pancasila is established as the ultimate competency target that students must achieve. Meanwhile, at the Ministry of Religious Affairs (Kemenag), the student profile is supplemented with the Profil Pelajar Rahmatan lil'Alamin (PPRA), which is then arranged and regulated in the Keputusan Menteri Agama (KMA) nomor 347 Tahun 2022. The Ministry of Religious Affairs of the Republic of Indonesia (Kemenag RI) strives to ground the meaning of *rahmatan lil 'alamin* more concretely through the implementation of the Kurikulum Merdeka, specifically in the Proyek Profil Pelajar Rahmatan Lil 'Alamin. In the Ministry of Religious Affairs' (Kemenag) interpretation, the terminology of *rahmatan lil 'alamin* is more closely related to compassion with humanitarian values, which are then realized in daily life practices with the value of religious moderation. (Fatah et al., 2023). The concept of *rahmatan lil 'alamin* is one of the options for preserving Indonesia's diversity without uprooting existing traditions and cultures. Developing the concept of moderate religion among the people is very important, especially in Indonesia, because this country has many sects within religions, diverse mindsets, and a multi-ethnic population (Nur'aini, 2023).

Community-Based

The IKM BK implementation community was formed because it is a hallmark of the Kurikulum Merdeka application at educational institutions under the Ministry of Religious Affairs (Kemenag). With the formation of the community, it certainly facilitates the implementation of the Kurikulum Merdeka in pilot madrasahs, mainly since its formation must consist of many elements, including teachers, madrasah heads, madrasah supervisors, madrasah education officials or analysts, and lecturers from higher education institutions deemed competent (Syahrani, 2024). As trainers and mentors, instructors, lecturers, and supervisors are required to accompany madrasahs either online or offline and to create reports in the form of mentoring journals, the format of which has been provided by the Balai Diklat Keagamaan Padang. The journal contains the meeting number, type of assistance, findings, solutions, and other information.

METHODS

This research method uses a descriptive qualitative method. The descriptive approach can help to understand the context, process, and results of implementing the Kurikulum Merdeka in detail. By using qualitative methods, research on the implementation of the Kurikulum Merdeka can provide a deep and comprehensive understanding of how the curriculum is being implemented. The research was conducted at MTsN 7 Pesisir Selatan, West Sumatra, with data collection through observation, interviews, and documentation. The subjects of this research are the head of the madrasa, the deputy head of the curriculum, the science teacher, the English teacher, the moral education teacher, and the students. The students sampled for the research were seventh-grade students of MTsN 7 Pesisir Selatan, specifically for Science only.

The data analysis technique used is: 1) data reduction, which is the process of sorting data into specific concepts, categories, and themes. This process involves filtering, categorizing, refining, discarding irrelevant data, and organizing the data to be then concluded and verified; 2) Data presentation is the

process of presenting data that has been collected from the field, involving the transformation of that data into summaries, diagrams, or other formats to facilitate understanding of the events that occurred; 3) Concluding is the process of concluding field facts about the stages of implementing the Kurikulum Merdeka at MTsN 7 Pesisir Selatan, supported by appropriate and substantial evidence. Next, these findings are adjusted to relevant theories as guidelines. This process aims to eliminate initial data that is invalid or temporary and subject to change, thereby producing more accurate and reliable conclusions. The triangulation used to test the validity of the data is source and method triangulation.

RESULTS AND DISCUSSION

Result

In the implementation of the Kurikulum Merdeka at MTsN 7 Pesisir Selatan, there are several steps that are carried out. The Head of the Madrasah mentioned that:

"Kita akan melewati proses yang panjang dalam implementasi kurikulum merdeka ini sebagai madrasah piloting. Mulai dari menyusun kurikulum operasional madrasah (KOM), perancangan alur tujuan pembelajaran (ATP), perencanaan pembelajaran dan asesmen, penggunaan dan pengembangan perangkat (modul) ajar, dan perencanaan proyek penguatan profil pelajar Pancasila hingga pelaksanaan pembelajaran berdiferensiasi, P5-PPRA dan diakhiri dengan refleksi dan evaluasi." (M, June 12, 2023).

Interviews and observations were conducted in line with the implementation support of the Kurikulum Merdeka at MTsN 7 Pesisir Selatan by the author as the appointed mentor by the Balai Diklat Keagamaan Padang. Interviews were conducted with the Principal (M) and trained teachers (RY, MR, and AS). This activity started online and offline from June 12, 2023, to October 22, 2023.

Training on Community-Based Implementation of the Kurikulum Merdeka in Pesisir Selatan Regency consists of Madrasah Heads, trained teachers, lecturers, and Kemenag's Penmad staff. This activity is conducted under the Balai Diklat Keagamaan Padang's guidance to equip the community to implement the Kurikulum Merdeka in pilot Madrasahs.

involves inviting the educational unit community and the school committee. This activity is also accompanied by lecturers as mentors for implementing the Kurikulum Merdeka at MTsN 7 Pesisir Selatan.

After the KOM is arranged, MTsN 7 Pesisir Selatan develops TP and the ATP. At MTsN 7 Pesisir Selatan, educators fully developed the learning objectives and their flow. The observation results found that this activity started from June 26, 2023, to July 10, 2023, involving trained teachers and all teachers teaching in the seventh grade who have already implemented the Kurikulum Merdeka. While preparing the TP and ATP, MTsN 7 Pesisir Selatan first held a workshop related to the Kurikulum Merdeka. The workshop was guided by the head of the madrasa, who trained teachers who had completed community-based Kurikulum Merdeka implementation training organized by the Balai Diklat Keagamaan Padang. In the workshop, participants discussed the implementation of the Kurikulum Merdeka and the methods for preparing TP and ATP. Preparing TP and ATP is concluded with verification by the IKM BK facilitator and approved by the Head of the Madrasah.

The following process is the preparation of the Teaching Module. This teaching module was prepared from June 26, 2023, to July 10, 2023. Creating the teaching module at MTsN 7 Pesisir Selatan was completed before effective learning was implemented. Developing this teaching module involves trained teachers and all teachers in the seventh grade, implementing the Kurikulum Merdeka. The result is a teaching module document that has been compiled, consisting of integrated science and English subjects for seventh grade, semesters 1 and 2. In addition, it is also directed to all teachers, especially those teaching in seventh grade, to implement the Kurikulum Merdeka. The teaching module mentioned above is complete with all TP, which is then verified by the supervisor and approved by the head of the madrasah.

Implementation

The next stage is the implementation of learning, which will be adjusted according to the established academic calendar. From July 13, 2023, until November 25, 2023, the Kurikulum Merdeka can be implemented by involving trained teachers and teachers who teach in the seventh grade.



Figure 2. Differentiated science learning at MTsN 7 Pesisir Selatan, West Sumatra
Source: Author's Documentation 2024

In **Figure 2**, the science teacher conducts differentiated learning by dividing student groups based on learning styles. During the observation on Thursday, November 16, 2023, differentiated learning at MTsN 7 Pesisir Selatan began with the teacher dividing the seventh-grade students into groups based on their

reception/skills by categorizing them into Audio, Visual, and Kinesthetic groups. The grouping of students was based on process differentiation.

Next, at the initial stage of learning, the science teacher explains:

“Tujuan pembelajaran kita hari ini adalah tentang membuat dan menentukan skala termometer sederhana, diharapkan setelah pembelajaran ini anak-anak itu dapat memahami apa itu termometer sederhana dan fungsinya serta dapat membuat termometer sederhana tersebut.” (RY, November 16, 2023)

The teacher distributed the worksheets (LKPD) to each group. Initially, the teacher presents the material through images and videos to accommodate visual and auditory learning styles. Specifically for the kinesthetic learning style, students directly demonstrate the material in their groups, followed by the audio and visual groups. Therefore, the audio and visual groups refer to the kinesthetic group and the practical aspects of learning. After that, for the audio group, the students will present the results of their discussion in front of the class, and for the visual group, they will create a drawing of a simple thermometer and then present it in front of the class. The lesson is concluded with a summary from the students and the teacher, ending with a prayer.

Reflection

In developing assessments, MTsN 7 Pesisir Selatan refers to Permendikbudristek Nomor 21 Tahun 2022 tentang Standar Penilaian Pasal 9, which states that two types of assessments are developed, namely formative and summative.

Table 1. Types and Forms of Assessment at MTsN 7 Pesisir Selatan, West Sumatra

No	Types	Forms	Explanation
1	Formative	Written Test, Oral Test, Practice, Assignment, Portfolio	Daily Assessment
2	Summative	Written Test, Oral Test, Practice, Assignment, Portfolio	1. Material Scope Summative 2. Mid-Semester Summative Assessment (STS) 3. End-of-Semester Summative (SAS) 4. Madrasah Examination

Source: KOM Document MTsN 7 Pesisir Selatan 2024

Table 1 explains the types and forms of assessments at MTsN 7 Pesisir Selatan. The formative and summative assessments utilize written tests, oral tests, practicals, assignments, and portfolios. Formative assessments are conducted daily, while summative assessments are carried out for each scope of material, mid-semester summative (STS), end-of-semester summative (SAS), and Madrasah exams.

Table 2. Techniques and Assessment Instruments

No	Type of Assessment	Attitude	Knowledge	Skills
1	Formative	Observation	Written Test	Practice
		Self-Assessment	Oral Test	Project
		Peer Assessment	Assignment	Product
		Journal	-	Portfolio

No	Type of Assessment	Attitude	Knowledge	Skills
2	Summative	-	Written Test	Practice
		-	Oral Test	Project
		-	Assignment	Product
		-		Portfolio

Source: KOM Document MTsN 7 Pesisir Selatan 2024

Table 2 explains the types of techniques and assessment instruments for students at MTsN 7 Pesisir Selatan, including attitude, knowledge, and skill assessments. Attitude assessment uses observation techniques, self-assessment, peer assessment, and journals. Knowledge assessment is conducted through written tests, oral tests, and assignments. Meanwhile, skills are assessed through practice, projects, products, and portfolios.

The Completion Standards established as a reference for teachers at MTsN 7 Pesisir Selatan in measuring the achievement of learning objectives in phase D are as follows.

Table 3. Standards for Mastery of Learning Objectives Phase D

No	Assessment Dimension	Minimum Completeness Criteria	Explanation
1	Attitude	Good Category	Applicable to all dimensions, the Profil Pelajar Pancasila
2	Knowledge	75	Applicable to all subjects
3	Skill	75	Applicable to all subjects

Source: KOM Document MTsN 7 Pesisir Selatan 2024

Table 3 explains the standards for completing learning objectives for phase D. The assessment dimensions include attitude, with a minimum completion criterion in the good category, knowledge, with a minimum completion criterion of 75, and skill, with a minimum completion criterion of 75.

P5-PPRA

At MTsN 7 Pesisir Selatan, P5-PPRA was conducted from July 29, 2023, to November 18, 2023. Involving the principal, the vice principal in charge of the curriculum, the class teachers acting as project coordinators, and all teachers teaching in the seventh grade. The implementation process is divided into two themes. One theme was in the first semester, and one theme was in the second semester. The P5-PPRA project raises the theme of Building the Soul and Body in the first semester and Local Wisdom in the second semester. In an interview, the Head of the Madrasah explained:

"Pelaksanaan P5 PPRA dilaksanakan setiap hari Sabtu setiap minggunya, pelaksanaan tema selalu diawali dengan sholat dhuha berjama'ah dan pengenalan senam P5-PPRA." (M, November 16, 2023).

On Wednesday, October 22, 2023, by interviewing trained teachers RY and MR. In the interview, the trained teacher who is also the Deputy Head of the Curriculum Division at MTsN 7 Pesisir Selatan mentioned that the selection of the theme "Bangunlah Jiwa dan Raganya" in the first semester was based on an initial assessment due to the prevalence of verbal bullying at MTsN 7 Pesisir Selatan. In an interview with one of the trained teachers, he explained:

"Kita memilih tema bangunlah Jiwa dan raganya untuk P5 PPRA ini dikarenakan pada waktu asesmen awal, mendapati banyak anak-anak kita ini yang suka mengejek temannya saat tampil di depan dan saat temannya melakukan sedikit kesalahan mereka langsung menyoraki dan mengejek-ejek temannya" (MR, October 22, 2023).

Furthermore, one of the trained teachers in the interview explained that an example of verbal bullying is frequently mocking a friend who makes a mistake. The teacher said that:

"Berkat pelaksanaan P5-PPRA di semester satu ini, meskipun tidak serta merta berubah 100%, tapi kecenderungan peserta didik dalam mengejek temannya sudah mulai berkurang." (RY, October 22, 2023)

Similarly, the theme of local wisdom is based on initial assessments or the identification of contextual problems in the madrasah environment. Lecturers act as mentors alongside trained teachers after the interview and observation process. Working together as a community to implement the Kurikulum Merdeka at MTsN 7 Pesisir Selatan optimally.



Figure 3. "Stop Bully" Poster during the implementation of P5-PPRA at MTsN 7 Pesisir Selatan, West Sumatra
Source: Author's Documentation

Figure 3 shows the results (products) displayed as the student works. The product consists of creative posters on the theme of P5-PPRA.

Discussion

Planning

In implementing the Kurikulum Merdeka at MTsN 7 Pesisir Selatan, the madrasah first prepares the Madrasah Operational Curriculum (KOM) that aligns with national education goals to achieve the Profil Pelajar Pancasila and the *Rahmatan lil 'Alamin* Student Profile (Mahmudah *et al.*, 2023). The results of the characteristic analysis will serve as the foundation in the process of formulating the vision, mission, goals, and uniqueness of the madrasah. In analyzing the needs of the madrasa, various methods can be employed, one of which is conducting a Focus Group Discussion (FGD) by inviting representatives from all members of the educational unit and community leaders or school committees.

After the preparation of the KOM, it is followed by the stage of preparing Learning Objectives (TP) and Learning Objective Flow (ATP). After obtaining the Learning Objectives (TP) and Learning Objective Flow (ATP) designed according to each teacher's subject, teaching modules are created. The creation of this teaching module is carried out during the semester break before the new academic year. The teaching module, essentially a learning planning document, can replace the lesson plan (RPP), so teachers no

longer need to create an RPP because the components in the teaching module include the components in the RPP.

Learning and Assessment

The process of implementing learning in the Kurikulum Merdeka is called differentiated learning, which is the implementation of learning adjusted to the conditions of the students, while still providing equal educational rights for all students according to the needs and differences of each individual. The next stage is the preparation of instruments and the implementation of assessments. Assessment is conducted to gather evidence or grounds for consideration regarding the achievement of learning objectives. Assessment plays an integral role in ensuring the quality and significance of learning (Deva et al., 2024).

In the Kurikulum Merdeka, there is a Paradigm Shift in Assessment. So far, assessments have tended to focus more on summative assessments, which are often only used as a basis for compiling learning outcome reports. Unfortunately, the results of these assessments have not been optimally utilized as feedback to improve the learning process. In the Kurikulum Merdeka, educators are expected to change this approach by placing greater emphasis on formative assessment. Thus, the results of formative assessments can be used effectively to improve and refine the learning process continuously, making learning more adaptive and responsive to the needs of the students. Performance assessment in the Kurikulum Merdeka provides a learning experience that is more relevant to real life, allowing students to see the relevance of what they learn in class to the outside world. This is important to prepare students to face future challenges more confidently and competently (Deva et al., 2024).

At MTsN 7 Pesisir Selatan, the initial (formative) assessment was conducted on July 13, 2023. The implementation is valid for one year, in the first and second semesters. Involving all madrasah stakeholders and subject teachers. The formative assessment instruments are prepared at the learning process's beginning, middle, and end of the learning process. Meanwhile, summative assessments are conducted during the end-of-semester exams, also known as SAS (*Sumatif Akhir Semester*). In this process, assessment instruments, data collection, assessment strategies, and instrument result processing are developed. The Profil Pelajar Pancasila Strengthening Project Assessment is a process of collecting objective information to develop students' understanding of the learning obtained in the classroom, focusing on internal and external factors contextual to the life and challenges of Indonesia in the era of technological disruption and the industrial revolution 4.0 (Adi et al., 2023).

P5-PPRA

The next stage of the Kurikulum Merdeka Implementation is the application of *P5-PPRA*. Unlike schools under the Kemendikbud, madrasahs under the Kementrian Agama add PPRA to implement *P5*. *P5* is a project to strengthen the Profil Pelajar Pancasila, while *PPRA* stands for Profil Pelajar Rahmatan Lil' Alamin. The preparation of the *P5 PPRA* is carried out in two stages: the process and the document stages. In preparing the *P5 PPRA*, the following steps are taken: First, a facilitator team led by a coordinator is formed, and the madrasah project coordinator forms coordinators at the class level. Second, the madrasah's readiness level can be identified by assessing the initial preparedness for implementing *P5 PPRA* based on its capabilities, and third, designing the dimensions of *P5*, the values of *PPRA*, themes, and time allocation. Fourth, preparing the project module. By determining the flow of project activities, designing activities for each task, and preparing worksheets for students involved in the project activities. Fifth, *P5 PPRA* assessment. The next stage is the documentation stage. The document contains general information that includes three main elements. First, the module's identity (title, theme, preface, table of contents, facilitation team, madrasah, etc.), the phase of the teaching module's achievements, facilities

and infrastructure, and project achievement targets. Second, general information that includes the objectives and flow of project activities, how to use the module, focus on the dimensions of the Pancasila profile, stages of project activities/design, activity schedule/time allocation, steps for each stage/activity of the project, and formative assessment/ongoing assessment. Third, the appendix contains activity sheets (LKPD/observation forms), formative and summative assessment tools and rubrics, other relevant teaching materials, diagnostic assessments, end-of-year assessment/recap forms, student and educator reflections (4P method), project observation journals (P5 observation), project activity journals, and evaluations and follow-up activities.

The selection of the theme "*Bangunlah Jiwa dan Raganya*" in the first semester is based on an initial assessment due to the prevalence of verbal bullying at MTsN 7 Pesisir Selatan. The practice of violence in the education sector still frequently occurs in Indonesia. Komisi Perlindungan Anak Indonesia (KPAI) recorded that between 2011 and 2019, they received 37,381 reports of violence. Of that number, 2,437 incidents occurred in educational environments. We hope that the practice of violence in the educational world can decrease. However, the fact is that bullying practices have been increasing year by year. KPAI data shows that in 2022, there were 226 cases of bullying occurring in schools. The number increased from the previous year, where in 2021 there were 53 cases, and in 2020 there were 119 cases (Muhajir, 2024). The case that occurred at MTsN 7 Pesisir Selatan, although not physical bullying, verbal bullying also deserves attention.

CONCLUSION

Implementing the community-based Kurikulum Merdeka at MTsN 7 Pesisir Selatan, West Sumatra, goes through several stages such as planning, execution, and reflection/evaluation. It also faces various challenges during its implementation. The results of this study indicate that the implementation of the community-based Kurikulum Merdeka at MtsN 7 Pesisir Selatan has been carried out optimally and is ongoing. However, there are numerous flaws and obstacles in its execution. To achieve more optimal results, there needs to be cooperation and awareness among various parties or communities in implementing the Kurikulum Merdeka at MTsN 7 Pesisir Selatan. Implementing the community-based Kurikulum Merdeka at MTsN 7 Pesisir Selatan, West Sumatra, involves not only the madrasah community but also related communities such as Widyaiswara, university lecturers, and madrasah supervisors. Widyaiswara act as both trainers and mentors, while higher education institutions, in this case, lecturers and madrasah supervisors, act as mentors for madrasahs in implementing the Kurikulum Merdeka. As trainers and mentors, Widyaiswara, lecturers, and supervisors are required to assist madrasahs both online and offline and to create reports in the form of mentoring journals, the format of which has been provided by the Balai Diklat Keagamaan Padang. The journal contains the meeting number, type of assistance, findings, solutions, and other information as illustrated in **Figure 1**.

Several suggestions can be developed for further research on implementing the Kurikulum Merdeka at MTsN 7 Pesisir Selatan. Conducting Long-Term Impact Evaluation is a longitudinal study to evaluate the long-term impact of the implementation of the Kurikulum Merdeka on students' academic achievements and character development. Conducting Comparative Analysis, which involves comparing the implementation of the Kurikulum Merdeka at MTsN 7 Pesisir Selatan with other schools in various regions to identify best practices and challenges faced. Continuing In-Depth Qualitative Studies, to understand the perspectives of teachers, students, and parents regarding the Kurikulum Merdeka and the obstacles and opportunities they perceive. Developing an Implementation Model that can be adapted by other schools with similar characteristics, based on the findings of this research. Further research on teachers' readiness to implement the Kurikulum Merdeka and the effectiveness of the training and professional development programs that have been conducted. By developing these research areas, it is hoped that a more

comprehensive contribution can be made to the understanding and improving the implementation of the Kurikulum Merdeka at MTsN 7 Pesisir Selatan, West Sumatra.

AUTHOR'S NOTE

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