

PERSEPSI GURU FIQH DALAM KONSEP PENDIDIKAN (STUDI PENERAPAN KURIKULUM MERDEKA DI MIN 1 MATARAM)

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ABSTRACT

This study aims to offer a comprehensive overview of how Fiqh teachers' perceptions contribute to the implementation of this curriculum. It will also examine how these perceptions affect teaching and learning processes in the classroom and their impact on student outcomes. The research employs a descriptive qualitative method, with data collected from primary and secondary sources. Data analysis uses an interactive cycle model, involving several steps from data collection to presentation and verification. The study reveals that Fiqh teachers' perceptions of the Merdeka Curriculum are generally positive but also identify several challenges. Teachers view the Merdeka Curriculum as a beneficial innovation in education, although they acknowledge that the transition from the 2013 Curriculum is not significantly different due to their interconnectedness. Teachers find that the new curriculum allows for greater flexibility in teaching, with a shift toward a student-centered approach. However, implementation faces challenges such as inadequate facilities, lack of readiness, and increased administrative burdens. Teachers report that while their role in the classroom has shifted to being facilitators and motivators, their administrative responsibilities have increased. There are also issues with the synergy between students, parents, teachers, and the school, affecting the effectiveness of the curriculum.

Keywords: fiqh teachers' perceptions, educational concepts, merdeka curriculum

ABSTRAK

Penelitian ini bertujuan untuk memberikan gambaran menyeluruh tentang bagaimana persepsi guru fiqh berkontribusi terhadap implementasi kurikulum ini. Penelitian ini juga akan membahas bagaimana persepsi tersebut mempengaruhi proses pengajaran dan pembelajaran di kelas, serta dampaknya terhadap hasil belajar siswa. Penelitian ini menggunakan metode kualitatif deskriptif dengan data yang diperoleh dari sumber primer dan sekunder. Analisis data menggunakan model siklus interaktif yang melibatkan beberapa langkah dari pengumpulan data hingga penyajian dan verifikasi. Penelitian menunjukkan bahwa persepsi guru fiqh mengenai implementasi Kurikulum Merdeka umumnya positif tetapi juga mengidentifikasi beberapa tantangan. Guru-guru umumnya memandang Kurikulum Merdeka sebagai inovasi yang bermanfaat dalam pendidikan, meskipun mereka mengakui bahwa transisi dari Kurikulum 2013 tidak terlalu berbeda karena adanya keterkaitan antara keduanya. Guru-guru merasa kurikulum baru ini memungkinkan fleksibilitas yang lebih besar dalam pengajaran, dengan pergeseran menuju pendekatan yang berpusat pada siswa. Namun, implementasi menghadapi tantangan seperti fasilitas yang tidak memadai, kurangnya kesiapan, dan beban

administrasi yang meningkat. Guru melaporkan bahwa meskipun peran mereka di kelas telah beralih menjadi fasilitator dan motivator, tanggung jawab administratif mereka meningkat. Ada juga masalah dengan sinergi antara siswa, orang tua, guru, dan sekolah yang mempengaruhi efektivitas kurikulum.

Kata Kunci: persepsi guru fiqh, konsep pendidikan, kurikulum merdeka

A. Introduction

Teachers' perceptions play a crucial role in the success of implementing new curricula in schools (Lamusu et al., 2024; Margot & Kettler, 2019; Park et al., 2016; Rahayuningsih et al., 2024; Sunarni & Karyono, 2023), including in the context of Islamic education. In Indonesia, the Merdeka Curriculum, introduced by the Ministry of Education and Culture, aims to provide flexibility and accommodate diversity in the learning process. This curriculum emphasizes a more student-centered approach, allowing teachers to innovate teaching methods and tailor instructional materials to meet students' needs (Aisyah et al., 2023; Aqodiah et al., 2023; Halimah et al., 2023; Pertiwi et al., 2022; Pillawaty et al., 2023; Rahmadayanti & Hartoyo, 2022). Implementing the Merdeka Curriculum in Madrasah Ibtidaiyah (MI) requires a thorough evaluation, especially in fiqh subjects, which are a significant part of Islamic education.

Fiqh, as a branch of Islamic education, plays a strategic role in shaping students' character and understanding of religion (Kadi, 2023; Mansir et al., 2024). Within the framework of the Merdeka Curriculum, teaching fiqh not only focuses on theoretical knowledge but also on practical application in daily life (Kadi, 2023; Mansir et al., 2024). This highlights the need to understand how fiqh teachers at MIN 1 Mataram interpret and implement this curriculum in their classroom practices. Therefore, it is essential to explore fiqh teachers' perceptions of the educational concepts applied in the Merdeka Curriculum.

MIN 1 Mataram is an Islamic educational institution located in an area rich in cultural and social diversity. The school is committed to effectively integrating religious and general education, in line with national curriculum requirements and local needs. With the Merdeka Curriculum in place, it is hoped that the learning process at MIN 1 Mataram will become more adaptive and

responsive to students' needs, and better accommodate individual differences among them.

However, curriculum changes often face challenges, particularly regarding adaptation and implementation on the ground (Maskur, 2023; Rohman, 2017). Fiqh teachers' perceptions, as the primary implementers of the educational process, significantly impact the success of these changes. They must balance the demands of the new curriculum with established fiqh principles. Thus, understanding how fiqh teachers adjust their teaching methods to align with the Merdeka Curriculum is crucial for evaluating the curriculum's effectiveness and efficiency.

Furthermore, the implementation of the Merdeka Curriculum at MIN 1 Mataram can also be influenced by external factors such as support from the school administration, local government policies, and available resources. Therefore, this study aims to provide a comprehensive overview of how fiqh teachers' perceptions contribute to the implementation of this curriculum. It will also explore how these perceptions affect classroom teaching

and learning processes, as well as their impact on students' learning outcomes.

In this context, a study of fiqh teachers' perceptions in the implementation of the Merdeka Curriculum at MIN 1 Mataram is highly relevant. The research findings are expected to offer valuable insights for policymakers, school authorities, and other educators to understand the challenges and opportunities in curriculum implementation. Additionally, this study can serve as a reference for improving and developing curricula in the future, especially in the context of Islamic education in schools. While the Merdeka Curriculum is designed to offer flexibility in teaching, its successful implementation requires adequate preparation and adaptation from teachers. Therefore, understanding the perceptions of fiqh teachers at MIN 1 Mataram regarding the educational concepts embedded in this curriculum will provide valuable insights into effective implementation in the field. By examining these perceptions, solutions to potential challenges during the implementation process can be identified.

This study also aims to identify best practices adopted by fiqh teachers in integrating the Merdeka Curriculum with fiqh instructional content. By understanding these best practices, other schools implementing similar curricula can benefit and apply effective strategies in teaching fiqh and other religious subjects.

Overall, this research is expected to make a significant contribution to understanding how fiqh teachers play a role in the implementation of the Merdeka Curriculum and how their perceptions may influence student learning outcomes. By exploring these aspects, the study hopes to provide recommendations to enhance the quality of education at MIN 1 Mataram and similar educational institutions across Indonesia. With this background, the study of fiqh teachers' perceptions in the context of the Merdeka Curriculum is anticipated to offer a clearer picture of the dynamics of Islamic education in schools and support efforts to improve educational quality in the future.

B. Research Method

The research method used is descriptive qualitative. This method aims to provide a detailed account of

findings in accordance with the phenomena under study. Qualitative research examines and understands the relevance of specific individuals or groups as a result of social issues (Creswell, 2017). According to (Guba, 2005), this type of research places significant emphasis on processes, events, and intensity because researchers strive to build and understand the reality and its meanings.

In this study, there are several potential sources of information that can assist the researcher in addressing the research questions posed. The criteria needed include individuals involved in the implementation process of the Merdeka Curriculum at the school, as well as data that serves as guidelines, which include both primary and secondary data. Primary data refers to information obtained directly from research subjects through methods such as observation, interviews, or other means. Secondary data consists of information obtained from sources other than the research subjects, including documentation or records, such as books, archives, or both personal and official documents. These types of data will be sought and

collected at MIN 1 Mataram. Data collection will involve three techniques: observation, interviews, and documentation with relevant parties.

For data analysis, an interactive cycle model will be used. (Miles, M.B, Huberman, A.M, & Saldana, 2014) describe several steps involved, from data collection to presentation and verification of data.

C. Research Results and Discussion Teachers' Perceptions of the Implementation of the Merdeka Curriculum in Fiqh Subjects

The Merdeka Curriculum is relatively new in several schools, as there has not yet been a mandate for its implementation across all educational levels. However, in some schools where the curriculum has been implemented, it has been primarily as a trial to assess its effectiveness. This allows us to examine various teachers' perceptions regarding the application of the Merdeka Curriculum in their schools.

Teachers' perceptions of the Merdeka Curriculum policy, as expressed by the fiqh teachers and the curriculum coordinator at MIN 1

Mataram, are quite similar in their response to this policy. According to a fiqh teacher at MIN 1 Mataram: "In reality, the new policy from the Ministry of Education by implementing the Merdeka Curriculum is a good and quality program that brings a fresh perspective to the educational world, especially in classroom learning, provided this new curriculum is implemented effectively." Similarly, the curriculum coordinator at MIN 1 Mataram stated: "As an educator here who handles the curriculum implementation at this school, I believe that the Merdeka Curriculum represents a positive change. This is because there is a connection between the old curriculum, namely the 2013 curriculum, and the new Merdeka Curriculum."

Interviews with teachers at MIN 1 Mataram reveal that the new curriculum policy is seen as bringing a fresh and enthusiastic approach to education. Furthermore, the previous and new curricula are related, so the changes are not perceived as drastic. A notable feature of the Merdeka Curriculum is its flexibility in the learning process for both teachers and students (Ahmad et al., 2023; Ingthias et al., 2022; Retnaningrum et al.,

2023; Zidan, 2023). As the curriculum coordinator added: "With this new policy outlined in the Merdeka Curriculum, teachers are able to be as creative as possible. Teachers now act as facilitators, motivators, or mediators, primarily supporting students in the learning process." According to him, teachers are now facilitators because the Merdeka Curriculum emphasizes a student-centered approach where students are encouraged to be more active and take charge of their learning, unlike the previous curriculum where the teacher was the primary focus in the learning process.

The perception of Madrasah teachers regarding their role in implementing the Merdeka Curriculum in fiqh subjects is crucial, as the majority of curriculum implementation occurs in classroom settings (Afandi & Hasbulah, 2024; Fatmawati, 2024; Zaifatur Ridha, Hayatun Sabariah, 2024). In implementing the Merdeka Curriculum, teachers function as facilitators who support the learning process, which is largely entrusted to students. This aligns with the Merdeka Curriculum's focus on students as the center of learning, as one of the teachers noted: "In the Merdeka

Curriculum, learning is more practical and lighter because students largely control the classroom activities, unlike the previous curriculum where the teacher was still the center of learning. Additionally, in fiqh lessons, there are more practical activities, not just theoretical content."

Although teachers' roles or functions in classroom learning may be reduced, their responsibilities outside the classroom remain significant, or even increased (Aqodiah et al., 2023; Hasanah, 2021; Keiler, 2018). The curriculum coordinator at MIN 1 Mataram mentioned: "In the implementation of the Merdeka Curriculum, teachers function as facilitators supporting students in the learning process. However, teachers also take on the role of motivators, managing students' emotions and motivation to ensure stable emotional conditions, which contributes to effective learning." Additionally, teachers face more administrative tasks compared to previous curricula, including preparing learning materials, planning, and evaluation. The fiqh teacher at MIN 1 Mataram also noted: "With the student-centered concept of the Merdeka Curriculum, my role involves

being an intermediary between learning materials and students. I also observe students as they practice the material.”

Therefore, while the role of teachers in the classroom may be somewhat diminished due to the student-centered approach, teachers are not left with more free time. They adapt their roles to meet students' needs and still handle significant administrative tasks, requiring effective time management to ensure that students are not neglected despite the increased administrative workload (Wajdi, 2021; Yuniyanto et al., 2021).

Challenges and Impacts of Implementing the Merdeka Curriculum in Fiqh Subjects

The involvement of teachers in the implementation of the Merdeka Curriculum is crucial for achieving successful outcomes. The curriculum demands that teachers respond to students' needs (Damayanti et al., 2015; Marsela Yulianti et al., 2022; Saloviita, 2020; Sarnoto, 2024; Shower, 2017). However, there are challenges that can hinder the effective implementation of the curriculum. At MIN 1 Mataram, the

curriculum coordinator highlighted some obstacles: “There are many challenges that hinder the success of the implementation, including issues with infrastructure, human resources focused on students, and administrative requirements that all teachers must fulfill in the Merdeka Curriculum.” A fiqh teacher and class guardian at MIN 1 Mataram added: “Challenges I face during the implementation of the Merdeka Curriculum in fiqh include students who are not yet accustomed to the new curriculum, the lack of supportive infrastructure, as students are not allowed to bring electronic devices to school, and the administrative workload for teachers.”

From the feedback of the fiqh teacher and the curriculum coordinator at MIN 1 Mataram, it is clear that the challenges are not due to an inability to implement the Merdeka Curriculum effectively, but rather to factors that should support its success but instead act as barriers. The lack of school readiness is a significant issue. The class guardian and fiqh teacher further explained that there is a lack of synergy among students, parents, teachers, and the school, which affects the

implementation of the Merdeka Curriculum. For example, while students follow fiqh lessons based on the Merdeka Curriculum well at school, they lack supervision at home, leading to a gap in the learning process. For instance, in the implementation of optional prayer practices, students are required to practice directly in class. However, at home, parents do not effectively facilitate their children's learning, resulting in lapses in students' adherence to the curriculum.

To address these challenges, there is a need for collective evaluation and solutions to ensure the continued successful implementation of the Merdeka Curriculum. Training sessions with experts could guide teachers in effectively carrying out their roles within the curriculum (Sari et al., 2024; Yuniyanto et al., 2021).

E. Conclusion

Kesimpulan akhir yang diperoleh dalam penelitian dan saran perbaikan yang dianggap perlu ataupun penelitian lanjutan yang relevan.

The research on the perceptions of madrasah teachers regarding the implementation of the Merdeka

Curriculum in the Fiqh subject at MIN 1 Mataram reveals several key points:

1. Acceptance of the Merdeka Curriculum: Teachers at MIN 1 Mataram generally welcome the Merdeka Curriculum policy positively. They believe that this curriculum introduces beneficial innovations in the field of education. Although the transition from the 2013 Curriculum to the Merdeka Curriculum suggests a change, teachers feel that the differences between the two are not significant due to the interconnectedness of the old and new curricula.
2. Role of Teachers in the Merdeka Curriculum: In the Merdeka Curriculum, the role of teachers shifts to being facilitators, motivators, and mediators. Teachers are expected to be more creative in the learning process and to support students, who now become the center of the learning process. The role of teachers as the primary source of instruction is diminished, but their roles as motivators and administrators have increased.
3. Challenges in Implementation: There are various challenges in

implementing the Merdeka Curriculum, particularly in terms of facilities, human resources, and administration. These challenges include the lack of school readiness, inadequate supporting facilities, and increased administrative burdens. Additionally, there are issues with the synergy among students, parents, teachers, and the school, which affect the effectiveness of the curriculum implementation.

4. Impact and Challenges: Although the curriculum is expected to bring positive changes, some challenges such as students' unfamiliarity with the new curriculum and lack of parental support may hinder optimal implementation. Ongoing evaluation and additional training for teachers are considered crucial to addressing these challenges and ensuring the successful implementation of the Merdeka Curriculum in the future.

Overall, while the Merdeka Curriculum offers a more flexible and student-centered approach, the challenges faced in its implementation at MIN 1 Mataram highlight the need for additional attention to support facilities, administration, and

collaboration among stakeholders. Continuous evaluation and appropriate training will be key to optimizing the implementation of this curriculum.

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