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Challenges In Implementing The Independent Curriculum In The Subject Of Islamic Cultural History At MAN 1 Bojonegoro

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Abstract

Learning Islamic Cultural History has been considered a difficult lesson to understand, so this obstacle has become a problem and dilemma for educators and students at MAN 1 Bojonegoro, including in facing curriculum changes, namely the Merdeka curriculum. The purpose of this study is to describe the implementation, identify challenges, and explain the efforts made by teachers in facing the challenges of implementing the Merdeka curriculum in the Islamic Cultural History subject. The approach used in this research is a descriptive qualitative approach. Data collection was carried out using observation, interview, and documentation techniques. Based on the results of the research that has been carried out, the following results are obtained: (1) the implementation of the Merdeka curriculum in the Islamic Cultural History subject is carried out through three stages including planning, implementation, and evaluation (2) the challenges include, the guidelines for the formulation of learning tools that are published late, the lack of time for teachers to understand and prepare the independent curriculum, the update of information on the platform that is continuing and has not been completed, the lack of reference materials for examples in implementing the independent curriculum, teachers have difficulty integrating with other teachers due to differences in perceptions and understanding of other teachers about the independent curriculum, the implementation of diagnostic assessments takes a long time. (3) the efforts made by teachers in dealing with it, including following and adjusting existing guidelines, participating in MGMP SKI as well as technical guidance on the Merdeka curriculum from the Indonesian Ministry of Religion, and discussing with students what difficulties they face and then finding solutions together.

Keywords: Challenges, Independent Curriculum, History of Islamic Culture

Abstrak

Pembelajaran Sejarah Kebudayaan Islam yang selama ini dinilai menjadi pelajaran yang sulit untuk dipahami, sehingga kendala ini menjadi problem dan dilema bagi para pendidik dan peserta didik di MAN 1 Bojonegoro termasuk dalam menghadapi perubahan kurikulum, yaitu kurikulum Merdeka. Oleh karena itu, peneliti melakukan analisis tantangan Kurikulum Merdeka belajar pada mata pelajaran Sejarah Kebudayaan Islam secara lebih spesifik. Tujuan penelitian ini adalah untuk mendeskripsikan implementasi, mengidentifikasi tantangan serta menjelaskan usaha yang dilakukan guru dalam menghadapi tantangan implementasi kurikulum Merdeka pada mata pelajaran Sejarah Kebudayaan Islam. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif deskriptif. Pengumpulan data dilakukan dengan teknik observasi, wawancara, dan dokumentasi. Berdasarkan hasil penelitian yang telah dilakukan, didapatkan hasil sebagai berikut: (1) implementasi kurikulum Merdeka pada mata pelajaran Sejarah Kebudayaan Islam ini dilaksanakan melalui tiga tahapan diantaranya perencanaan, pelaksanaan, dan evaluasi (2) tantangannya diantaranya, pedoman perumusan perangkat pembelajaran yang terbit terlambat, kurangnya waktu bagi guru untuk memahami serta menyiapkan kurikulum merdeka, pembaruan informasi dalam platform yang masih berlanjut dan belum selesai, kurangnya bahan referensi contoh dalam pengimplementasian kurikulum merdeka, guru kesulitan berintegrasi dengan guru lain karena perbedaan persepsi serta pemahaman guru lain tentang kurikulum merdeka, pelaksanaan asesmen diagnostik memerlukan waktu yang lama. (3) usaha yang dilakukan guru dalam menghadapinya, diantaranya, mengikuti dan menyesuaikan panduan yang sudah ada, mengikuti MGMP SKI Serrta bimbingan teknis kurikulum Merdeka dari Kementerian Agama RI, dan mendiskusikan dengan siswa kesulitan apa yang dihadapi dan kemudian mencari solusi bersama.

Kata Kunci: Tantangan, Kurikulum Merdeka, Sejarah Kebudayaan Islam

Introduction

Education is one of the sectors that is constantly transforming along with the times. The era of digitalization and globalization has brought significant changes in education, affecting learning paradigms, teaching methods and curricula. In Indonesia, the government has responded to these changes by introducing the Merdeka Curriculum, which aims to produce graduates who are better prepared to face the challenges of the times. One of

the subjects affected by the Merdeka Curriculum is Islamic Cultural History (ICH).

Islamic Culture History is a subject that has an important role in shaping students' religious understanding and identity at MAN 1 Bojonegoro. However, the implementation of the Merdeka Curriculum in this subject brings unique challenges. Along with this curriculum

change, there are several backgrounds and challenges that need to be understood in depth.

First, the Merdeka Curriculum emphasizes project-based learning for the development of soft skills and character according to the Pancasila Student Profile. This demands a different approach to learning, where students must be active in exploring and developing their own understanding. How is this approach implemented in Islamic Cultural History subjects that have rich and complex material? How can teachers integrate character development with an understanding of Islamic history and culture?

Second, the focus on essential materials in the Merdeka Curriculum raises questions about how to present relevant and important Islamic Cultural History materials for students. Do more traditional materials such as akidah, morals and Islamic history remain relevant in the context of this more flexible curriculum? How can teachers ensure that the essence of the SKI material is maintained while students have the freedom to explore topics that interest them?

Third, the implementation of Merdeka Curriculum requires more differentiated learning, according to learners' needs, talents and interests. This is a challenge in the context of Islamic Cultural History, where students have diverse backgrounds in understanding religion and Islamic history. How can teachers provide learning that suits the needs of individual students, while still ensuring that the curriculum is met?

Fourth, the introduction of Merdeka curriculum in the first year was carried out in stages, with the implementation in class X, while classes XI and XII still used the old curriculum. This creates a unique dynamic at MAN 1 Bojonegoro, where teachers must organize lesson planning and implementation for two different grade levels. How can teachers manage these changes well and ensure the quality of education is maintained?

Fifth, the diagnostic assessments needed to understand students' learning styles, skill competencies, and learning weaknesses require sufficient time. However, Merdeka Curriculum demands efficiency in learning. How can teachers overcome this challenge in identifying

students' individual needs and providing appropriate support?

In this context, it is important to understand the background and challenges of implementing the Merdeka Curriculum in the Islamic Cultural History subject at MAN 1 Bojonegoro. This research aims to identify specific problems that arise during the implementation process of this curriculum, evaluate the success of implementation, and develop appropriate strategies or solutions to improve the quality of learning. Thus, this research will make an important contribution to efforts to increase the effectiveness and relevance of education at MAN 1 Bojonegoro in the era of the Merdeka Curriculum.

Method

The research method used in this research is descriptive qualitative method. This method was chosen because this research aims to describe and analyze phenomena or problems that arise in the application of the Merdeka Curriculum in the Islamic Cultural History subject at MAN 1 Bojonegoro. The descriptive qualitative method allows researchers to deeply understand the context and dynamics that occur in the field.¹

This descriptive qualitative research method will provide an in-depth understanding of the challenges and problems that arise in the context of implementing the Merdeka Curriculum. Thus, the results of this study are expected to make a positive contribution to efforts to improve and develop education at MAN 1 Bojonegoro, especially in the subject of Islamic Cultural History.

Results and Discussion

Merdeka Curriculum

Merdeka Curriculum is an education curriculum introduced in Indonesia in response to the times and technology. It has three main characteristics: project-based learning for soft skills and character development, a focus on essential materials, and flexibility for teachers in teaching. Merdeka Curriculum aims to produce graduates who are better prepared to face the challenges of the times by integrating traditional learning with character and skills development.²

History of Islamic Culture

The subject of Islamic Cultural History, often called SKI, involves the study of the world and aspects of the hereafter. For students who memorize and understand

history, their minds will be more open. Actually, historical material serves as a reflection or comparison from time to time. Because in history, there are valuable lessons and wisdom that can be used as experience.³ History subjects have an important role in shaping the character and morals of the nation's next generation. By studying historical material, students can recognize success and failure stories that are part of people's lives. These are valuable lessons that can be taken and applied in their future lives. This process helps students understand the values contained in history and how they can use them in their daily lives.

Implementation Of Merdeka Curriculum In Islamic Cultural History Subjects At MAN 1 Bojonegoro

In the process of implementing the Merdeka curriculum, of course, challenges will be found because this curriculum is still quite new. The Merdeka curriculum was previously called the prototype curriculum which was further developed into a curriculum that is more flexible and focuses on essential material and character development as well as student competencies, which is hereinafter referred to as the Merdeka curriculum.

Based on the results of research conducted by researchers at MAN 1 Bojonegoro, the implementation of the Merdeka curriculum here has been running for one year, namely in phase E for class X, while classes XI and XII are still using the 2013 curriculum. This curriculum is implemented based on Permendikbudristek No. 5 of 2022 but the guidelines used are guidebooks published by the Directorate of Madrasah KSKK Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia or hereinafter referred to as the Ministry of Religion because this Madrasah Aliyah is under the auspices of the Ministry of Religion.

In the series of implementation of the Merdeka curriculum implementation, it is divided into 3 stages, namely planning or preparation, implementation and finally assessment. The planning process is the creation or preparation of teaching tools which include learning outcomes, learning objectives, flow of learning objectives and learning plans, all of which are contained in the teaching module. This is in accordance with the Learning and Assessment guidebook for RA, MI, MTs, MA, MAK published by the Directorate of Madrasah KSKK Directorate General of Islamic Education, Ministry of Religious Affairs of

the Republic of Indonesia.

In the learning implementation stage, teachers choose to give students freedom in finding learning resources, using learning media and learning models according to the comfort of students. This is done so that students get contextual and inclusive learning experiences as well as to implement differentiated learning, learner-centered learning while the teacher as a facilitator and motivator. In the implementation of the project in phase E, it is integrated with the project to strengthen the Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile with a project percentage of 25% for each subject. The application of the project to strengthen the Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile is integrated with more than two subjects according to the theme set at Madrasah Aliyah Negeri 1 Bojonegoro. In the SKI subject, the project is integrated with the Akidah Akhlak subject with the dimensions of faith, piety to God Almighty and taking the value of rahmatan lil alamin tawazun (balanced) and ta'adub (civilized).

In the last stage is assessment, the assessment carried out is diagnostic assessment, formative assessment and

summative assessment. Some teachers only carry out formative and summative assessments. However, some carry out all three, namely diagnostic assessments in the form of written tests and observations with structured questions and answers which are carried out 2-3 times a meeting in class. While in formative assessment we use question and answer methods, quizzes, and class discussions to find out the extent to which students understand the daily material and identify which students need more attention so that teachers can improve and adjust learning. While summative assessment we use written tests in the form of multiple choice and essay as well as oral tests, at the end of the meeting to give students final grades as well as evaluate the overall effectiveness of learning.

In order to ensure the accuracy of information about students' learning progress, assessments are conducted transparently, objectively, continuously and thoroughly. Furthermore, the results of the assessment are documented in the form of an education result report book / report card (Progress Report) which serves as a report to the student's parents and also to:

- 1) Assessing the achievement of learner competencies,
- 2) Material for preparing learning progress reports,
- 3) Improving the

learning process through Analysis of Test Results, 4) As a tool to determine learner mastery of competencies / Absorption. 5)As guidance, 6)As a diagnosis tool, 7)As a prediction tool, 8)As grading, 9)As a selection tool. However, if in carrying out learning activities, students do not achieve minimum learning completeness, then the students concerned under the guidance of the subject teacher must take part in Remedial Teaching activities or repetition of the learning process specifically against competencies or learning activities that have not been completed.

From the research conducted by researchers at MAN 1 Bojonegoro, that MAN 1 Bojonegoro has implemented the Merdeka curriculum from various concepts from the preparation of lesson planning administrations, implementing project-based learning of Pancasila student profiles and rahmatan lil alamin student profiles even though it still needs improvement and development because it has only been running for one year.

Challenges In Implementing Merdeka Curriculum In Islamic Cultural History Subjects At MAN 1 Bojonegoro

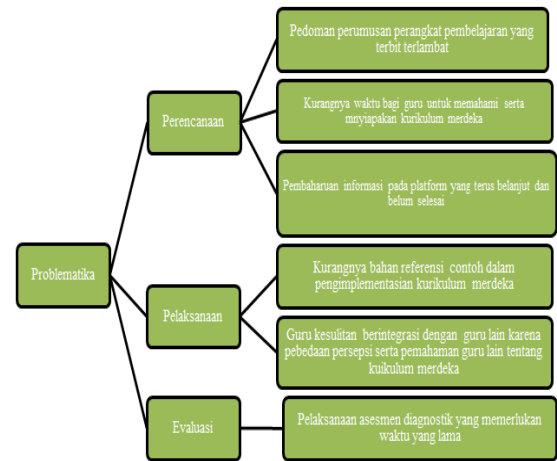


Figure 1. Challenges In Implementing Merdeka Curriculum In Islamic Cultural History Subjects At MAN 1 Bojonegoro

The challenges found at MAN 1 Bojonegoro in the process of implementing the Merdeka curriculum in the Islamic Cultural History subject are as follows:

1. Guidelines for Formulating Learning Tools that are Published Late

Implementation of the Merdeka curriculum requires adequate resources, both in terms of teaching tool guides, learning materials, textbooks, technological devices, and training for teachers. Based on the results of interviews conducted by researchers, teachers experience obstacles in compiling learning tools which include

learning outcomes, learning objectives, flow of learning objectives, teaching modules, and assessment plans because the guidebooks available at the beginning of the new academic year 2022/2023 are from the Ministry of Research and Technology, while the Directorate of Madrasah KSKK Directorate General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia has not and will only be available in August 2022.

From these challenges, this relates to the theory expressed by Farida Jaya in her book entitled Learning planning is the process of compiling detailed plans about the steps that will be taken by a teacher in the classroom in the future, with the aim of achieving effective and efficient results in accordance with predetermined goals. As a learning designer, a teacher's duties include designing learning programs that involve organizing subject matter, presenting information, and evaluating according to their responsibilities in accordance with predetermined learning objectives. In essence, learning planning aims to determine the optimal learning method

so that the desired learning outcomes can be achieved..⁴ If the guidelines are published late, learning and subsequent planning will experience problems.

2. Lack of Time for Teachers to Understand and Prepare for the Implementation of the Merdeka Curriculum

According to Sabradi in his journal, curriculum development is one of the efforts to achieve educational goals that are relevant to the needs of the times. With the challenges of the digital era, education must be able to keep up with technological developments and utilize them as effective learning tools. This allows education to remain relevant and not be eroded by the times.⁵

In the development of the Merdeka curriculum, the peak of the curriculum launch was set for February 2022 and began implementing it in July 2022, based on the results of the interview, this time is short in understanding, preparing, and implementing the new curriculum. As according to Maulida in his education journal In facing the new curriculum, teachers play an important role in the education system in Indonesia. Therefore, efforts to develop

and change the curriculum should also be balanced with improving the quality of teachers. However, curriculum changes also require readiness from teachers to learn before teaching, one of which is time management: The new curriculum requires sufficient time for teachers to learn and understand.⁶

3. Updating Merdeka Curriculum Information is Conducted Gradually

Based on the results of the interview, the independent curriculum for this teacher still cannot be said to be completed in preparation for launching, this results in the learning process becoming abstract because the teacher learns while doing. As explained in ditsmp.kemdikbud.go.id, the Merdeka Curriculum will only be used as a national curriculum in 2024. However, for now the Merdeka Curriculum is only an option for education units. So the Merdeka Curriculum is not a curriculum that must be implemented by educational units for now. However, there are several reasons why currently the Merdeka Curriculum is still an option, one of which is that the Ministry of Education and Culture wants to emphasize that education units

have the authority and responsibility to develop a curriculum that suits the needs and context of each school.⁷

4. Lack of Reference Examples in Implementing the Independent Curriculum

Based on the results of the interview, in the independent curriculum, learning is learner-centered, and monotonous learning is not allowed with the lecture method, while the teacher still uses the lecture method because the SKI subject requires a long enough explanation so that students can know and understand each element of the historical story, besides that, because the reference sources for learning methods and models are still limited, the teacher chooses to return to using past methods.

For example, in the material on the history of the birth of the Umayyad and Abbasid Daulahs, the teacher asks students to make concept maps and provides learning resources in the form of books, but in doing so the teacher gives students the freedom to also look for other sources, which results in students choosing the easy way, namely looking for material on the internet,

however, because on the internet there are many sources and many writings that cannot be accounted for, the concept maps they write have many mistakes, then the teacher has to repeat explaining the material with power point but in explaining using the lecture method.

As the characteristics of Islamic Cultural History in the Merdeka curriculum (Rosad 2020) are as follows:

- a. learning is directed at how to make inspiring events and figures an example for students in living today's life.
- b. studying past events and being interpreted and implemented in daily life.
- c. Bringing up the balance of spiritual and social attitudes, knowledge, and skills in applying them in various situations in madrasah, nation and state communities.
- d. implementing the development of students' competencies not only in religion, but also istiqomah examples to teachers, cultured and empowered in the madrasah environment.

Thus, this is an obstacle because creative learning reference sources are still lacking.

5. Teachers Have Difficulty Integrating with Other Teachers Due to

Differences in Perceptions and Other Teachers' Understanding of the Merdeka Curriculum

Based on document findings and interview results, MAN 1 Bojonegoro applies integrated learning between subjects with a block system and a longitudinal system, but in its implementation teachers have difficulty finding common ground for learning implementation, because there are still differences in the translation of the independent curriculum, for example as applied by Mr. Imam,

The implementation of the Pancasila student profile project and the rahmatan lil alamin student profile are integrated with the subject of moral creed in the learning process but the time policy is carried out at the end of the semester program, in this case the project is in the form of a drama performance of the heyday of Islam, during the time of Caliph Harun Ar-Rosyid, choosing the theme also for the reason that to achieve the tawazun indicator, which is balanced, In this material, wisdom can be taken that when power is exercised in a balanced

manner for the world and the hereafter, for example when Caliph Harun Ar-Rashid gave freedom to his people to publish as many books as possible and gave large rewards, there the people not only wrote books for the rewards of the world but also the hereafter, because it was intended for Allah and the book was written to provide benefits in the future, it was also proven that there were many discoveries by Islamic figures at that time.

Some teachers think that this is correct learning, however, some teachers think this is not the intended learning because as explained from kemendikbud.go.id 'The Pancasila Student Profile Strengthening Project (P5) is an inseparable part of the Implementation of the Merdeka Curriculum (IKM). P5 is an effort to realize Pancasila Students who are able to behave in accordance with the values of Pancasila, namely faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity. IKM P5 is special because its application is not integrated in the learning of each subject but has a

special portion in each subject hour allocation that makes students have the opportunity to be able to develop their knowledge, skills and attitudes competencies by learning from their friends, teachers, even to local community leaders in analyzing hot issues that occur in the surrounding environment.⁸

6. Diagnostic Assessments Take a Long Time

Based on the results of the interview, the teacher has conducted a diagnostic assessment using observation and question and answer methods and prepared a series of tests to find out students' interests, needs, learning styles and weaknesses and strengths in receiving material, but in its implementation, the teacher needs 2-3 meetings, so differentiated learning can be carried out on the fourth meeting. Teachers who also choose to maximize formative and summative assessments in learning with the Merdeka curriculum to determine student learning outcomes and direct them through these learning outcomes. Merdeka Curriculum is an educational approach that strengthens

project-based learning, exploration, and real outdoor experiences. The purpose of diagnostic assessment in the Merdeka curriculum is to understand students' level of understanding, abilities, and learning needs more deeply.

The diagnostic assessment process in Merdeka Curriculum focuses on collecting data on students' abilities and characteristics. The methods used in diagnostic assessment can vary, including standardized tests, observations, interviews, portfolios, or performance-based projects. This approach gives teachers the flexibility to customize the assessment method that best suits the context and student needs.

One of the advantages of diagnostic assessment in the Merdeka curriculum is the recognition of the diversity and uniqueness of individual students. Teachers can identify students' specific levels of understanding and abilities, so that they can develop appropriate learning strategies for each student. This helps maximize students' learning potential and facilitate their individual

development.

In addition, diagnostic assessment also plays a role in providing constructive feedback to students. By understanding their strengths and weaknesses, students can develop a better understanding of themselves and take steps to refine skills that need improvement. This feedback can also help students plan personal learning goals and increase their motivation.

Diagnostic assessment in Merdeka curriculum also supports an inclusive approach to education. By understanding students' individual learning needs, teachers can provide appropriate support and adjustments to ensure all students can access and follow the curriculum. This helps create an inclusive learning environment and provides equal opportunities for all students.

It is important to note that diagnostic assessment in the Merdeka curriculum is not the end goal, but the first step in designing appropriate learning experiences. Data collected through diagnostic assessments should be used effectively to plan learning that is relevant and engaging for

students. Teachers need to combine information from diagnostic assessments with their understanding of students and the learning context to design effective teaching strategies.

Overall, diagnostic assessment in the Merdeka curriculum is a valuable tool in understanding individual student learning needs and supporting inclusive learning. By using diverse and flexible approaches, teachers can design learning experiences that are challenging and relevant to each student.

Efforts To Overcome The Challenges Of Implementing The Merdeka Curriculum In Islamic Cultural History Subjects At MAN 1 Bojonegoro

Based on the results of interviews conducted by researchers that, in implementing the Merdeka curriculum, every teacher certainly experiences challenges, this happens because this curriculum is still new and requires evaluation to improve the curriculum in the future, including at MAN 1 Bojonegoro. from the research that has been done to overcome existing challenges, teachers do:

1. Following and adjusting existing guidelines and participating in training and guidance on the implementation of independent learning both online and offline. Based on the results of interviews conducted by researchers, the solution provided by the teacher is to follow and adjust the latest guidelines and look for more training and guidance activities for implementing the Merdeka curriculum to get more references and information, for example online following the kurmer.id platform, [@merdekabelajar](https://www.instagram.com/merdekabelajar) instagram account.

The Merdeka Mengajar platform is a technology platform designed as a driving partner for teachers and principals in the process of teaching, learning, and working. The purpose of this platform also includes supporting the implementation of the Merdeka Curriculum by providing references, inspiration, and understanding so that teachers can more easily implement it. To utilize the services of the Merdeka Mengajar Platform, teachers and principals can use the belajar.id account to log in to the platform. By accessing this platform, they can access various useful features such as:

- a. Learning Merdeka Curriculum: This feature helps users to understand and receive training in implementing the Merdeka Curriculum.
- b. Teaching and Learning Activities: Provides various student assessments and teaching tools that can be used in the learning process.
- c. Self-Development: Through this feature, users can take self-training and join communities that support their self-development.
- d. Inspiration Seeking and Sharing: Users can seek inspiration through inspirational videos and share evidence of their work with fellow users.

Meanwhile, offline teachers attend training or workshops organized by the school and join the Bojonegoro MGMP SKI forum. This is done to improve the implementation of the Merdeka learning curriculum, especially in SKI subjects, so that it is even better. Thus, this is in accordance with the theory described by Fahrian Firdaus Syafi'I, that in guiding the Merdeka curriculum, several things are related, among others:

- a. Principal and Supervisor Workshops:

Every month, principals and supervisors hold workshops led by expert trainers. This workshop aims to provide an in-depth understanding of the Merdeka curriculum and discuss effective implementation strategies.

- b. Strengthening Teachers-Learning Committee: In an effort to improve teachers' understanding and skills in implementing the Merdeka curriculum, principals and subject teachers who are members of the learning committee provide reinforcement to teachers. They provide the necessary guidance, training, and advice so that teachers can implement the Merdeka curriculum well.

- c. Assistance by Expert Trainers Online: Expert trainers provide assistance to teachers through an online platform. They provide direction, input, and technical assistance to teachers in facing challenges that may arise in implementing the Merdeka curriculum.

- d. Monthly Coaching: Expert coaches also conduct regular coaching every month to teachers. This coaching is

conducted individually or in small groups to assist teachers in developing their pedagogical and managerial skills.

- e. Survey Filling to Identify Constraints: Teachers are asked to fill out a survey that aims to find out the obstacles experienced in implementing the Merdeka curriculum. The results of this survey are the basis for expert trainers and related parties to identify problems that need to be addressed and provide appropriate solutions.
- f. Supervision and Mentoring Activities by Supervisors: Supervisors are responsible for supervising and assisting in the implementation of Merdeka curriculum. They ensure that Merdeka curriculum is carried out in accordance with established guidelines and provide support to teachers in overcoming obstacles that may arise.

With this guidance, it is hoped that teachers can master the concepts and strategies of the Merdeka curriculum well and be able to implement them effectively to improve the quality of learning.⁹

2. Participating in MGMP SKI and Technical Guidance for Madrasah

Merdeka Curriculum from the Ministry of Religion of the Republic of Indonesia to share and communicate with other SKI teachers regarding the latest learning models and methods that can be used and adapted, for example, actively gathering and discussing in an SKI MGMP forum. As according to Daid Gurteen in a book written by Yusup, knowledge sharing is an illustrative form of a situation between two or more people who communicate with the aim of improving and developing themselves between these people..¹⁰ So, communication is a solution offered by teachers in facing challenges. In implementing the Merdeka curriculum at MAN 1 Bojonegoro, teachers maximize their efforts to be able to implement it, so the effort made is a willingness to learn with others, including with other SKI teachers.

3. Discuss with students what difficulties they are facing and then find solutions together. Learning difficulties experienced by students are common, therefore it only takes time and continuous motivation as in the Merdeka curriculum, the teacher's job is to be a facilitator and motivator for students.

Conclusion

Based on the research that has been conducted regarding the analysis of the challenges of implementing the Merdeka curriculum in the Islamic Cultural History subject at MAN 1 Bojonegoro, the researcher draws the conclusion that:

1. The implementation of the Merdeka curriculum in the Islamic Cultural History subject at MAN 1 Bojonegoro has been running by adjusting KMA 347 of 2022 while the guidebook for planning to prepare teaching tools includes CP, TP, ATP, Teaching Modules adjusting the learning and assessment guidebook. In the implementation of formative and summative assessments still use written tests in the form of multiple choice and essay.
2. The challenges to the implementation of the Merdeka curriculum in the Islamic Cultural History subject found by researchers at MAN 1 Bojonegoro include 1) guidelines for the formulation of learning tools that were published late 2) lack of time for teachers to understand and prepare the independent curriculum, 3) information updates on the platform that are still

continuing and have not been completed 4) lack of reference materials for examples in implementing the independent curriculum 5) teachers have difficulty integrating with other teachers due to differences in perceptions and understanding of other teachers about the independent curriculum 6) implementation of diagnostic assessments takes a long time.

3. The efforts made by teachers in overcoming the challenges of implementing the Merdeka curriculum in the Islamic Cultural History subject at MAN 1 Bojonegoro include; 1) following and adjusting existing guidelines and participating in training and guidance on the implementation of independent learning both online and offline, 2) participating in MGMP SKI as well as technical guidance on the Merdeka curriculum from the Ministry of Religion of the Republic of Indonesia to share and communicate with other SKI teachers regarding the latest learning models and methods that can be used and adapted, 3) discussing with students what difficulties they face and then finding solutions together..

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Endnotes

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⁴ Jaya, *Perencanaan Pembelajaran*.

⁵ Sabriadi and Wakia, "Problematika Implementasi Kurikulum Merdeka Belajar Di Perguruan Tinggi."

⁶ Purwandari, "Identifikasi Faktor Penghambat Pelaksanaan Kurikulum 2013 Di SD Negeri Jlaban Sentolo Kulon Progo."

⁷ (Kemendikbudristek 2023)

⁸ (Kemendikbudristek 2023)

⁹ Syafi'i, *Merdeka Belajar : Sekolah Penggerak*.

¹⁰ P, *Prespektif Manajemen Pengetahuan Informasi, Komunikasi, Pendidikan, Dan Perpustakaan*.