

The Impact of Implementing *Merdeka Belajar* Curriculum by Utilizing Digital Media on Changes in Knowledge, Attitudes and Skills of *Madrasah Ibtidaiyah* Al I'annah Students, Duren Village, Klari District, Karawang Regency

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Abstract: *Merdeka Belajar* Curriculum is a curriculum of a set of plans and arrangements regarding the objectives, content and learning materials of the methods used as guidelines for organizing learning activities to achieve certain educational goals. The central government establishes a basic framework and curriculum structure which serves as a reference for the development of the operational curriculum for education units. According to the National Standards Agency, *Merdeka Belajar* is education so that students can choose subjects of interest. This is done so that students can optimize their talents. The purpose of this writing, namely to find out the impact of the implementation of the independent learning curriculum on the attitudes, knowledge and skills of *Madrasah Ibtidaiyah* Al'Iannah students in Duren Village, Klari Distric. Implementation method with observation and field studies.

Keywords: *Merdeka Belajar*, Media, Impact, Digital

A. Introduction

Responding to the government program with the implementation of the *Merdeka Belajar* Curriculum, innovation is needed in the use of learning media, which is able to develop students' talents and interests. The *Merdeka* Curriculum is a curriculum with diverse intracurricular learning where content will be optimized so that students have enough time to explore concepts and strengthen competencies. In the learning process, teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. In this curriculum there are projects to strengthen the achievement of the Pancasila profile. Where it is developed based on certain themes set by the government. Guidelines for organizing learning activities to achieve certain educational goals (UU Sisdiknas/2003). The central government sets the basic framework and structure of the curriculum which is a reference for the development of the operational curriculum of the Education unit.

Components in the operational curriculum to assist the thinking process and development of learning in education units, the principles of developing an independent learning operational curriculum include: (1) Learner-centered, that is, learning must meet the diversity of potential, developmental needs and learning stages, as well as the interests of students. (2) Contextual, which shows the uniqueness and is in accordance with the characteristics of the education unit, social cultural context and environment. (3) Essential, which contains all the important / main information elements needed and used in the education unit. The language used is straightforward, concise and easy to understand. (4) Accountable, that is, accountable because it is data-based and actual. (5) Involving various stakeholders, namely the development of an independent learning curriculum, which involves committees, namely parents, organizations, government.

The implementation of the *Merdeka Belajar* curriculum requires a more specific formulation to achieve the objectives of learning outcomes. The importance of support from both the government and the community called the school committee. Schools will easily gain trust in the community if they are able to improve the quality of learning outcomes or outputs. This achievement requires cooperation or collaboration between the school and the community. The *Merdeka Belajar* curriculum gives teachers the freedom to develop a more interesting and innovative learning process. Learning in *Merdeka Belajar* provides challenges and opportunities for the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through reality and field dynamics such as ability requirements, real problems, social interaction, collaboration, having attitudes, knowledge and skills in understanding learning.

The resulting changes and innovations are able to make a maximum contribution to the progress of a nation that has quality human resources (Deni Sopiansyah, 2022). The purpose of the *Merdeka Belajar* program is to encourage students to be able to develop their talents, interests with teacher guidance. Learning independence is a substantial matter, a prerequisite for the fulfillment of other learning achievements. Without freedom of learning, children cannot learn to love learning. Without freedom of learning, ethical education will not achieve its goals because all behavior is not based on awareness. (Hendri, 2021). *Merdeka Belajar* is a form of policy adjustment to restore the essence of assessment which is increasingly forgotten. *Merdeka Belajar* is a policy program launched by the Indonesian Minister of Education and Culture to return the national education system to the essence of the law by giving freedom to schools, teachers and students to be free to innovate, free to learn independently and creatively, where this freedom to innovate must start from teachers as the driving force of national education.

Each teacher bears the moral responsibility to support both directly and indirectly in the institution or not only limited to delivering lessons but there needs to be a broader development, namely the formation of an independent, creative and innovative person based on fundamental religious values. Education must be carried out optimally with the following efforts: (1) peer equality in schools, (2) supporting

suggestions for activities, (3) support from related parties, (4) implementing (5) integrating Islamic Religious Education (PAI) into general lessons, (6) conducting evaluations (Manizar, 2017). The learning process in the digital era occurs in the distribution of education widely, can reach all corners of the country and even the world. The learning process is not limited by time and place because utilizing digital media makes it easier to access learning materials. *Merdeka Belajar* policy aims to create healthy, intelligent, adaptive, creative, innovative, skilled, dignified, productive, and characterized humans.

The *Merdeka Belajar* learning model will not be separated from the role of digital media as a means and infrastructure to support the achievement of educational goals, namely creating an innovative and creative learning atmosphere so that students have the flexibility to access media that supports changes in students' knowledge, attitudes and skills. The role of digital media has contributed to significant changes in students' attitudes, knowledge and skills. Technological developments in the field of information technology trigger major changes in digitization technology, namely the condition that all print and electronic media content can be combined and distributed and made easy to access. The convenience obtained by students requires assessment from teachers and parents.

Cognition is related to intelligence. Cognitive is more passive or static which is the potential or power to understand something, while intelligence is more active which is the actualization or manifestation of the power or potential in the form of activity or behavior. Cognitive potential is carried from birth or is a hereditary factor that will determine the limit of intelligence level development (maximum limit). Cognition is a thought process, namely the individual's ability to connect, assess and consider an event or event. The cognitive process is related to the level of intelligence (intelligence) that characterizes a person with various interests, especially aimed at ideas and learning. Every individual thinks using their intellect. It is the ability of intelligence that determines whether or not a problem is solved quickly. Intelligence is the highest mental ability Knowledge in this sense involves the process of recall. Things that are specific and universal, cognitive is the process of recalling patterns, structures or settings. Knowledge can be divided into three, namely (1) knowledge of basic things; (2) knowledge of how to treat basic things; and (3) knowledge of general things and abstractions that humans have (Imam Gunawan, 2012).

Learning objectives in the formation of the affective / attitude domain need a stimulus response that can form a new attitude, automatically and oriented towards instilling character values in each individual that affects positive feelings or emotions which can be interpreted as a process into a finished result (Alifah, 2019). Orientation in education that tends to forget the realm of attitude development, sacrificing students individually and in groups.

There are several definitions of attitude in the Cambridge Dictionary called that attitude is a feeling or opinion of something or someone (Cambridge, 2021a), Oxford Learner's Dictionaries states that attitude is a way of thinking to feel about someone or something. Attitude is also said to be a way of behaving towards

someone. Attitude is a disposition to respond favorably or unfavorably to an object, person, institution or event. Based on this definition, it can be concluded that attitude is a view or opinion or feeling towards an object or person or event (Swarjana, 2020).

In Bloom's theory, the attitude/affective division has six levels, namely knowledge, understanding, application, analysis, synthesis and evaluation. The attitude/affective domain is related to thinking skills which include the ability to memorize, understand, apply (Maya Safitri, 2019). Affective ability is part of student learning outcomes that are very important because the success of the learning process in the cognitive and psychomotor domains of students is determined by their affective conditions. Students' affective conditions that can create a conducive learning situation to achieve optimal learning outcomes include students' interest in learning the subject matter and students' positive attitudes towards the subject matter as indicated by their enjoyment of the lesson and enthusiasm for each lesson.

The skill/psychomotor domain relates to learning outcomes that are achieved through manipulation skills involving muscles and physical strength. According to Mardapi (2003: 143), there are six stages of psychomotor skills, namely reflex movements, basic movements, perceptual abilities, physical movements, skilled movements, and non-discursive communication. Reflex movements are motor responses or unconscious movements that appear when babies are born. Physical ability is the ability to develop skilled movements. Skilled movements are movements that require learning, such as skills in sports. Nondiscursive communication is the ability to communicate using gestures (Nurwati, 2014).

B. Methods

The implementation method in this community service program activity begins with a survey to the community service location of Madrasah Ibtidaiyah Al I'annah, Duren Village by conducting interviews and surveys regarding the implementation of *Merdeka Belajar* by utilizing information technology. After coordinating with the committee to prepare community service activities. The implementation of study program-based community service activities was carried out on November 26, 2022.

The stages of community service go through several stages, namely the stage of selecting a community service location by considering the impact of implementing an independent learning curriculum on the attitudes, knowledge and behavior of MI Al'Iannah students in Duren Village, Klari District. The next stage holds discussions related to determining the theme, and for data collection. Data collection is collecting data at the service location by conducting consultations, observations, interviews, and documentation by determining data collection strategies that are deemed appropriate to determine the theme or focus and deepening the data in the next data collection process. The stages of implementing community service and the stages of reporting the results of community service, Service Results. In holding the reporting of community service results, this is a report on a series of activities starting from pre-service surveys to activity reporting. Publication Stage. The results or reports of

community service activities will be published as outputs of community service activities in the form of a book entitled "The Concept of Learning Media Development in Schools in the Digital Age". Publication through the Jabar Portal online media <https://portaljabar>.

C. Results and Discussion

Profile of Madrasah Ibtidaiyah (MI) Al I'anah

Al I'anah Foundation is one of the foundations of educational institutions in Duren Village, Klari District, which has been established since 1968. From year to year, the Al I'anah educational institution foundation continues to develop along with following the wishes of the community. The learning presented is not only supported by general subjects, but also pivots on religious subjects. Thus, students and their graduates can continue their education to a higher level of education.

One of the educational institutions under the auspices of the Al I'anah educational institution foundation is Madrasah Ibtidaiyah (MI) Al I'anah. In addition, there are also several other educational institutions or madrasahs, which are under the auspices of the Al I'anah educational foundation, such as Raudhatul Athfal (RA) Al I'anah, Madrasah Diniyah Awaliyah (MDA) Al I'anah which is now transformed into Diniyah Takmiliah Awaliyah (DTA) Al I'anah, and Madrasah Tsanawiyah (MTs) Al I'anah. Today, Madrasah Ibtidaiyah have been established alongside the school system. Thus, some Madrasah Ibtidaiyah have been organized in a manner similar to other school organizations. Because, in terms of level, currently the existence of Madrasah Ibtidaiyah (MI) can be said to be equal to Elementary School (SD). The following is a brief record of the head of the madrasah who has served and a record of the development of Madrasah Ibtidaiyah Al I'anah in the past until now.

The founder or initiator of the establishment of Madrasah Ibtidaiyah (MI) Al I'anah, as well as the first head of madrasah was DR. H. Ahmad Jamaludin, M.Pd who served from the academic year 1996/1997 - 1998/1999. Then the next head of madrasah was held by H. Lili Wahyudi, S.Ag who served from the 1999/2000 - 2004/2005 school year, he was also an International Qori champion in Iran. Then, in the 2005/2006 academic year until now the head of the madrasah is held by Ujang Manan, S.Pd.I., M.Si.

Impact of *Merdeka Belajar* Curriculum

Madrasah Ibtidaiyah (MI) Al I'anah is an educational institution under the auspices of the Ministry of Religion, the *Merdeka Belajar* curriculum program is a curriculum launched from the Ministry of Education and Culture. The learning process at MI Al I'anah uses a curriculum that is general education and religious education. With the *Merdeka Belajar* Curriculum, it has begun to be used in MI, because *Merdeka Belajar* has a specific curriculum, namely a curriculum that provides space for students to develop their talents, interests and abilities. In this case, MI Al I'anah uses the curriculum from the Ministry of Religion, namely special religious lessons and the curriculum from the Ministry of Education and Culture, namely

general lessons. With this curriculum merger, MI al I'anah students have a huge contribution in developing the potential of Al Ianah students. In responding to the *Merdeka Belajar* curriculum, it is necessary to have adequate infrastructure, in this case the importance of digital media as a support for the achievement of MI Al I'anah students' knowledge, attitudes and skills. The impact of the *Merdeka Belajar* curriculum requires balance in assistance from both teachers and parents. The importance of an active role between teachers and the community environment for the implementation of education in accordance with the outcomes of MI Al Ianah graduates in Duren Village, Klari sub-district, Karawang district.

There are objectives of Islamic religious education at the elementary school / madrasah Ibtadiyah level, namely: 1. To provide guidance for students to have spiritual values, noble character, always make compassion and tolerance as the foundation of their lives. 2. Forming learners to become individuals who understand well the principles of Islam related to noble morals, true faith ('aqidah sahihah) based on the understanding of ahlu sunnah wal jama'ah, syariat, and the historical development of Islamic civilization, themselves, fellow citizens, fellow human beings, and their natural environment within the Unitary State of the Republic of Indonesia. 3. Guiding students to be able to apply Islamic principles in thinking so that they are correct, precise, and wise in concluding things and making decisions.

The purpose of Islamic religious education in MI is something that wants to be achieved in elementary schools/madrasas, the formation of human beings with noble character (akhlakul karimah). Islamic religious education is a conscious effort made by educators in order to prepare students to believe, understand, and practice Islamic teachings through guidance, teaching or training activities that have been determined to achieve predetermined goals. Abdul Majid argues that the Islamic religious education curriculum for schools/madrasas functions as follows (Abdul Majid, 2004) is (a). Development, which is to increase the faith and piety of students to Allah SWT that has been instilled in the family environment. Basically and first of all, the obligation is carried out by every parent in the family. The school functions to foster instilling faith and piety carried out by every parent in the family. The school functions to further develop in children through guidance, teaching and training so that faith and piety can develop optimally according to their level of development.

The second goal is (b). Value planting, as a guide to life to seek happiness in this world and the hereafter. (c). Mental adjustment, which is to adapt to its environment both physical and social environment and be able to change its environment in accordance with the teachings of Islam. Mental adjustment, which is to adapt to its environment both physical and social environments and be able to change its environment in accordance with the teachings of Islam. (d). Repair, which is to correct mistakes, both physical and social. Repair, namely to correct mistakes, shortcomings and weaknesses of students in their beliefs, understanding and experience of teachings in daily life. (e). Prevention, namely to ward off negative things from their environment or from other cultures that can harm them and hinder their development towards a complete Indonesian human being. (f). Teaching, about

religious knowledge. Teaching, about religious knowledge in general (real and non-real nature), systems and functions. (g). Channeling, which is to channel children who have special talents in the field of Islam so that these talents can develop optimally so that they can be utilized for themselves and for others. From the explanation above, the positive impact of the Merdeka curriculum Learning students can develop well according to their potential, the negative impact is that easy access to digital media affects attitudes that are influenced by negative content that appears on digital media. In terms of the role of teachers and parents, it needs to be improved so that the learning objectives of the Merdeka Curriculum are in accordance with the learning outcomes at the Madrasah Ibtidaiyah School level.

E. Conclusion

Based on the results of the study, it can be concluded that with the merger of the curriculum at Madrasah Ibtidaiyah Al I'alah Karawang, this has made a significant contribution in developing the potential of Madrasah Ibtidaiyah Al I'alah Karawang students. In responding to the *Merdeka Belajar* curriculum, it is necessary to have adequate infrastructure, in this case the importance of digital media as a support for the achievement of the knowledge, attitudes and skills of Madrasah Ibtidaiyah Al I'alah Karawang students. The impact of the *Merdeka Belajar* curriculum requires balance in assistance from both teachers and parents. The importance of an active role between teachers and the community environment for the implementation of education in accordance with the outcomes of graduates of Madrasah Ibtidaiyah Al I'alah Karawang.

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