The Implementation of Kurikulum Merdeka with the ADDIE Model Design in Islamic Religious Education Learning

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ABSTRACT
Learning is an intricate process, altering an individual's behavior in thinking, attitude, and action. Educational endeavors involve various components like teachers, learners, materials, objectives, and tools. Effective planning is crucial for goal attainment and learner receptivity, contributing to national educational success. In Indonesia, the evolving education system demands creativity and professionalism from educators. The current global shift towards a constructivist paradigm has influenced Indonesia's educational orientation, leading to curriculum changes such as the 2013 Curriculum and the Merdeka Curriculum. This qualitative research utilizes the ADDIE design model, employing observation, interviews, and documentation for data collection and reduction analysis. Findings highlight the development of self-potential in achieving Islamic religious education objectives, urging Indonesian educators to align their understanding of learning and teaching with the constructivist paradigm for education planning in line with the country's educational orientation.

Keywords: Merdeka Curriculum, ADDIE Design Model, Islamic Religious Education.

INTRODUCTION
The success of each educational curriculum's process must be organized and developed according to societal needs. Curricula are required to be dynamic, following societal and scientific developments, necessitating continuous updates. Each curriculum design has its strengths and weaknesses, with the primary focus being on preparing students to face and improve their lives wisely, creatively, and without eroding cultural wisdom and national norms (Ashari et al., 2022).

In producing the learning process, teachers play a crucial role in developing student-engaging learning models oriented towards effectively increasing student involvement. Essentially, every teacher desires the conveyed subject matter to be fully understood by students. However, teachers are aware that meeting this
expectation is not considered easy, given that each student has different characteristics in terms of interests, intelligence, and personal effort.

Islamic Religious Education is a conscious and planned effort to prepare students to recognize, understand, internalize, and believe in Islamic teachings, accompanied by the demand to respect followers of other religions in fostering interfaith harmony, leading to national unity. (Abdul Majid, 2004).

According to Law No. 20/2003 on the National Education System, Article 30, paragraph 2, religious education functions to prepare students to be members of society who understand and practice the values of their religious teachings or become experts in religious knowledge (Tim Perumus UU SISDIKNAS, 2003).

Islamic education also emphasizes human productivity and creativity, enabling individuals to play roles and professions in societal life. The strengthening of students' faith and piety can only be assessed through evaluation and observation, contributing to the continuous development of educational curricula, particularly in terms of content and substance, aiming to shape intelligent, skilled, and morally upright students in relation to God and humanity. (Hamid, 2020).

Learning design is the formulation of a process based on the learning objectives to be achieved. The term Instructional Design, known in foreign literature, collaborates theories, models, and learning media based on the material, resulting in instructional tools. The purpose of a design is to achieve the best solution to solve a problem by utilizing available information. Design arises from the human need to solve problems systematically. Through design, people can take systematic steps to solve a problem they face. Thus, design is essentially a linear process that begins with needs determination, then develops a plan to respond to those needs. The design is then tested, and finally, an evaluation is conducted to determine the effectiveness of the prepared design. (Dewi, 2007).

The goal of Islamic religious education design is to activate and support individual student learning (Essabane et al., 2022; Susilawati et al., 2022; Tsoraya et al., 2022; Tuna, 2022). This goal is a characteristic wherever Islamic religious education learning occurs. Islamic religious education should be a planned effort rather than just a haphazard one. It will assist students in implementing their intelligence, enjoying life, and having the ability to interact physically and socially.

Learning design needs to integrate student needs with the competencies that must be acquired after completing the learning process. The purpose of instructional design and learning design is to achieve predetermined learning objectives; the goal of learning is to fulfill or achieve specific competencies. Formulating learning objectives is developed based on the competencies that students must possess upon completion of learning.

The use of appropriate learning models can encourage students' enjoyment of the subject, foster and enhance motivation in completing tasks, and facilitate students in understanding the subject matter, allowing them to achieve better
learning outcomes. Learning activities need to be designed in advance to provide the desired output or results. The effort to design learning activities is termed instructional design. The term design implies an entirety, structure, framework, or outline, and a sequence or systematic arrangement of activities. Designing learning activities can be interpreted as an effort to make learning activities structured and systematic. In designing learning activities, it is necessary to know the objectives to be achieved, the competencies that need to be possessed by the learning individual or learner. To achieve a learning objective, a vehicle is required. In the context of learning, the vehicle used includes models, methods, media, and learning materials needed to assist students in achieving the desired competencies.

Several instructional design models have been proposed by various experts. This paper discusses the actualization of the Merdeka curriculum with the ADDIE instructional design, developed by Reiser and Mollenda, in developing effective, dynamic, and supportive training or learning programs that enhance the learning process.

**METHOD**

The approach employed in this research is qualitative. In this regard, Kirk and Miller, as cited in James & Dean, explain that qualitative research has a specific tradition in social science that fundamentally relies on observing humans in their natural environment. The research type used is descriptive because this study aims to describe, explain, and elaborate on the actualization of the Merdeka curriculum with the ADDIE model design in Islamic religious education.

Subject determination in this research uses purposive and snowball sampling. Purposive Sampling is used for sample data source selection based on specific considerations, meaning obtaining data from individuals considered to be most knowledgeable about what is expected, and with Snowball Sampling technique, the initial small number of data gradually becomes large because the small amount of data obtained is not satisfying. Data collection techniques include interviews and observations. The data analysis used in qualitative descriptive research is the interactive data analysis model by Miles and Huberman, involving data collection, data condensation, data presentation, and data verification. In this study, data validity testing employs triangulation, specifically source triangulation and technique triangulation.

**RESULTS AND DISCUSSION**

The Merdeka Learning Curriculum was officially inaugurated by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbud Ristek RI). The goal of this curriculum is to optimize the widespread distribution of education in Indonesia through diverse intracurricular learning. Supporting the recovery of learning is the main characteristic of the Merdeka
Curriculum. This curriculum also integrates literacy skills, knowledge, abilities, and attitudes in the use of technology. Students are given the freedom to think and learn from various sources, enabling them to seek knowledge and solve real-world problems.

In the implementation of the Merdeka Curriculum, teachers are given the freedom to choose and apply teaching materials, allowing the learning to be tailored to the students' needs. The development of science and technology not only has positive impacts on life but can also have negative consequences. The younger generation should preserve local culture and wisdom in their respective regions. This aligns with the government's program, especially in the education sector, to strengthen the character of the younger generation in line with the Pancasila student profile, as defined by Ki Hajar Dewantara, generally meaning efforts to advance the development of character, intellect, and the body of children.

Learning tools in schools that support the implementation of the Merdeka Learning Curriculum include teaching modules, project modules, textbooks, instructional videos, and other forms of learning media. These tools are used by teachers for Learning Achievement Targets (CP) and the Pancasila Student Profile. Learning tools in the 21st century are undergoing changes due to the rapid development of science and technology, transitioning from print-based to digital format. The integration of content developed with interactive multimedia serves as a means to convey information, aiming for comprehensive sensory reception and storage in memory. Learning innovation aims to create a learning environment that meets the needs of students, helping them think independently, innovate, be independent and creative, and experience happiness (Daga, 2021; Habib et al., 2020).

Implementing the Merdeka Curriculum in secondary schools is not as simple as flipping one's hand; many obstacles must be overcome, especially in instilling interest among school members to move forward towards change. The school principal, as a school leader, must be able to motivate, guide, and inspire teachers to change for the better. Additionally, good cooperation between teachers, school principals, departments, parents, and relevant parties is needed for the optimal realization of the Merdeka Curriculum at the pioneering school.

The success indicators of achieving a learning goal can be observed through the assessment of learning outcomes. Often, assessment is measured by the ability to correctly answer a certain number of objective questions. Assessment can also be done using non-question formats, such as observation instruments, interviews, questionnaires, and so on. In this simple concept, the method is a component of a simple learning strategy. This concept emphasizes the importance of assessing students' learning outcomes. Designing lessons is not a sudden task, nor is it a planning without systematic procedures. Instead, it should refer to design models with clear characteristics. Regardless of the form and model of a learning design, the
main characteristics can be classified into six parts: 1) student-centered, 2) goal-oriented, 3) focuses on meaningful performance, 4) assumes outcomes can be measured in a reliable and valid way, 5) empirical, iterative, and self-correction, and 6) a team effort. Learning design must be student-centered, goal-oriented, focused on performance development and improvement, and learning outcomes must be measurable in a valid and reliable way. Additionally, learning design must be empirical, iterative, self-correcting, and a joint effort (Martinis, 2007).

In his book, Sanjaya reveals the benefits of instructional system design development as follows:

1. Clear planning of direction and learning goals;
2. Guiding teachers in systematic activities. Systematic thinking is sequential thinking, so through clear and certain steps, the results obtained will be maximized;
3. Designing learning by optimizing all available potential and resources; and
4. Providing feedback to determine whether the goals have been successfully achieved or not. (Sanjaya, 2013)

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**Learning-Centered Design**

Learning design should consider an approach centered on the learner, where the learner influences the content, activities, materials, and learning phases. This approach positions the learner at the center of the learning process. Educators provide opportunities for learners to study independently and assist each other, while also training them by paying attention to the skills needed to perform effectively. A learner-centered approach encompasses various techniques, such as replacing lecture-based presentation systems with active learning experiences, implementing open-ended problem-solving techniques that require critical and creative thinking, involving learners in simulations and role-playing, and employing self-paced and comparative learning methods. The proper implementation of a learner-centered learning approach will have an impact on increasing learning motivation, strengthening comprehension, deepening understanding of the studied
sciences, and fostering a more positive attitude among learners toward the taught subjects.

**Learning-Centered Design**

Designing learning by presenting accurate objectives is the central point in the learning design process. Objectives should serve as the fundamental basis, especially in developing materials, strategies, learning methods, media, and evaluation. Learning design that does not make objectives the core of development can lead to non-systematic, non-systemic, partial, and incomplete learning implementation. Learning objectives encompass five abilities as mentioned by Gagne: 1) verbal information, 2) intellectual ability, 3) cognitive ability, 4) attitudes, and 5) motor skills. Learning objectives can also be directed towards types of abilities in Bloom’s taxonomy, which include three domains: cognitive, affective, and psychomotor, or four domains illuminated by Dewantara with the terms thinking skills, feeling skills, heart skills. In short, whatever form of ability is desired, learning design should be focused on learning objectives.

**Performance Improvement-Focused Learning Design**

Design should be directed towards improvement efforts, meaning actions to enhance or make something better in terms of quality, value, or usefulness. Improvement means making something credible (trustworthy) to offer general benefits. It also means preparing ways that are far superior to usual ones to achieve worthy goals. Performance in learning design refers to two main components: first, learning design used to facilitate learners in acquiring knowledge and using or applying the new knowledge and skills obtained. Second, learning design can accommodate and develop learners’ performance in efforts to become better individuals than before. Rather than just remembering information and memorizing essential components of everything learned, learning design focuses on providing learners with the ability to do something meaningful by demonstrating more complex behavioral skills, including solving various learning problems faced. Learning design should encourage the creation of alignment between the learning environment and situations where abilities can be demonstrated.

**Learning Outcome-Oriented Design That Can Be Measured Validly and Reliably**

Developing valid and reliable learning outcome measurement instruments is the hope of all educators. However, there is often incorrect measurement because it does not cover the aspects being measured or cannot develop instruments that match the measured objects. If the object is the responses and views of learners on learning implementation, then the created instrument is an interview covering various aspects related to learning implementation, from introductory activities, core activities to closing activities, and follow-up. If the instrument developed is a
test, multiple-choice, or essay test or matching, then the measured performance targets are not valid, especially if measured for reliability. Unless the aspect measured is learning understanding or mastery of learning material, then tests (pre-tests and post-tests) are suitable instruments to be developed.

**Empirical, Iterative, and Self-Correcting Learning Design**

Data is the heart of the learning design process. Data collection begins from the initial analysis and continues until the implementation stage. For example, during the data analysis phase, data can be collected so that what learners have understood can be compared with what needs to be understood. Guidance and feedback from subject matter experts/lecturers determine the accuracy and relevance of skills and knowledge to be taught. Preliminary research results and experiences direct the selection of learning strategies and media.

**Team Effort in Learning Design**

While it is true that learning design can be done individually, both in providing sources, frameworks, and in selecting and developing media, materials, and methods used, the involvement of others in a team is crucial because, fundamentally, a design project is a joint effort to create a better product. In terms of the breadth of scope and technical complexity, most learning design projects require specific skills from individuals. At a minimum, a team consists of subject matter/content experts, learning developers, one or more production personnel, specialized support staff, and a project manager. Sometimes an individual takes on more roles than others in a team, but larger projects without exception require larger specialists. For example, high-tech projects require computer programmers, videographers, editors, graphic artists, and developers. (Prawiradilaga, 2007)

In conclusion, learning design is the systematic development of learning to maximize the effectiveness and efficiency of learning. The learning design process begins with analyzing learner needs, determining learning objectives, developing learning materials and activities, which include determining learning sources, learning strategies, learning steps, learning media, and assessment (evaluation) to measure the level of learning success. The evaluation results are then used as a reference to determine the effectiveness, efficiency, and productivity of the learning process. The goal of a design is to achieve the best solution in solving problems by utilizing available information. Thus, a design emerges because of the human need to solve problems with various other benefits and forms of learning design.

The ADDIE Learning Model emerged in the 1990s, developed by Reiser and Mollenda. The ADDIE model concept originated from the learning design model and theory used for the U.S. Army in the 1950s. Later, in 1975, Florida State University developed it in the field of Educational Technology so that all branches of the U.S. military could use it and produce quality soldiers. In the mid-1980s, education
practitioners made adjustments to make this model applicable in the education world and more practical and dynamic. Thus, ADDIE was applied in education and various other products such as searching for new workers for a company, learning strategies and methods, or teaching materials. Education practitioners developed the ADDIE model in developing effective, dynamic, and supportive training or learning program devices and infrastructures, supporting the learning process. (Amarullah & Wahidah, et al., 2021)

ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate. The ADDIE learning model is oriented towards an effective and efficient systemic approach and an interactive process between students, teachers, and the environment.

This model uses five development stages: a) Analysis is a process of defining what will be learned by learners, namely conducting needs assessment, identifying problems (needs), and conducting task analysis, b) Design is making an early plan about learning, c) Development is the process of realizing the blueprint or design into reality. That is, if software in the form of learning multimedia is required in the design, then that multimedia needs to be developed. Or if print modules are needed, those modules need to be developed, d) Implementation is the actual step to implement the learning system being created. This means that at this stage, everything that has been developed is installed or set up according to its role or function so that it can be implemented, e) Evaluation is the process of seeing whether the learning system being built is successful, in accordance with the initial expectations or not. Actually, the evaluation stage can occur at each of the four stages above. (Benny, 2009)

Implementation of the ADDIE Model in Islamic Religious Education (PAI) Learning

The results of observations and interviews discuss how the implementation of the independent curriculum with the ADDIE design model in Islamic religious education (PAI) learning at a middle school. PAI materials, when detailed, consist of Aqidah Akhlak, the Qur'an and Hadith, Fiqh, History of Islamic Culture, and others (Ena, 2001). PAI itself has specific components. To achieve optimal learning, PAI teachers can apply the generic ADDIE model in their teaching according to the needs of the themes to be explained to students. This will assist in more systematic learning and achieve maximum results.

PAI learning with the ADDIE model can guide the relationship between students and teachers and illustrate activities during the process. Additionally, teachers should be interactive in explaining and establishing a learning relationship. Thus, the ADDIE approach can be adapted to almost all material development contexts in the PAI subject. On the other hand, it also guides teachers in determining
methods and procedures, and it produces goal-oriented strategies. Various models can be applied in the ADDIE paradigm.

PAI teachers are required to consider specific contextual problems that may require additional considerations, such as rapid prototyping and concurrent engineering. Successful instructional design practices require comprehensive competence with knowledge, skills, and experience in managing multiple complex procedures in learning. Perhaps the most constant factor in instructional design is the process exclusively dedicated to finding ways to close the performance gap caused by a lack of knowledge and learning skills.

Each step has sub-activities that vary depending on needs. In the syntax model, ADDIE can be adjusted to the needs of each material to be taught by PAI teachers. Here is the application of ADDIE in PAI Learning with the theme of character. The steps or syntax of the learning are described as follows:

1. Analysis The first analysis step is to plan based on the Basic Competencies (KI) and Core Competencies (KD) so that it can be determined what abilities or competencies students are expected to achieve. For example, students are expected to be individuals with Husnudzan character and behave respectfully towards others and appreciate people of different religions as a form of Islamic brotherhood. Then, it is necessary to determine performance measures so that there is a measure to determine whether students have achieved their goals. Next is to analyze the subject based on student needs. Then, analyze learning performance. After that, the teacher analyzes the behavior or initial abilities of the students. Then, determine the learning model to be used, whether face-to-face learning or using e-learning. Then, estimate the learning time, for example, how long students will learn about Husnudzan and how long for learning Ukhuwah. These steps are not mandatory, but looking at the needs of each class. In this analysis, attention needs to be paid to a good design that can be applied by teachers. Therefore, consideration needs to be given to limitations and obstacles that will be faced in PAI learning.

2. Design In this stage, the learning objectives are developed, tests are developed to be used as guidelines for learning, and the characteristics or behaviors of students based on the material to be presented are developed. In this phase, the designed learning process is clarified so that KI, KD, indicators, objectives, steps, and learning materials are integrated, student books with integrated learning designs consisting of details of KI, KD, learning indicators, activity columns. In accordance with Regulation No. 22 of 2016 related to syntax, consisting of introductions, core activities, and closures. PAI integrated learning syntax (Basyar, 2020). In PAI, two phenomena can be visualized, namely related to mahdah and non-mahdah worship, such as thinking positively and behaving well towards others.
Therefore, the selection of appropriate strategies, methods, and media for character themes is essential, and the goals need to motivate students. After that, everything needs to be ensured to be in line with the learning to be delivered.

3. Development In the development phase, we will develop and record activities that will occur in learning. The plan for managing moral learning is determined, such as using PPT, video, and others, including the delivery system to be used. Then, the necessary teaching materials also need to be reviewed for development. The most important thing in implementing this development is the instructional development system, which consists of developing learning strategies, developing learning media, tools and materials, evaluation tools, and others as needed. After all these sub-stages, validation of all these stages is needed.

4. Implementation In this step or phase, the activity is to carry out integrated PAI learning models and self-improvement by preparing the learning environment and the involvement of teachers and students in the integrated learning process. After that, in implementing the learning steps by applying the model book, teacher book, and student book. The main thing in this implementation is the delivery of instruction in delivering material with character themes. Of course, in this case, we involve students and teachers accordingly, as in the analysis or planning stage.

5. Evaluation In this step or phase, it is to evaluate the implementation of the integrated PAI learning model. Evaluation is carried out by evaluating student learning outcomes, teacher responses, and student responses. The effectiveness and practicality of developing PAI learning are indicated through positive teacher responses, while the effectiveness of the learning model is done through summative evaluation of students. In this evaluation stage, generally, formative and summative evaluations related to learning outcomes are carried out, if applied to character themes, such as Husnudzan and Ukhuwah material. Then, it can be followed by a system revision for the final stage as a form of this evaluation.

If these steps are carried out correctly and appropriately, they can help PAI teachers plan a good learning process and produce learning with appropriate strategies, methods, or procedures. Through these ADDIE stages, planned learning is created and produces students with character in accordance with the themes presented.

DISCUSSION

The application of instructional design models is crucial in developing effective and efficient educational programs. In the context of Islamic Religious Education (PAI), the ADDIE model (Analysis, Design, Development, Implementation, and
Evaluation) provides a systematic approach to curriculum development and instructional design. This discussion explores the practical implementation of the ADDIE model in PAI learning, emphasizing its relevance, benefits, and challenges.

In the analysis phase, PAI teachers conduct a thorough examination of the curriculum, focusing on Basic Competencies (KI) and Core Competencies (KD). Ena (2001) highlights the diverse components of PAI, such as Aqidah Akhlak, the Qur’an and Hadith, Fiqh, and the History of Islamic Culture. The analysis involves needs assessment, task analysis, and an understanding of students’ initial behaviors. The goal is to define learning objectives, performance measures, and instructional methods that align with the needs of students and the goals of the curriculum.

The design phase involves creating a blueprint for the learning process. It includes developing specific learning objectives, designing tests as guidelines, and outlining the characteristics or behaviors students should acquire. Basyar (2020) emphasizes the importance of integrating KI, KD, indicators, objectives, steps, and learning materials cohesively. The design should also consider the choice of strategies, methods, and media that align with the theme of character, such as Husnudzan and Ukhuwah.

The development phase translates the design into tangible learning materials and activities. This includes planning the delivery system, reviewing teaching materials, and ensuring the compatibility of all elements with the designed learning process. The instructional development system is crucial in this phase, encompassing the development of learning strategies, media, tools, materials, and evaluation instruments. The validation of each sub-stage ensures the quality and effectiveness of the developed materials.

In the implementation phase, PAI teachers execute the designed learning plan. This involves creating a conducive learning environment, engaging both teachers and students, and delivering the instructional content using selected materials. The implementation ensures that the designed learning process is effectively carried out, promoting active participation and interaction between students and teachers.

The evaluation phase assesses the success of the implemented PAI learning model. It includes the evaluation of student learning outcomes, teacher responses, and student feedback. The effectiveness and practicality of the developed PAI learning are gauged through positive teacher responses, while summative evaluations measure student performance. Formative and summative evaluations help refine the system and make necessary revisions for continuous improvement.

The ADDIE model’s systematic approach ensures that PAI learning is well-structured, goal-oriented, and adaptable to various contexts. It promotes a learner-centered environment, aligning curriculum development with student needs and learning objectives. The model’s cyclical nature allows for continuous improvement, making it a valuable tool for PAI teachers striving for effective and engaging learning experiences.
While the ADDIE model offers a robust framework, challenges may arise during implementation. PAI teachers must consider contextual issues that require additional considerations, such as rapid prototyping and concurrent engineering. The success of instructional design depends on the comprehensive competence of teachers, including knowledge, skills, and experience in managing complex procedures.

CONCLUSION

The application of the ADDIE model in the context of Islamic Religious Education (PAI) offers a systematic and comprehensive framework for curriculum development and instructional design. The model, consisting of Analysis, Design, Development, Implementation, and Evaluation phases, proves instrumental in creating a well-structured, goal-oriented, and adaptable learning environment. Throughout the process, PAI teachers engage in a thorough analysis of the curriculum, design a cohesive blueprint, develop tangible learning materials, implement the plan, and evaluate its effectiveness.

The relevance and benefits of the ADDIE model in PAI learning are evident in its learner-centered approach, aligning curriculum development with student needs and learning objectives. The cyclical nature of the model allows for continuous improvement, making it a valuable tool for PAI teachers striving to enhance the effectiveness and engagement of their teaching practices.

However, challenges may arise during implementation, requiring PAI teachers to consider contextual issues and adopt additional strategies, such as rapid prototyping. The success of instructional design, as highlighted by various researchers, depends on the comprehensive competence of teachers, including knowledge, skills, and experience in managing complex procedures.

In summary, the ADDIE model serves as a robust framework for structuring and enhancing PAI learning experiences. The insights drawn from relevant research underscore its practical relevance and effectiveness in the field of Islamic Religious Education. As education continues to evolve, the ADDIE model provides a valuable guide for educators seeking to optimize their instructional practices and promote meaningful learning outcomes in the realm of PAI.

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