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The Innovation Breakthrough in Digital and Disruptive Era
Analysis of Readiness Factors for Islamic Boarding Schools to Implement the Merdeka Curriculum

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ABSTRACT
The curriculum is the key in the process of implementing learning activities that take place dynamically. The main innovation in the world of education in Indonesia is the implementation of an independent curriculum and an independent learning curriculum program that is based on a constructivist approach and an inquiry-based learning process. The purpose of the research conducted was to analyze the factors that influence the readiness of Santri Perbatasan Timur Islamic Boarding School in implementing the Merdeka curriculum in an integrative manner. Data collection was carried out through structured interviews conducted with teachers, principals, students on the process of planning, implementing, and evaluating or reflecting on each component element and process of implementing the curriculum and the process of direct observation at the Santri Perbatasan Timur Islamic boarding school. The data collected is in the form of quantitative data and qualitative data which is then carried out by triangulation of data from each source of primary data and secondary data so that it can be processed into complete information. Primary data is in the form of interview results as evidenced by evidence of transcripts related to the implementation of the Merdeka learning curriculum and aspects of its development.

Keywords: Merdeka Curriculum 1, Islamic Boarding School 2, Readiness Factors

1. INTRODUCTION

Education in Indonesia has undergone various changes along with the times. One form of change in the education system is the introduction of an Merdeka curriculum, which aims to encourage students to be more independent, creative, and think critically [1], [2]

Islamic boarding schools, as educational institutions that have an important role in educating the nation's next generation, also need to respond to these changes to remain relevant and make a positive contribution to the development of education in Indonesia. Therefore, an analysis of the readiness of Islamic boarding schools in implementing the Merdeka Curriculum is very relevant and important to do [3] [4]

Islamic boarding schools are traditional educational institutions in Indonesia that have been around for a long time and have an important role in spreading religious values [5], [6]. As an Islamic educational institution, Islamic boarding schools have a main focus on teaching Islamic religious teachings and forming the character of students who have noble character. Over the years, Islamic boarding schools have succeeded in producing many scholars and religious leaders who have made a positive contribution to society and the nation [7], [8], [9].

Along with the times and globalization, educational challenges are increasingly complex. The rapid development of information and communication technology has changed learning patterns, requiring educational institutions to adapt to these changes. In addition, the need for graduates who have more competence than just religious aspects is increasing. Education is expected to produce graduates who have critical thinking skills, creativity and independence so they can compete in a global era full of competition.

Merdeka curriculum is a learning approach that gives students more freedom in determining learning objectives, methods, and evaluation [10], [11]. In this curriculum, students are empowered to be active in the learning process, increase creativity, think critically, and hone problem-solving skills. The goal of the independent curriculum is to create students who are...
more independent, innovative, and able to deal with change better [12], [13].

Islamic boarding schools have certain potentials and advantages that can support the successful implementation of Merdeka curriculum. A more family-friendly, interactive, and respecting tradition boarding school environment can be a strong base in supporting more participatory learning. In addition, the characteristics of intensive teaching in a boarding school environment can increase students' motivation to study more actively and independently.

Several studies have shown that the implementation of the Merdeka Curriculum helps Islamic boarding schools with regard to the learning process and obtains convenience in achieving set educational goals [6], [8]. In addition, according to [14], [15] a readiness analysis is very important in order to change the teacher's view of learning a new paradigm. Analysis of school readiness in implementing the Merdeka curriculum conducted by [16], [17] was motivated by the indiscipline of the teachers in participating in the independent curriculum implementation workshop so that there was ineffectiveness in implementing the new curriculum. Meanwhile, according to [18], [19] an analysis of teacher readiness in implementing the Independent Curriculum is devoted to seeing how prepared the teachers are to teach in the Merdeka Curriculum learning [20].

Islamic boarding schools in Merauke regency are one of the traditional educational institutions located in the province of Papua, Indonesia. As one of the areas rich in Islamic culture and history, this district has various Islamic boarding schools which play an important role in developing the religious and social education of the local community. Islamic boarding schools have a significant role in shaping the character and morals of the younger generation. They not only teach religious aspects, but also act as institutions that teach ethics, discipline, and good values. Similar to Islamic boarding schools in Indonesia in general, Islamic boarding schools in Merauke Regency are also faced with various challenges. Some of them include improving the quality of infrastructure, facing the challenges of education in the digital era, and overcoming the limitations of skilled human resources and according to the independent curriculum reference. Therefore, it is very important to carry out the process of analyzing the readiness of implementing the Merdeka curriculum.

Despite having strong potential, Islamic boarding schools are also faced with various challenges and obstacles in implementing the Merdeka curriculum. One of them is resistance from traditionalists who may think that this approach can shift religious values that have long been upheld. In addition, limited infrastructure and teaching staff who are not fully skilled in implementing the Merdeka curriculum are also obstacles in the process of implementing the curriculum which is the reference for the State [21], [22].

Analysis of the readiness of Islamic boarding schools in implementing the Merdeka curriculum in Merauke Regency is an important step to map various aspects that need attention and improvement. Through an analysis of the factors that form the basis for implementing the Merdeka Curriculum, the management of the Islamic boarding school can assess the extent to which the infrastructure, human resources, and students are ready to face curriculum changes. The results of this analysis can be the basis for developing appropriate strategies and action plans in preparing Islamic boarding schools for an Merdeka curriculum.

2. METHODS

The research method used by the author in this article is in the form of qualitative interviews and observation methods. The research subjects chosen by the authors were at Santri Perbatasan Timur Islamic Boarding School. According to [23], [24] the observation method is one of the data collection methods that exist in qualitative research. Interview and observation methods are selected variations in the data collection process which are based on strong methodological characteristics. In the observation method the researcher does not only carry out observing activities, and takes notes during interviews but rather facilitates the acquisition of knowledge from the surrounding environment and researchers establish close emotional relationships and intimacy with all stakeholders who were met during the study can receive a positive response and get deeper and more accurate information[57].

Scientific observation has a fundamental difference from ordinary observation which is integrated into the systematization process of scientific methods and principles that are implemented in the observation activities carried out [21], [22].

Observation activities were carried out on May 11 2023 at Islamic Boarding School, Merauke Regency, Papua Province to analyze the readiness of Islamic boarding schools in implementing the Merdeka Curriculum. So that later the results of the analysis obtained will become the basis for developing the right strategy in preparing Islamic boarding schools to implement the Merdeka curriculum. The following table shows the distribution of indicators for the implementation of the Merdeka curriculum.
Table 1. Summary Distribution of Indicators For Fulfilling The Implementation of Merdeka Curriculum

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Sub Indicator</th>
<th>Statement</th>
</tr>
</thead>
</table>
| Inferences and paradigms shared   | - Integration of the adopted paradigm to develop a  | Attitude and communication established by each Stakeholder
| by stakeholders                   | merdeka curriculum                                | Awareness and proactive attitude in dealing with everything needed in Merdeka curriculum development process                                                                                         |
| Basic aspects and components      | - Components that are elements of fulfillment and  | Ideas used to integrate each component needed to support and implement a Merdeka curriculum                                                                                                               |
|                                  | achievement of the implementation of Merdeka      | Conceptualization in compiling the achievement of each component that has an interrelated hierarchy                                                                                                      |
|                                  | curriculum                                         |                                                                                                                                                                                                           |
| Characterization of Human         |                                                    | The creative power possessed by all stakeholders in developing innovation in the learning process in accordance with the orientation of merdeka curriculum                                                                 |
| Resources                         |                                                    | Establish communicative information from each stake holder to abstract the components needed in the implementation of the curriculum and emancipated learning program |                                                                                                                                                                                                           |

3. RESULT

The curriculum is the basis for mapping each program and learning process in a structured and sustainable manner. Integration of all stakeholders and local government in supporting every implementation and program that is well mapped and in accordance with the program that has been programmed by the central government. The Ministry of Religion stipulates that the curriculum implementation review policy is holistic.

The process of implementing the curriculum at Madrasah/Pondok Islamic Boarding School follows an integral policy set by the Central Government (Kemendikbud) [25]. However, adaptations can be made according to the needs and profiles of students so that each policy can be studied as a whole and thoroughly [26], [27].

The curriculum as a program or plan has a hierarchy that is interrelated with various aspects and components so that the curriculum implementation process can be realized effectively and integrated in a clear system [28], [29] and in accordance with the learning experiences of the participants students in Islamic boarding schools with curriculum mapping that is carried out specifically and in accordance with the principles [30] which makes it more flexible to be communicated to each stakeholder so that the principles and development management take place in a systematic manner consisting of several main stages namely the development of curriculum components (curriculum development), implementation, feedback process and complete construction of each aspect or component (integrated curriculum component) [31].

The results of structured interviews with school principals and deputy principals in the field of curriculum in Meraukeregency obtained interesting facts that the Santri Perbatasan Timur Islamic Boarding School has prioritized the principles of curriculum construction and adaptation that are in accordance with student profiles and collaborated with various partnerships that play an important role in mapping each component and scope of the curriculum that will be used in every Islamic boarding school in Merauke.

According to Southworth (2023) in its overall implementation related to curriculum implementation and curriculum planning and the evaluation process consists of three main stages, namely a) Planning that is oriented towards the suitability of the vision and mission of the agency in establishing an independent curriculum program in the managed education unit, then b) The implementation phase involves the proactive attitude of each party involved in basing each basic component which is the reference for implementing the curriculum in accordance with its basic elements, and c) The evaluation process is carried out dynamically and the evaluation process is determined jointly based on the assessment indicators and fulfillment aspects that have been determined collectively. together and synergize with each other [32].
This is consistent with previous research conducted by [33] which explained that the implementation of a curriculum with an orientation to systems and orderly management must be planned by establishing various basic elements [34] as a form of student learning outcomes so that the curriculum used in certain units must be evaluated using mutually integrated scoring criteria and rubrics [35] [36].

This is supported by previous research which states that there are 3 (three) general trends in holistic curriculum renewal through curriculum development management based on the philosophy of top-down and bottom-up approaches in every curriculum planning design process [39], [40].

Second, the teacher's interpersonal skills in positioning students as the center of Merdeka Curriculum activities with various basic elements, and third, involving effective learning activities in accordance with an approach that is oriented towards reasoning scientific concepts [41], [42], and personal abilities of students in using technology systems so that students are able to learn independently and strengthen the ability of conceptual reasoning which improves the skills of each student. This is supported by the results of an interview with one of the teachers who stated that "In Islamic boarding schools we have implemented a personal approach, as a strategy to understand the personal conditions of students which is the basis for consideration for us in adapting to the use of methods, the coherence of each concept and material in accordance with the mapping of each sub-indicators or learning material achievements that have been determined by the school through joint meetings so that we are able to implement student-need-oriented learning as a form of implication of independent learning."

Based on evidence from the interview transcripts above, Santri Perbatasan Timur Islamic Boarding School has implemented a Merdeka curriculum in every learning activity and program that is arranged according to a mutually agreed schedule. The following is the distribution of activities at the Santri Perbatasan Timur Islamic boarding school in the process of implementing the implementation of Merdeka curriculum.

4. DISCUSSION

Based on Law Number 20 of 2003 regarding the orientation of curriculum development referring to the main objectives, the concept of developing content and curriculum elements in the process and learning objectives and the mechanisms that will be used in carrying out each learning activity in achieving educational goals as a whole [37]

According to the factors that influence school readiness in the process of determining the curriculum at Islamic boarding schools, it involves several main factors as follows: The first factor involves an orientation towards the paradigm of Stake Holders and Teachers [38] to create an educational system that ignores to system changes that aim at coverage and development related to autonomy to make learning plans and implementation processes that are carried out integrally according to the level of needs of students.

**Figure 1.** Picture of The Flow of Curriculum Development In Islamic Boarding Schools

Integration The flow of implementation of Merdeka curriculum in the chart above shows that the important role of the teacher is needed as a role model who has an important role in managing education management based on the independent curriculum with a profile of strengthening students' skills.

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**Table 2. Scope of Activities and Programs At The Santri Perbatasan Timur Islamic Boarding School.**

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Time Allocation</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Early Years</td>
<td>4 days</td>
<td>Program introduction orientation for new students</td>
</tr>
<tr>
<td></td>
<td>Learning Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>effective week</td>
<td>≤ 39 hours</td>
<td>An effective learning process that involves the learning process in the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 1: Effective Study Intervals

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Study</td>
<td>≤ 38 hours</td>
<td>Integrated with self-strengthening that can be done by students outside the classroom</td>
</tr>
<tr>
<td>Intervals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Activity</td>
<td>1 week</td>
<td>Conducted in the Intermediate Semester</td>
</tr>
<tr>
<td>Semester break</td>
<td>On schedule</td>
<td>The 2 weeks are ebras at effective week intervals</td>
</tr>
<tr>
<td>National holiday</td>
<td>Follow the academic calendar</td>
<td>scheduled</td>
</tr>
<tr>
<td>Religious Holidays</td>
<td>According to the national calendar</td>
<td>Adjusted to the schedule that applies nationally</td>
</tr>
<tr>
<td>School exams</td>
<td>According to the School committee</td>
<td>Determined based on the academic calendar</td>
</tr>
<tr>
<td>Year-end holidays</td>
<td>Administrative process to start a new semester</td>
<td></td>
</tr>
</tbody>
</table>

Based on content standard data, it can be explained that the learning load for students listed in the independent curriculum reaches 85 percent. Stakeholders who are directly involved are school principals, teachers, school committee teams, educational institutions unit organizing teams in Merauke regency, Papua as the curriculum development steering team. It can be explained that the percentage of student learning load achievement contained in Merdeka curriculum is more than 90%.

Related research explains that document completeness is the main factor that must be fulfilled in the curriculum development process whose basic aspects include content standards, Graduate Competency Standards, process standards, assessment standards and operational guidelines for curriculum development [43], [44]. Santri Perbatasan Timur Islamic Boarding School has a very adaptive and innovative way to develop curriculum by adopting a model developed by the government [45] and adapting the model according to the profile of students at the Islamic boarding school which aims to train skills students and achieving maximum learning outcomes (Polat & Aydin, 2020).

Similar research reveals that the operational design of curriculum development is oriented towards increasing competence which is carried out thoroughly by each stakeholder with an innovative program, namely the independent learning program in a flexible and flexible way, giving freedom to schools [46], [47] and teachers in designing the curriculum that is most appropriate to the conditions of students. This was also revealed by other research that the process of improving students' basic skills can only be achieved optimally when the learning design is in accordance with the competencies to be achieved by students, through the self-directed learning method and this of course leads to the basic framework of the Merdeka curriculum implementation process [48], [49].

Documents At the Santri Perbatasan Timur Islamic Boarding School it is very neatly documented as evidenced by the availability of syllabus for all classes. Curriculum and learning activities are evidenced by the development and management of the Merdeka learning curriculum which includes the process of preparing lesson plans, madrasah academic calendars, schedules, periodic evaluation processes on student learning outcomes and madrasah rules. In addition, there are curriculum guidance service forums such as developing students' soft skill abilities and counseling services in helping students solve any problems they face.

This is evidence of the direct implications of strengthening and orientation of the independent curriculum at the Santri Perbatasan Timur Islamic boarding school which has a structured management in determining the pattern of adaptation to the implementation of Merdeka curriculum. Related research suggests that the implementation of the Merdeka curriculum is not linked to the ability and creative power of teachers [45], [50] in managing material but rather emphasizes the integration of systems and components needed in adapting and elaborating abilities of Merdeka curriculum so as to create a learning environment that is meaningful for students [51], [52].

In the process of implementing the Merdeka Curriculum at the Santri Perbatasan Timur Islamic boarding school it is more effective than the implementation of the 2013 Curriculum. This can be observed from the intra aspect that has reached the level of completeness that has been implemented, due to the strengthening of the independent curriculum in applying the principles of independent learning using a constructivist approach [53], [54] on the ability to construct ideas, ideas, and mastery of basic concepts and skills of each learner on an ongoing basis.
Elements of planning and implementing Merdeka curriculum management that need to be repaired as a basic foundation are multi-way communication of all parties involved in compiling each component that is integrally arranged [55]. This is based on the process of determining the criteria for achieving learning objectives which are abstracted based on the material which aims to make students focused in every learning process carried out [56].

5. CONCLUSION

Based on the results of the research conducted, it was concluded that the main factors influencing the readiness of the implementation of Merdeka curriculum are based on the orientation and paradigm of the stake holders and all relevant parties in carrying out the educational paradigm that is oriented towards the formation of the character of students as outlined in the learning process in accordance with Merdeka curriculum as outlined in every aspect and component of Merdeka curriculum which is integrated in the teacher's role as a facilitator so that it applies a constructivist and inquiry approach in modeling each learning activity.

AUTHORS' CONTRIBUTIONS

SALMAN ALPARIS SORMIN ORGANIZES THE IDEAS PRESENTED AND ARRANGES THE BACKGROUND. YONARLIANTO TEMBANG COMPILED THE INSTRUMENTS TO BE USED IN THE RESEARCH. DHARMA GYTA SARI HARAHAP COMPILED THE STEPS TAKEN IN CLASSROOM ACTION RESEARCH. LAY RIWU ANALYZED THE RESEARCH DATA. FURTHERMORE, ALL THE WRITING TEAMS COMPILED THE RESULTS AND DISCUSSIONS, CONCLUSIONS, AND MANUSCRIPTS TOGETHER.

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