

PAI INTRAKURIKULER LEARNING BASED ON FREEDOM OF LEARNING AT THE DRIVING SCHOOL OF SMA NEGERI 2 BATU

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ABSTRACT: *Intracurricular learning is one of three types of learning offered in the independent curriculum. This learning activity is implemented during the lesson hours that have been regulated in the curriculum. This intracurricular learning activity emphasizes the knowledge and academic competencies needed by students. Intracurricular learning of Islamic Religious Education at SMA Negeri 2 Kota Batu is carried out using differentiated learning where educators are given the freedom to design learning that suits the characteristics of students at SMA Negeri 2 Kota Batu. In intracurricular learning, educators act as facilitators for students who have different abilities, different learning styles and also differences in appreciating the understanding of what has been learned in intracurricular learning. This research was carried out at the driving school SMA Negeri 2 Batu City using a qualitative approach. This type of research is a case study. The aim of this research is to find out the procedures for implementing PAI intracurricular learning at SMA Negeri 2 Batu City. The results of this research are that there are 7 stages of planning and PAI intracurricular learning is carried out with differentiated learning, the evaluation process for PAI intracurricular learning is carried out with summative and formative assessments.*

Keywords: *Intrakurikuler; Islamic education; independent learning; Driving School*



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INTRODUCTION

Circular Letter Number 1 of 2020 was issued by the Minister of Education and Culture of the Republic of Indonesia which officially established the concept of independent learning. This memo discusses the “freedom of learning” policy which gives schools the freedom to encourage students to think critically and creatively.¹ The idea of freedom to learn has an important meaning within the framework of the vision and goals of Indonesian education, which aims to produce high-caliber individuals who are able to

¹ Kementerian Pendidikan dan Kebudayaan, “Kebijakan Merdeka Belajar dalam Penentuan Kelulusan Peserta Didik dan Pelaksanaan PPDB 2020/2021,” 2020, <https://www.kemdikbud.go.id/main/blog/2020/02/se-kebijakan-merdeka-belajar-dalam-penentuan-kelulusan-peserta-didik-dan-pelaksanaan-ppdb-20202021>.

excel in various areas of life.² The Merdeka Belajar initiative provides a happy learning atmosphere for educators and students.³ Educators are expected to have the ability to implement the curriculum effectively which shows adaptability and better understanding. In short, self-directed learning gives educators the autonomy to select and use learning approaches and resources based on each student's unique abilities, interests, and talents.⁴

Intracurricular learning is one of three types of learning offered in the independent curriculum.⁵ This learning activity is implemented during the lesson hours that have been regulated in the curriculum. This intracurricular learning activity emphasizes the knowledge and academic competencies needed by students. Intracurricular learning of Islamic Religious Education at SMA Negeri 2 Kota Batu is carried out using differentiated learning where educators are given the freedom to design learning that suits the characteristics of students at SMA Negeri 2 Kota Batu. In intracurricular learning, educators act as facilitators for students who have different abilities, different learning styles and also differences in appreciating the understanding of what has been learned in intracurricular learning.⁶

Intracurricular learning refers to the process of acquiring knowledge and skills within an established curriculum. This type of learning is carried out differently so as to provide sufficient time for students to deepen the subject and improve their competence. Additionally, it gives educators the opportunity to select teaching resources that align with their students' specific requirements and attributes.⁷ Intracurricular learning is a learning activity to fulfill the learning load in the independent curriculum which is carried out in the classroom which focuses on the academic development of students.⁸

Islamic religious education is not only focused as a place to convey religious knowledge, but also as a place to foster noble ideals and noble morals for students.⁹ There is a special function of religious teaching in

² Dahlia Sibagariang et al., "Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Indonesia," *Jurnal Dinamika Pendidikan* 14, no. 2 (2021): 88–99, <http://ejournal.uki.ac.id/index.php/jdpDOI:https://doi.org/10.51212/jdp.v14i2.53>.

³ Agustinus Tanggu Daga, "Makna Merdeka Belajar dan Penguatan Peran Guru di Sekolah Dasar," *Jurnal Educatio* 7, no. 3 (2021), doi: 10.31949/educatio.v7i3.1279.

⁴ Fransiskus Sili, "Merdeka Belajar Dalam Perspektif Humanisme Carl R. Roger," *Jurnal Pendidikan Dasar Perkhasa: Jurnal Penelitian Pendidikan Dasar* 7, no. 1 (2021): 47–67, doi:10.31932/jpdp.v7i1.1144.

⁵ Susanto Rizki, "Penguatan Pendidikan Agama Islam pada Kegiatan Intrakurikuler, Ekstrakurikuler, dan Penciptaan Suasana Religius di Sekolah," *Jurnal Pendidikan Islam* 13, no. 2 (2022): 83–88, <https://journal.uhamka.ac.id/index.php/jpi/article/view/10323/3334>.

⁶ H Pitaloka and M Arsanti, "Pembelajaran Diferensiasi Dalam Kurikulum Merdeka," *Seminar Nasional Pendidikan Sultan*, no. November (2022): 2020–23, <http://jurnal.unissula.ac.id/index.php/sendiksa/article/view/27283>.

⁷ Retno Primantiko, Iswan Iswan, dan Desti Rahayu, "Implementasi Profil Pelajar Pancasila dalam Pembentukan Karakter Siswa pada Kurikulum Merdeka di Sekolah Dasar," *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 6, no. 2 (2024): 266–73, doi:10.36232/jurnalpendidikandasar.v6i2.5834.

⁸ Hamzah Patawari Abd Hamid, Arifuddin Siraj, dan Andi Maulana, "Manajemen Program Pembelajaran Pendidikan Agama Islam Di Sekolah Menengah Atas Islam Terpadu Al-Fityan School Gowa," *Nazzama: Journal of Management Education* 2, no. 1 (2022): 113–28, doi:10.24252/jme.v2i1.31765.

⁹ Hambali Alman Nasution dan Usman Usman, "Implementasi Nilai Religius Siswa Kelas XI Melalui Pendidikan Agama Islam," *EDURELIGIA: Jurnal Pendidikan Agama Islam* 5, no. 2 (2021): 129–39, doi:10.33650/edureligia.v5i2.2879.

the Republic of Indonesia, according to Government Regulation Number 55 of 2007 "to develop students' abilities to understand and appreciate religious values that harmonize their mastery of science, technology and art". Islamic Religious Education is a subject that is taught periodically and in stages from elementary school to high school, with a wide scope with a very limited number of face-to-face hours, so implementing an independent learning curriculum can be one way to overcome various problems faced by teachers in teaching subjects. Islamic Religious Education lessons.¹⁰

SMA Negeri 2 Kota Batu innovates Islamic religious education by implementing an independent learning curriculum. SMA Negeri 2 Batu City has also been a driving school since 2021. This is in accordance with what was explained by Anto Dwi Cahyono, the Head of SMA Negeri 2 Batu City, saying that from the results of the Central Team of the Director General of GTK of the Minister of Education and Culture, SMA Negeri 2 Batu City passed the 2021 Driving School program. SMA Negeri 2 Batu City is also a reference and example for other schools, such as SMA Negeri 1 Ngantang which carries out imitative study activities related to the Implementation of the Independent Curriculum (IKM) and is also a driving school.

For researchers, this research is interesting and very important to research, considering that currently the Ministry of Education and Culture has initiated the Driving School Program as a pioneer school in implementing the independent curriculum. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) also issued a policy regarding the implementation of intracurricular learning that can be applied in learning activities, but not much research has been found that discusses this theme.

The findings from this research show that intracurricular learning is one of the learning that takes place at SMA Negeri 2 Batu City. Islamic Religious Education is one of the lessons that must be studied by all Muslim students at SMA Negeri 2 Batu City. PAI Intracurricular learning begins with educators planning intracurricular learning which consists of seven planning stages. PAI intracurricular learning is carried out in a differentiated manner. good differentiation of content, processes and products. Intracurricular learning consists of mandatory lessons for phase E, while for phase F there are two learning options, namely lessons that students must study and specialization lessons that students can choose.

METHOD

This research is intended to obtain a more detailed explanation regarding the implementation of independent learning-based PAI intracurricular learning carried out at the driving school SMA Negeri 2 Batu City using a qualitative approach. This type of research is a case study. In Arikunto's opinion, case study research is research that is carried out intensively, in detail and in more depth regarding the symptoms that occur.¹¹ The cases in this study were limited by time and activities, and researchers collected complete information using data collection procedures based on a predetermined time. This case study qualitative research was chosen to explore Islamic religious education based on independent learning in driving schools,

¹⁰ M Shabir, Usman Usman, dan Kamal Kamal, "Pendidikan Agama Islam di Sekolah Umum," *Indonesian Journal of Intellectual Publication* 3, no. 1 (2023): 58–64, doi:10.51577/ijpublication.v3i1.384.

¹¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2013), h. 120.

to explore research locations that have never been researched in an area, to find relevant variables which will later be tested using quantitative research.

RESULT AND DISCUSSION

A. PAI Intracurricular Learning Planning

Based on the results of observations made, SMA Negeri 2 Batu City plans learning of Islamic religious education and character referring to the vision and mission, learning goals and targets as well as conducting research in each class. The selection of materials, methods and learning strategies is adjusted to the characteristics of each student in the class. There are seven planning stages in independent learning-based PAI intracurricular learning at SMA Negeri 2 Batu City:

1. Planning and implementing diagnostic assessments

The diagnostic assessment carried out by PAI teachers at SMA Negeri 2 Batu City aims to identify students' competencies, strengths and weaknesses. The results of the diagnostic test are used by PAI teachers as a reference in planning learning according to students' learning needs. Under certain conditions, information related to family background, readiness to learn, motivation to learn, student interests, and other information can be used as material for consideration in planning learning.¹² The following are the results of the diagnostic assessment at SMA Negeri 2 Batu City

Class	Gender		Residence		Learning style				
	L	P	Batu City	Outside Batu City	Kinestetik	Audiory	Visual	Global	Analitik
X	149	210	294	65	100	70	21	50	118
XI	137	210	289	61	105	61	24	59	113
XII	134	211	281	67	75	66	31	73	103

From the results of diagnostic tests conducted by SMA Negeri 2 Kota Batu, it can be seen that students have various learning styles. The results of this diagnostic test are then submitted to each teacher and homeroom teacher as a reference in implementing learning activities. Educators also carry out diagnostic tests at the beginning of new material, to see differences in students' abilities.

¹² Mellia Alifiana, Anik Anekawati, dan Hellyyatul Matlubah, "Penggunaan Tes Diagnostik Dalam Model Pembelajaran Berdiferensiasi," *Prosiding SNAPP: Sosial Humaniora, Pertanian, Kesehatan dan Teknologi 2*, no. 1 (2024): 75–87, doi:10.24929/snapp.v2i1.3123.

Examples of questions that educators use in diagnostic tests at the beginning of new material.¹³

2. Analyze Learning Achievements to develop learning objectives and the flow of learning objectives

After carrying out a diagnostic test, PAI teachers must analyze the learning outcomes (CP) that have been determined by the government, learning outcomes are learning competencies that students must achieve in each phase, CP provides general objectives and the time available to achieve these objectives (phases) . A teacher's readiness and understanding are important in the successful implementation of intracurricular learning. Teachers are required to develop CP, TP and ATP and adapt them to school conditions and their students. CP has been determined for phase E and phase F, while TP and ATP are developed by each educational unit. CP has been determined for phase E and phase F, while TP and ATP are developed by each educational unit. In determining TP and ATP, it must be adjusted to the characteristics of SMA N 2 Batu City and also the characteristics of the students.

3. Develop teaching modules

One form of independence for PAI teachers is choosing or modifying teaching modules that have been provided by the government to suit student characteristics, or composing their own teaching modules according to student characteristics.¹⁴ The teaching modules have been provided by the Ministry of Education and Culture, however teachers are still given the obligation to review the teaching modules to suit school conditions, because the teaching modules provided by the Ministry of Education and Culture are sometimes not suitable when applied at SMA Negeri 2 Batu City. The modules that have been created by the teacher are then assessed by the principal and deputy head of student affairs as to whether they are suitable for implementation in intracurricular learning activities at SMA Negeri 2 Batu. SMA Negeri 2 Batu City carries out IHT activities, all teachers are gathered in the hall, then form groups according to their respective

¹³ Adek Cerah Kurnia Azis dan Siti Khodijah Lubis, "Asesmen Diagnostik Sebagai Penilaian Pembelajaran Dalam Kurikulum Merdeka Di Sekolah Dasar," *Pena Anda: Jurnal Pendidikan Sekolah Dasar* 1, no. 2 (2023): 20–29, doi:10.33830/penaanda.v1i2.6202.

¹⁴ Utami Maulida, "Pengembangan Modul Ajar Berbasis Kurikulum Merdeka," *Tarbawi : Jurnal pemikiran dan Pendidikan Islam* 5, no. 2 (2022): 130–38, doi:10.51476/tarbawi.v5i2.392.

subjects, IHT is also usually attended by the supervisor to see existing problems and also provide direction in implementing intracurricular learning activities.¹⁵

4. Adjustment of learning to the stage of achievement and characteristics of students

Intracurricular learning in the independent curriculum gives students the freedom to determine for themselves the subjects they want to study. Educators and school principals must side with students in an inclusive manner.¹⁶ Students who have strengths and weaknesses must be considered by teachers so that differentiation learning is needed. Educators can choose the format, methods, essential materials and experiences they want to teach according to the goals they want to achieve. Based on the results of interviews with the principal of SMA Negeri 2 Batu City, it can be seen that students in classes XI and XII in intracurricular learning are given the authority to determine the subjects they want to study. This is different from the learning in the previous curriculum, where when students choose the science major they will not get the lessons in the social sciences major and vice versa, but in intracurricular learning activities, majors are replaced with specializations, where students can choose any subject they like. he is interested.

5. Planning, implementing and processing formative and summative assessments

Batu City State High School 2 educational units and educators have the freedom to determine strategies for processing assessment results according to needs. The Batu City 2 State High School educational unit and educators determine the criteria for achieving the learning objectives implemented. The most dominant assessment of intracurricular learning activities is formative assessment. Assessment is not only carried out by giving a number of questions, but the assessment is also carried out by looking at changes in student behavior.

6. Reporting learning progress

Reporting on learning results from assessments or assessments at SMA Negeri 2 Batu City is stated in the form of a learning progress report, which is in

¹⁵ Faridahtul Jannah dan Thooriq Irtifa' Fathuddi, "Penerapan Modul Ajar Berbasis Kurikulum Merdeka II UPT SD Negeri 323 Gresik," *SOKO GURU: Jurnal Ilmu Pendidikan* 3, no. 1 (2023): 131–43, doi:10.55606/sokoguru.v3i1.2099.

¹⁶ Janawi, "Memahami Karakteristik Peserta Didik dalam Proses Pembelajaran," *Tarbawy: Jurnal Pendidikan Islam* 6, no. 2 (2019): 68–79, doi:DOI: <https://doi.org/10.32923/tarbawy.v6i2.1236>.

the form of a learning results report, which is prepared based on the processing of the assessment results. The learning outcomes report at least provides information regarding students' achievement of learning outcomes. Batu City State High School 2 teachers prepare reports on student learning outcomes (report cards). includes components of student identity, name of educational unit, class, semester, subjects, grades, descriptions, teacher notes, attendance and extracurricular activities.

7. Evaluation of learning and assessment

PAI learning and assessments that have been implemented are then evaluated.¹⁷ Educators carry out learning reflection and assessment in each teaching module. After that, educators identify what has been successful and what needs to be improved. By identifying this, the teaching module can be refined again.

B. Implementation of PAI Intracurricular Learning

Intracurricular learning activities are carried out using a differentiation approach.¹⁸ These extracurricular activities consist of subjects that every student must take, such as Islamic Religious Education subjects. Elective subjects like biology, chemistry, geography, sociology etc. This intracurricular learning is the answer to the question, "how can a flexible curriculum be implemented in schools that can provide varied learning services to students. Differentiated learning is a way for teachers to meet the needs of each student because differentiated learning is a teaching and learning process where students can learn subject matter according to their abilities, what they like and their individual needs so that they do not get frustrated and feel like they have failed in their learning experience.¹⁹ In differentiated learning, teachers must understand and realize that there is not just one way, method, strategy used in studying learning material. Forms of differentiated learning in the classroom can include three types, namely content differentiation, process differentiation and product differentiation.²⁰

1. Content Differentiation

The use of content differentiation strategies is related to the content or material that will be taught to students according to the students' learning styles, conditions and abilities. The material to be taught remains the same, it's just that

¹⁷ Marnis Susanti, Three Rahmadona, dan Yanti Fitria, "Studi Literatur: Perbedaan Penilaian Kurikulum 2013 dengan Kurikulum Merdeka," *Jurnal Basicedu* 7, no. 1 (2023): 339–50, doi:10.31004/basicedu.v7i1.4444.

¹⁸ I Komang Dedik Susila dan I Gusti Ayu Istri Aryasuari, "Penerapan Pembelajaran Berdiferensiasi Pada Pengajaran ESP Dalam Kemerdekaan Belajar," *Widya Balina* 8, no. 1 (2023): 585–92, doi:10.53958/wb.v7i1.233.

¹⁹ Maura Trynovita Sakliressy, "Deskripsi Pembelajaran Diferensiasi Dalam Kurikulum Merdekadi Smayppk Teruna Bakti" 1, no. 2 (2023): 16–24, <https://ejournal.uncen.ac.id/index.php/JEPB/article/view/3547>.

²⁰ Siwi Utamingtyas dan Ahmad Shadad Kholim, "Pembelajaran Berdiferensiasi dalam Konteks Kurikulum Merdeka di Sekolah Dasar," *Social, Humanities, and Educational Studies (SHES): Conference Series* 7, no. 3 (2024): 217–23, doi:10.20961/shes.v7i3.92280.

the type of coverage is adjusted to each student's learning needs. Student treatment is also differentiated based on their needs. If differences in student abilities are found, then the learning achievement phase will be lowered.

2. Process Differentiation

Process differentiation is related to PAI teachers' models and ways of teaching. PAI teachers adapt Islamic Religious Education learning methods according to the conditions and learning needs of students at SMA Negeri 2 Kota. Process differentiation can be carried out through gradual activities by providing trigger questions or challenges to be completed in areas of interest, creating individual agendas for students in the form of assignments, varying the time required to complete assignments, and developing different activities.

3. Product Differentiation

Product differentiation is related to the implementation of learning evaluation. PAI teachers at SMA Negeri 2 Kota Batu give their students the freedom to show their level of understanding regarding the material being taught. Students are allowed to choose how to demonstrate their understanding in the form of posters, videos, PowerPoint presentations, mind maps, test results or other forms of products. Next, educators carry out evaluations, reflect on learning and strengthen the material

C. Assessment of PAI intracurricular learning

The PAI Intracurricular learning assessment at SMA Negeri 2 Batu City is divided into 2, namely formative assessment and summative assessment.

1. Formative Assessment

The implementation of formative assessments for PAI subjects at SMA Negeri 2 Kota Batu is carried out simultaneously with the ongoing learning process so that formative assessments and learning become a unity. Formative assessments can use simple methods, so that feedback on the results of the assessment can be obtained quickly. Formative assessment of PAI subjects at SMA Negeri 2 Kota Batu and is not used to determine report card grades, decisions about promotion, graduation, or other important decisions. PAI teachers start face-to-face activities by asking questions related to concepts or topics that have been studied at previous meetings. Educators end classroom learning activities by asking students to write down 3 things about the concept they just learned, 2 things they want to learn more deeply, and 1 thing they don't understand yet.²¹ Formative assessments are not only carried out in the classroom, but PAI teachers also see changes in behavior in students' social lives and also look at students' spiritual aspects, for example the obligation to pray in congregation at SMA Negeri 2 Kota Batu.

2. Summative Assessment

²¹ Firani Putri et al., "Mengukur Keberhasilan Evaluasi Pembelajaran: Telaah Evaluasi Formatif Dan Sumatif Dalam Kurikulum Merdeka," *Jurnal Pendidikan Sosial Humaniora* 2, no. 4 (2023): 172–80, <https://doi.org/10.30640/dewantara.v2i4.1783>.

Summative assessment is carried out at the end of the discussion material. This assessment is used to see the extent to which students understand PAI material that has been taught in extracurricular learning activities. The assessment carried out by educators includes three aspects. Attitude aspect, by making observations during the activity and writing them in a journal, both positive and negative attitudes. Conduct peer-to-peer assessments. Observing student reflections. Knowledge aspect, by providing written, oral assignments and written tests. Skills aspect, by looking at presentations, projects and portfolios carried out by students.

CONCLUSION

The implementation of PAI intracurricular learning at SMA Negeri 2 Batu City consists of 3 stages, namely: planning, implementation and evaluation. There are 7 things that must be prepared in implementing intracurricular activities. The implementation of intracurricular learning activities is carried out in a differentiated manner, including content, process and product differentiation. The assessment in intracurricular learning is carried out in a formative and summative manner.

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