



Utilization of Local Food as a Business Opportunity in Karangjatianyar Village Wonorejo Pasuruan

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Abstract. Islamic religious education (PAI) at MTs Hubbul Waton has undergone changes with the implementation of the Merdeka Curriculum. This curriculum emphasizes students' ability to think critically, communicate effectively, and adapt to change. In an effort to improve the quality of PAI education, a project-based learning model is applied to integrate these abilities. The project aims to improve students' ability to think critically, communicate effectively, and adapt to change through the PAI approach. In this implementation, students are divided into groups and given tasks to develop projects related to PAI materials. The project includes analysis, synthesis, and evaluation of PAI materials, as well as communication of the results through presentations and discussions. Thus, students can develop the ability to think critically, communicate effectively, and adapt to change. The implementation results showed an increase in students' ability to think critically, communicate effectively, and adapt to change. Students also show high interest and motivation in developing PAI projects. Thus, the implementation of Merdeka Curriculum through a project-based PAI learning model at Hubbul Waton MTs can be considered successful in improving the quality of PAI education.

Keywords: Islamic Religious Education, Independent Curriculum, Project-Based Learning, Critical Thinking Ability.

1. Introduction

Education is a process of human interaction with the environment that takes place consciously and planned in order to develop all its potential, both physical (physical health) and spiritual (thought, taste, work, creation and conscience) which causes positive changes and progress, both cognitive, affective, and psychomotor which takes place continuously in order to achieve its life goals [1], [2]. Education in Indonesia itself has changed the curriculum several times in order to find the best method in fostering the nation's generation, year after year it continues to change but has not seen maximum and satisfactory results from all the curriculum that is applied [3]. This is evident from how often the curriculum changes are applied in Indonesia. Teaching knowledge according to the predetermined curriculum is very important. This is where the abilities and skills of a teacher must continue to be honed and developed with seriousness, not just teaching skills to students but stopping in teaching and honing themselves in forcing growth and development [4]. Learning with reference to the applicable curriculum will also provide opportunities for students to train themselves to develop and adapt to something new [5].

In an effort to improve the quality of education in Indonesia, the government has launched the Merdeka Curriculum. This curriculum aims to provide freedom to education units in designing and implementing learning that is relevant to the needs and potential of students [6]. The implementation of Merdeka Curriculum at the Madrasah Tsanawiyah (MTs) level has significant relevance because this institution plays an important role in

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the formation of students' character and basic knowledge at an adolescent age [7], [8]. The Merdeka Curriculum itself is an educational initiative designed to provide freedom to educational units in designing and implementing learning that is relevant to the needs and potential of students [9]. This curriculum focuses on flexible, holistic and contextual learning, different from the previous curriculum which was more rigid and structured. One of the basic principles of the Merdeka Curriculum is to provide space for schools and teachers to innovate in developing learning programs that emphasize competency development, not just mastery of material. The main objective of the Merdeka Curriculum is to create a learning environment that is more adaptive and responsive to students' individual needs [10].

Madrasah Tsanawiyah, as an educational institution that integrates general education with Islamic religious education, has unique challenges and opportunities in implementing the Merdeka Curriculum [11]. This curriculum offers flexibility in preparing learning programs that are more contextual and relevant to students' daily lives. One of the approaches featured in the Merdeka Curriculum is the project-based learning model. This approach allows students to engage in real projects that challenge them to think critically, work together, and apply their knowledge in a practical context [12].

Project-based learning is a teaching method in which students gain knowledge and skills by working for longer periods of time to investigate and respond to complex questions, problems, or challenges [13]. This approach is in accordance with the principles of the Merdeka Curriculum which emphasizes the development of student competencies, including critical thinking skills, creativity, communication, and collaboration. The project-based learning model allows students to learn actively by integrating various disciplines in one comprehensive project [14]. For example, in an environmentally-focused project, students can learn biology, chemistry, and physics concepts, while developing research and data analysis skills. In addition, they also learn to work together in teams, communicate effectively, and solve real problems relevant to their lives [15].

The implementation of project-based learning in MTs requires careful preparation. Teachers need to be given special training to develop their ability to design and guide projects. Schools should also provide adequate resources, including materials and tools required for projects. In addition, it is important to ensure that the curriculum is flexible so that it can accommodate diverse project needs [16]. One example of a project that can be implemented at MTs is a research project on environmental conservation. In this project, students can conduct research on the local ecosystem, collect data and analyze the results. They can then create a report and presentation to convey their findings to the school community [17]. This kind of project not only improves students' understanding of the subject matter, but also builds their awareness of the importance of protecting the environment.

Evaluation in project-based learning is also different from traditional learning methods. The assessment is not only based on the final result of the project, but also the process that students go through. Teachers can assess students' critical thinking skills, teamwork ability, and creativity during the project process. Self-reflection is also an important part of the evaluation, where students reflect on what they have learned and how they can improve their performance in the future [18].

The implementation of project-based learning model in MTs can provide many benefits. Students become more motivated and engaged in the learning process as they can see the direct relevance of what they are learning to real life. In addition, they also develop important skills needed for future success, such as critical thinking skills,

creativity, and the ability to work together. However, challenges in implementation cannot be ignored either. Some of the challenges that may be faced include the lack of resources, resistance to changes in teaching methods, and difficulties in integrating the project with the curriculum [19]. Overcoming these challenges requires support from various parties, including the government, schools and communities.

Based on this background, the purpose of this study is to find out how the implementation of an independent curriculum through a project-based PAI learning model at MTs and also to find out what are the obstacles to the implementation of an independent curriculum through a project-based PAI learning model at MTs.

2. Methods

This study uses a qualitative approach with observation and interview methods to explore the implementation of Merdeka Curriculum through a project-based learning model at MTs Hubbul Wathan. The qualitative method was chosen because it allows researchers to gain an in-depth understanding of the processes, challenges, and impacts of implementing this curriculum. Observations are made to directly observe how project-based learning is implemented in the classroom. According to the theory of Miles et al. [20], direct observation allows researchers to get a more deep and contextual picture of the phenomenon under study. In addition, in-depth interviews were also used to collect data.

The researcher spent one week at MTs Hubbul Wathan to observe the interaction between teachers and students, the teaching methods used, and students' responses to learning. Interviews were conducted with two key informants who have an important role in the implementation of Merdeka Curriculum at MTs Hubbul Wathan. The first informant for this research is Mrs. Rasdiana (RSD), who is a teacher who plays an active role in implementing this curriculum. The interview with Rasdiana was conducted on Thursday, May 2, 2024. The interview questions focused on her experiences and views on the benefits and constraints in implementing project-based learning.

Then the second informant Mr. Zulkarnain (ZKR) who is another teacher at MTs Hubbul Wathan who is also involved in the implementation of the Merdeka Curriculum. The interview with Zulkarnain was held on Tuesday, May 7, 2024. This interview aims to gain additional perspectives on school readiness, support provided, and challenges faced in the implementation process. The list of questions given to informants can be seen in Table 1.

Table 1. List of Questions Given to Informants

Category	Question
Effective Methods in Merdeka Curriculum	What are the effective methods that have been implemented in the Merdeka Curriculum at MTs Hubbul Wathan?
	How to use portfolio in project-based PAI learning?
	How did the students present their PAI project?
	How does the teacher monitor and guide students during project implementation?
	What is the role of written assignments in project-based PAI projects?
	How is the implementation of the competency test in measuring students' understanding of the project material?
	How does Mrs. Rasdiana respond to the implementation of Merdeka Curriculum through a project-based PAI learning model?
	What are the learning methods that Mrs. Rasdiana thinks are effective in the Merdeka Curriculum?
	What are the obstacles faced by teachers in implementing the Merdeka Curriculum at Hubbul Wathan MTs?
Obstacles in Implementing the	

Merdeka Curriculum	How does the problem of student attendance affect the implementation of project assignments? What causes students to be less active and slow in understanding the project assignments given? How does the teacher's unpreparedness in providing material affect student participation? How do limited school facilities and infrastructure affect the implementation of the Merdeka Curriculum? How do technology issues and teacher unpreparedness for technology affect learning?
Recommendations for Improvement	What are the recommendations from the interview results regarding improving the implementation of Merdeka Curriculum? What are the proposed solutions to overcome the limited facilities and infrastructure at school? How to improve teachers' technology skills to support project-based learning?

The research was conducted at MTs Hubbul Wathan, a madrasah committed to adopting Merdeka Curriculum. This location was chosen because it has shown initiative in implementing project-based learning and provided a supportive environment for this case study. In the data analysis process, data from observations and interviews were thematically analyzed to identify patterns and main themes related to the implementation of Merdeka Curriculum. Furthermore, all observation and interview results are reduced and then displayed in the research results. This analysis aims to understand teachers' experiences, challenges faced, and the impact of project-based learning on students.

3. Result and Discussion

3.1 Research Results

The results of interviews and observations conducted at MTs Hubbul Wathan with two key informants, namely RSD and ZKR, with different interview implementation times in order to obtain detailed and in-depth information related to the implementation of the independent curriculum through a project-based PAI learning model at MTs Hubbul Wathan. Mrs. RSD, is a teacher who plays an active role in implementing this curriculum. In implementing the Merdeka Curriculum, it is implemented through various project-based learning models at MTs Hubbul Wathan.

Mrs. RSD's response is as follows:

"I am very happy to see how the implementation of the Independent Curriculum at MTs Hubbul Wathan has had a positive impact on our students. With the various methods that we apply, such as portfolios, presentations, monitoring and guidance, as well as written assignments and competency exams, I see students -Students are more active and enthusiastic in learning. They become more involved and enjoy the learning process, which of course makes it easier for them to understand the material. These methods make the learning atmosphere more lively and enjoyable -Really participate actively. Presentations, for example, train them to dare to speak in public and convey their ideas clearly. The portfolio helps them to organize and review their own learning progress, we can provide more precise direction and help them overcome the difficulties they face in working on the project. That way, they can be more confident and motivated to learn better. I see that the Merdeka Curriculum really provides a useful and enjoyable learning experience for our

students. They become more enthusiastic about learning and can develop their potential to the maximum."

Based on the results of positive responses from Mrs. RSD as a teacher and practitioner of the Merdeka Curriculum at MTs Hubbul Wathan, it shows that the learning methods applied in the Merdeka curriculum with the approach of various effective methods provide a useful and enjoyable learning experience for students.

The second interview related to the obstacles to the implementation of the independent curriculum through a project-based PAI learning model at Hubbul Wathan MTs, conducted directly with ZKR, who is a teacher who plays an active role in implementing this curriculum, shows various problems / problems faced by teachers in implementing the independent curriculum. The results of the interview are:

"So, when implementing project assignments in several meetings, sometimes the number of students is not complete. This is a problem because every time a project is completed there is always a new group that has not received assignments. So, I have to make new assignments for the groups that are behind. It's quite an extra job for teachers. Many students are less active and don't really understand the project assignments that we give. In fact, the aim of the Independent Curriculum is to develop children's potential from all sides. So, if they are less active and slow to understand the task, the goal will be difficult to achieve. One of the reasons may be because the teacher is not ready to provide the material or does not master the theme well. This is similar to previous research which also found that students who were not active and did not understand were because the teacher was not prepared. Limited facilities and infrastructure in schools is also a big problem. For example, classrooms, laboratories, computers, libraries, and textbooks or other learning resources are incomplete. Complete facilities are very important for implementing independent learning. If facilities are lacking, the teaching and learning process will not be conducive, unsafe and unpleasant. The lack of facilities makes teachers' movements limited and hampers them in developing teaching skills using the latest technology. Many teachers are technologically clueless, especially those who are approaching retirement age. This is certainly a big challenge for all of us at school. Then we have to be creative and try our best with what we have. Sometimes we try simple and traditional methods so that students can still study well. But of course we hope that the facilities can be improved so that we can implement the Independent Curriculum even better."

Based on the answers above, several obstacles were found in implementing the curriculum, namely: first, when applying project assignments in several meetings, sometimes the number of students is not complete, so that each completed project will leave a new group that has not received an assignment. This certainly provides additional tasks for teachers in applying new project tasks to groups that have not received tasks. Second, students are less active, and do not really understand the project tasks given by the teacher. So that the goal of the independent curriculum, which is to develop the potential of children from all sides, is difficult to achieve.

Based on the results of interviews with RSD and ZKR, the implementation of Merdeka Curriculum through a project-based PAI learning model at Hubbul Wathan MTs has resulted in several effective methods, including the use of portfolios, presentations, monitoring and mentoring, written assignments, and competency exams. This reflects an active effort in introducing a learning model that is more oriented towards developing student potential. Nevertheless, there are some obstacles faced in the implementation

of the curriculum. First, there is the issue of incomplete student attendance when implementing project assignments, which requires adjustments from teachers and provides additional burden. Secondly, the level of inactive student participation and inadequate understanding of project assignments, which hinders the achievement of the independent curriculum's goal of developing students' potential as a whole. Third, limited school facilities such as classrooms, laboratories, computers, libraries, and lack of other complete learning resources.

3.2 Discussion

The Minister of Education, Culture, Research and Technology emphasized that learning outcomes as a form of content standards and graduate competency standards that have been prepared by the Education Standards, Curriculum and Assessment Agency (BSKAP) are a reference for teachers in developing the Merdeka Curriculum [21]. The Merdeka Curriculum is an optional curriculum that is implemented by educational units starting from the 2022/2023 academic year (FY) to date. This curriculum is a development and improvement of the 2013 Curriculum (Kurtilas) to improve the quality of education in Indonesia [9]. This is in line with the National Education System Law Articles 35 and 36 which emphasize the need to improve the national education standards (SNP) as a curriculum reference in a planned and periodic manner so that the national education system is always relevant and competitive.

This is in accordance with Werdiningsih and Setiawan [22], opinion that the curriculum has a central position in every educational endeavor. This shows that every educational activity, the main thing is the process of interaction between educators and students, sources, and the environment. In the intrinsic sense of education, the curriculum is the heart of education, which means that all the movements of educational life in schools are based on what is planned in the curriculum. Every activity and activity carried out by the school is designed based on the curriculum. Therefore, the curriculum is both the basis and the controller of educational activities [23].

Implementation is a series of application policies to certain target groups to achieve policy objectives [24]. This is supported by Idris et al. [25], who emphasize the importance of implementation as a form of pouring ideas or ideas so that they can be applied towards civilization or more fundamental educational changes. Education must be able to produce innovative changes that are systematic, directed, and measurable. The Merdeka Curriculum is implemented to train all elements of education to truly feel independence in the process of studying at school. The essence of the Merdeka Curriculum's goal is to first give independence to teachers so that later they can give independence to the students they teach. There are many positive effects of the Merdeka Curriculum designed by the government, one of which is that it can increase students' interests and talents by developing as creatively as possible the competencies that each student has [22].

Based on the results of the interview, the activities carried out in implementing independent learning are: First, using portfolios, where students are asked to compile a portfolios containing the projects they have worked on. Portopolia is not only a place to store student project results, but as a source of information for teachers and students in monitoring the development of student potential as the results of previous research which is considered effective for improving student achievement [26]. The second is presentation. Students are asked to present their project in front of the class. This presentation can include an explanation of the concept, process, and results of the project that has been made. In previous research, the presentation method successfully improved student learning outcomes [2]. Then what is equally important is to monitor and guide students directly in each task or project that has been given so that students

are directed and as expected. Then giving written assignments, in addition to the project itself, students can also be asked to write reports on projects that have been carried out. Finally, the competency test is carried out to measure students' understanding and mastery of the project material that has been learned and how well the students understand the material that has been learned and the extent of students' skill development. The results of the evaluation will provide valuable information for teachers and schools to evaluate the effectiveness of teaching and learning in integrating students' skills [27].

Results from Krishnapatria [9], show several obstacles in the implementation of Merdeka Curriculum. Teachers often have limited experience with the concept of independent learning, which affects the effectiveness of curriculum implementation. In addition, limited references and unequal access to learning resources are significant challenges. Time management is also cited as an obstacle that must be faced. The main challenges at the education unit level include four aspects: teachers' readiness as the main human resource in implementing the curriculum that needs to be improved, teachers' ability to support digital-based technology facilities that are still inadequate, improving communication and collaboration networks between education units and other stakeholders, and difficulties in implementing learning evaluation as an integral part of the teaching and learning process. Learning assessment is often neglected by schools despite being an important component of achieving curriculum goals. Overcoming these challenges requires collaborative efforts from various parties, including continuous training for teachers, improving technology infrastructure and strengthening communication and collaboration among all education stakeholders.

Research by Saputri et al. [14] also states that project-based differentiated learning in the Merdeka Curriculum makes a positive contribution to improving students' abilities in Arabic language learning. Students are given the freedom to access and use learning media that they master and choose themselves. Through working on projects to solve real problems, students' motivation increases because they feel more happy and comfortable with this learning method. Thus, project-based differentiated learning is effective in improving students' engagement and learning outcomes. Students' inactivity and slow understanding of tasks can be influenced by several things, one of which is the teacher's unpreparedness in providing material (not mastering the theme) In line with previous research that found obstacles in students who were not active and did not understand the direction due to the unpreparedness of the teacher [28].

Third, the limited facilities and infrastructure owned by schools such as classrooms, laboratories, computers, libraries, as well as the lack of textbooks or other learning resources that are not yet complete are other challenges in implementing the independent curriculum in schools [29]. Infrastructure and facilities are essential for implementing the self-directed learning policy. To ensure that the teaching and learning process can take place in a conducive atmosphere throughout the learning process, the facilities and infrastructure must provide a sense of security and fun [30]. From the lack of facilities, the movement of teaching staff is limited and hampered in developing teaching skills using the latest technology, so it is not uncommon for teaching staff to be stuttering technology (Gaptek), especially those approaching retirement age [31].

4. Conclusion

Based on the discussion above, it can be concluded that the implementation of Merdeka Curriculum through a project-based PAI learning model at Hubbul Wathon MTs involves several important aspects. In learning planning, PAI teachers have designed

comprehensive teaching modules, including understanding Learning Outcomes (CP), formulating Learning Objectives, preparing Learning Objective Flow, and planning Learning and Assessment.

Learning implementation includes the stages of understanding the material, analysis, synthesis, and evaluation, with the use of various strategies and methods such as reading aloud, the power of two, murojaah, tasmii, make a match, card sort, problem-based learning, and discovery learning. Evaluation is conducted through diagnostic, summative, and formative assessments, with an emphasis on attitude assessment during P5 implementation. The project-based learning model was used effectively, involving initiation, development, and conclusion stages, as well as mapping student interest. The results show improved learning quality, with higher student interest and practical application of religious teachings. However, some obstacles such as lack of teacher skills, limited resources, lack of student interest, ineffective communication, and suboptimal evaluation still need to be overcome.

5. Declaration

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