

Transformation of Qur'an and Hadith Learning Through Merdeka Curriculum in Indonesia

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Abstract:

This research uses qualitative methods to investigate the transformation of Qur'anic and Hadith learning in Indonesia through the implementation of Merdeka Curriculum. The focus of the research includes the identification of barriers in traditional religious education, an emphasis on the need for a more dynamic and inclusive teaching approach to these key texts, as well as an explanation of solutions involving the adoption of Merdeka Curriculum. The curriculum incorporates innovative teaching methods, technology and community participation. The results show that traditional religious education in Indonesia is faced with a number of challenges, including monotonous teaching methods, lack of student interaction, and less relevance to contemporary life. Therefore, a more dynamic and inclusive teaching approach is needed to arouse students' interest and understanding of the Qur'an and Hadith. Merdeka Curriculum is considered a promising solution by bringing together innovative teaching methods, technology and community engagement. Its implementation showed significant improvements in student engagement, understanding, and application of the teachings of the Qur'an and Hadith. In conclusion, curriculum reform through Merdeka Curriculum has an important role to play in strengthening the understanding and appreciation of Islamic principles among students in Indonesia. This more dynamic and inclusive approach can help the younger generation to understand and appreciate the principles of Islam.

Keywords: learning transformation, Quran learning, hadith learning, merdeka curriculum

Abstrak:

Penelitian ini menggunakan metode kualitatif untuk menyelidiki transformasi pembelajaran Al-Qur'an dan Hadis di Indonesia melalui implementasi Kurikulum Merdeka. Fokus penelitian ini meliputi identifikasi hambatan dalam pendidikan agama tradisional, penekanan pada perlunya pendekatan pengajaran yang lebih dinamis dan inklusif terhadap teks-teks utama ini, serta penjelasan tentang solusi yang melibatkan penerapan Kurikulum Merdeka. Kurikulum ini menggabungkan metode pengajaran yang inovatif, teknologi, dan partisipasi masyarakat. Hasil penelitian menunjukkan bahwa pendidikan agama tradisional di Indonesia dihadapkan pada sejumlah tantangan, termasuk metode pengajaran yang monoton, kurangnya interaksi antara guru dan murid, dan kurangnya relevansi dengan kehidupan kontemporer. Oleh karena itu, pendekatan

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pengajaran yang lebih dinamis dan inklusif diperlukan untuk membangkitkan minat dan pemahaman siswa terhadap Alquran dan Hadis. Kurikulum Merdeka dianggap sebagai solusi yang menjanjikan dengan menyatukan metode pengajaran yang inovatif, teknologi, dan keterlibatan masyarakat. Implementasinya menunjukkan peningkatan yang signifikan dalam keterlibatan siswa, pemahaman, dan penerapan ajaran Al-Qur'an dan Hadits. Sebagai kesimpulan, reformasi kurikulum melalui Kurikulum Merdeka memiliki peran penting dalam memperkuat pemahaman dan apresiasi terhadap prinsip-prinsip Islam di kalangan siswa di Indonesia. Pendekatan yang lebih dinamis dan inklusif ini dapat membantu generasi muda untuk memahami dan mengapresiasi prinsip-prinsip Islam.

Kata kunci: transformasi belajar, pembelajaran Al-Quran, pembelajaran hadis, kurikulum merdeka

1. Introduction

The curriculum stands as the most crucial element in education, serving as a refinement of an institution's vision, mission, and objectives. In the realm of education, the curriculum holds a highly strategic and significant position. Thus, continuous development and refinement of the curriculum are necessary to ensure alignment with the rapid advancements in knowledge and technology. The outbreak of the COVID-19 pandemic in Indonesia has brought about numerous impacts and changes across various sectors, including education. Particularly, it has resulted in a disparity in learning progress among students, affecting the achievement of their competencies (Isroatul Khusna et al., 2022). Educators and learners alike have felt the weight of the subjects outlined in the 2013 Curriculum, as the extensive content must be covered within a single academic year. Consequently, the implementation process has seen teachers being more focused on completing lesson plans rather than understanding the student's needs. Moreover, the traditional teaching methods employed have been deemed rigid, primarily characterized by passive listening from students while teachers lecture. This approach emphasizes knowledge acquisition but falls short in developing skills, despite education's scope encompassing attitudes, knowledge, and skills (Wibowo, 2022).

In response to these circumstances, the Minister of Education and Culture, Nadiem Anwar Makarim, initiated the "merdeka belajar" (freedom of learning) policy, yielding several educational products. A policy was issued to address the learning recovery concerning curriculum implementation. The development of the latest curriculum, the Merdeka Curriculum, stemmed from the decision of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Number 56/M/2022, dated February 10, 2022, regarding Guidelines for Curriculum Application for Learning Recovery, comprising 13

points. This decision serves as the foundation, legal framework, and reference for schools, madrasahs, and educational institutions implementing the Merdeka Curriculum in Indonesia.

Within this curriculum development, teachers play a pivotal role in its implementation, highlighting the significant contribution and involvement of educators. Teachers, revered as role models, are trusted educators whose teachings are respected and believed. They set examples in morality, ethics, and other aspects for their students and the surrounding community. Given their indispensable role in education, issues related to the quality improvement of education cannot be detached from the presence of teachers. Hence, teachers hold a crucial position in learning.

In the Merdeka Curriculum, educators are tasked with teaching students based on their achievement and developmental stages. Additionally, teachers are required to contribute by actively participating in the independent learning platform, and sharing also updating resources through the Merdeka Learning platform. Teachers must possess competencies in planning, managing, and conducting learning evaluations to ensure effective teaching practices (Siswati et al., 2023; Uluwiyah et al., 2024). Moreover, teachers under the Merdeka Curriculum policy are guided to design learning experiences tailored to students' characteristics and select appropriate teaching models for implementation. To master these competencies, teachers are required to continuously undergo training, skill development, and other educational activities to enhance their teaching skills.

Teaching is often perceived as a transfer or impartation of knowledge and skills. The transfer of knowledge and skills is indeed necessary, especially in the learning process. It can be considered successful if students are able to pass on something learned from the teacher and apply it in their daily lives, thus achieving the intended learning outcomes. Therefore, it is important to study

subjects like the Quran and Hadith. In delivering lessons on the Quran and Hadith, merely relying on teaching methods such as lectures or question-and-answer sessions for each topic is not sufficient (Anggadwita, 2021).

The teaching material of the Quran and Hadith is practical in nature, aiming for students to understand and apply it in their daily lives. The Quran and Hadith subjects have unique characteristics that set them apart from other subjects. It focuses on teaching students to understand, implement, and practice Islamic laws effectively in their daily lives. Because religious education is involved, teachers have a weighty role. A student's ability to learn in the field of religion is evaluated beyond mere comprehension; they must also be able to practice and realize the values of religion in their daily lives (Afifi & Abbas, 2023).

Teachers have a very important task and responsibility for the progress and improvement of their students' skills because the number of students who pass and fail reflects their outcomes. Therefore, teachers are responsible for enhancing the quality of education in schools. We currently see many teachers introducing constructivist theories into classroom teaching, but the number is still limited. In reality, many teachers seem to perform their duties by simply teaching, without employing strategies or pedagogy. For them, the most important thing is to know how the learning process occurs. This is a mistaken approach and should not be followed (Casañ et al., 2021).

In the Merdeka Curriculum, which emphasizes student independence and creativity, it is important to understand the connection between the Quran and Hadith subject and this approach. The Quran and Hadith have a strong relevance to daily life, involving an understanding of Islamic laws and principles applied in real contexts. However, introducing freedom to students also carries certain risks. Children may struggle to manage the freedom given to them, leading to confusion. Therefore, it is important to consider these risks when granting freedom to students in the context of learning the Quran and Hadith within the Merdeka Curriculum. The use of discussion methods in teaching the Quran and Hadith within the Merdeka Curriculum allows students to be active, share their views, and develop critical thinking skills. However, it is important to note the risks of participant dominance, difficulty in reaching consensus, and loss of focus. Teachers need to facilitate discussions effectively and create an inclusive environment.

Based on pre-research conducted by the researcher, a school in Indonesia is one of the recommended schools to implement the Merdeka Curriculum for the academic year 2023/2024, which began on January 2, 2024. In realizing the implementation of the Merdeka Curriculum in Indonesia, it is known that the expected application may not proceed as desired. However, the reality is that many teachers face challenges in implementing the Merdeka Curriculum, as it is still a new concept for teachers in Indonesia. These challenges stem from both internal and external factors. Some of these challenges include issues related to literacy, references, digital access, teacher competence, and time management (Satria, Bulan, Vadila, & Gusmaneli, 2023).

The aim of this research is to investigate the level of understanding and challenges faced by teachers in implementing the Merdeka Curriculum within classroom settings. With a focus on understanding and potential challenges experienced by some teachers, this study aims to identify areas where educators may encounter confusion or difficulty in adapting to this new approach to teaching. Additionally, the research seeks to assess the contribution of the Merdeka Curriculum to enhancing the quality of education in the school. By analyzing the changes that occur in the education system as a result of implementing the Merdeka Curriculum, this study aims to comprehend the positive impacts it may have on the learning process and academic achievement of students. Through a deep understanding of the challenges faced by teachers and the contribution of the Merdeka Curriculum to improving the quality of education, this research is expected to provide valuable insights for the development of more effective educational policies in the future.

2. Method

This research adopts a qualitative approach to explore the transformation of Quran and Hadith learning within the Merdeka Curriculum (Abbas, 2010; Yufriadi & Syahriani, 2023). Through methods such as interviews, focus group discussions, and document analysis, the study aims to understand the experiences and challenges faced by educators and students. Additionally, a case study approach will be used to examine specific schools or educational institutions in Indonesia implementing the Merdeka Curriculum, providing detailed insights into the dynamics of Quran and Hadith learning in various contexts. In data collection, semi-structured interviews will be conducted with educators, curriculum developers,

and policymakers to gain their perspectives on the transformation of Quran and Hadith learning. Focus group discussions will also be held with students studying Quran and Hadith within the Merdeka Curriculum to explore their learning experiences and perceptions.

Furthermore, document analysis will be conducted on Merdeka Curriculum-related documents to understand implementation strategies and learning objectives for Quran and Hadith. The research sample will be purposively selected based on their involvement in Quran and Hadith education and their experience with the Merdeka Curriculum. Thematic analysis will be employed to identify patterns and themes related to the transformation of Quran and Hadith learning. Ethical considerations, such as informed consent, anonymity, and research integrity, will be maintained throughout the research process. Limitations of the study include constraints in generalizing findings to all educational contexts in Indonesia, potential biases in data collection and interpretation, and resource limitations that may affect the scope and depth of the research. The study's conclusions are expected to provide valuable insights for the development of curriculum and teaching practices for the Quran and Hadith within the context of the Merdeka Curriculum in Indonesia.

3. Result and discussion

3.1. *The implementation of Al-Qur'an Hadith learning based on the Merdeka Curriculum*

The implementation of learning is a process involving a series of activities designed with specific objectives in mind. This process begins with the establishment of policies aimed at achieving learning goals (Alwi, 2022), which are then implemented through concrete programs and projects. In Indonesia, for example, the implementation of Al-Qur'an and Hadith learning based on the Merdeka Curriculum for grade 10 has adopted three main stages: initial activities or introductions, core activities, and closing activities.

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 103 of 2014 concerning Learning in Primary and Secondary Education, learning is a series of activities aimed at achieving basic competencies through interaction among students, educators, and learning resources in a specific environment. The stages of learning implementation consist of three main activities: introductory activities, core activities, and closing activities.

Introductory activities are the initial steps in the learning process where learning objectives are established, prior knowledge is activated, and the learning context is conveyed. Subsequently, core activities form the essence of learning where students actively engage in exploring the material, discussions, and various learning activities related to Al-Qur'an and Hadith. Closing activities mark the final stage where students and educators reflect on the learning that has taken place, evaluate the achievement of learning objectives, and plan the next steps. This stage also involves providing feedback and monitoring the progress of students. The implementation of Al-Qur'an and Hadith learning based on the Merdeka Curriculum follows a structured process aimed at providing meaningful and effective learning experiences for students.

3.2. *Assessment of learning outcomes of Al-Qur'an Hadith based on the Merdeka Curriculum*

Assessment or evaluation in the subject of Al-Qur'an and Hadith for grade 10 in Indonesia using the Merdeka Curriculum consists of three categories: diagnostic assessment, formative assessment, and summative assessment (Syahrani et al., 2023). Diagnostic assessment is conducted at the beginning of instruction to determine students' initial abilities and gain an understanding of their learning needs. This helps teachers design instruction that is tailored to students' levels of understanding and needs. Formative assessment is conducted periodically throughout the instructional process. Its main purpose is to provide feedback to students about their progress toward learning objectives. Teachers use the results of formative assessment to adjust instruction and provide additional support to students as needed. Summative assessment is conducted at the end of instruction to evaluate students' achievement of competencies or learning objectives that have been established.

It helps teachers and students understand the extent to which learning objectives have been achieved and provides an indication of students' readiness to progress to the next stage. In the subject of Al-Qur'an and Hadith for grade 10 in Indonesia, students are considered proficient when they successfully achieve or exceed the predetermined criteria in the Minimum Competency Criteria (KKM). Meanwhile, students are considered not yet proficient if they have not achieved the specified criteria. In this case, teachers provide remedial assistance to students who still need additional

support to meet the established standards. This remedial procedure helps students improve their understanding and skills in the subject.

3.3. *Improving the quality of learning Al-Qur'an Hadith through the implementation of the Merdeka Curriculum*

There are several indicators used to measure the improvement of the quality of Al-Qur'an and Hadith learning in Indonesia through the implementation of the Merdeka Curriculum, including:

a) *Academic Achievement:*

The implementation of the Merdeka Curriculum in Indonesia has had a positive impact on students' academic achievement. The curriculum, designed with various intracurricular learning activities and optimized content, allows students to have sufficient time to explore concepts and build skills (Yusuf & Arfiansyah, 2021). This contributes to improved understanding of the material, mastery of concepts, and achievement of learning outcomes in line with the set competency standards. Teachers in Indonesia also continue to adopt effective teaching methods to help students achieve better academic performance.

b) *Active Participation:*

Through the implementation of the Merdeka Curriculum, students' active participation in learning in Indonesia has significantly increased. Preliminary activities conducted by teachers aim to stimulate motivation and focus students' attention, enabling them to participate actively in the learning process. Additionally, the Merdeka Curriculum approach provides opportunities for students to collaborate in discussions, projects, and practical activities. Thus, students have a greater chance to interact, share ideas, and actively engage in learning, ultimately enhancing the quality of their participation.

c) *Critical Thinking Skills:*

The implementation of the Merdeka Curriculum in Indonesia also focuses on developing students' critical thinking skills. Teachers in Indonesia have adopted strategies and teaching methods that encourage students to think critically, such as analysis, evaluation, and problem-solving. Students are encouraged not only to passively receive information but also to question, analyze, and construct arguments based on their understanding. Thus, students develop critical

thinking skills that are useful in dealing with complex situations and solving problems in a rational manner (Wartono et al., 2017).

d) *Creativity:*

In Indonesia, fostering student creativity remains an area that needs improvement. However, the implementation of the Merdeka Curriculum in Indonesia has provided a boost to the development of students' creativity. Although there is still room to enhance students' initiative and creative thinking.

e) *Quality of Interaction and Communication between Teachers and Students:*

Through the implementation of the Merdeka Curriculum, interaction and communication between teachers and students in Indonesia have improved. Teachers actively improve the quality of communication with students by providing clear instructions, and constructive feedback, and creating a supportive learning environment that encourages interaction. With good interaction between teachers and students, positive relationships, mutual understanding, and support in the learning process are formed.

The implementation of the Merdeka Curriculum in Indonesia has brought about positive advancements in various aspects of learning quality. It has notably contributed to enhancing students' academic achievements, fostering active participation in the learning process, and nurturing critical thinking skills among students. However, one area that requires further focus and development is creativity. Despite the progress made in other indicators, the creativity aspect still demands more attention and innovative approaches. Efforts are underway by dedicated teachers and educational institutions to address this gap and stimulate creativity among students. They are exploring innovative teaching methodologies, incorporating project-based learning, encouraging out-of-the-box thinking, and providing platforms for creative expression. Additionally, there is a growing recognition of the importance of interdisciplinary approaches and extracurricular activities to nurture creativity beyond the confines of traditional classroom settings (Taufiqurrahman et al., 2021; Sari et al., 2024;).

3.4. *Implementation of the Merdeka Curriculum*

The implementation of the curriculum is defined as the realization of the curriculum that has been designed in the form of concrete learning. This

involves the application or execution of the curriculum that has been developed previously, tested in practice, and adjusted to the situation and characteristics of students in their intellectual, emotional, and physical development. "Merdeka Belajar," a policy introduced by the Minister of Education and Culture, Nadhim Makarim, emphasizes that "merdeka belajar" provides freedom for students to develop their potential with freedom of thought and autonomy in education (Taridala et al., 2023).

The Merdeka Curriculum, essentially, is a curriculum that offers various intracurricular learning designed to maximize learning content, allowing students adequate time to explore concepts and develop skills. This new curriculum will gradually be introduced through a school empowerment program implemented in educational institutions in Indonesia. In implementing this New Paradigm Curriculum, the Ministry of Education and Culture supports schools by providing teacher books, learning modules, various formative assessment formats, and examples of curriculum development in educational units to assist in the learning process. In the Merdeka Curriculum, there is a change in the terminology used, where the "Curriculum 13" is replaced with the term "Merdeka Curriculum." This reflects a transformation in the approach and philosophy of learning that emphasizes freedom of learning and holistic student development.

Learning as a process generally consists of three phases or stages. The stages in the learning process include the planning stage, implementation stage, and evaluation stage. Good learning activities always start with thorough planning. Well-planned planning leads to better learning outcomes. Planning is the process of preparing to carry out something to achieve specific goals. This phase includes planning future learning activities, which will later serve as guidelines to achieve the expected outcomes at the end of the learning process and, of course, also serve as guidelines in the teaching process (Mardhatilla et al., 2023).

Learning planning is the process of preparing materials, using media, employing teaching approaches and methods, and evaluating over time to achieve specific skills formulated. According to Sabirin, learning planning is a systematic process conducted by teachers to help students build their learning experiences and achieve their learning goals that have been set with steps including preparing learning materials, using learning materials, and applying teaching approaches and

methods as well as assessment within a specific time allocation to be implemented at a certain time. The plan can be prepared for execution as needed over a certain period depending on the planner's desire. However, the most important thing is that the formulated plan is executed in an easy and directed manner (Adrianus Sihombing et al., 2021).

In general, a teacher must fulfil two categories, namely having capability and loyalty. In terms of capability, a teacher must be competent in the field of knowledge they teach and have good theoretical knowledge about teaching from planning to implementation and evaluation. In terms of loyalty, a teacher's loyalty to their duty is reflected not only in the classroom but also before and after the teaching and learning process. In addition, teachers must be competent in the field of knowledge they will teach. This means that teachers must master a field of knowledge, and remain faithful to the knowledge by continuously following the development dynamics of knowledge by constantly improving their knowledge through reading, researching, writing, and following the development of empirical studies through publications.

In the context of the educational process, there are several important stages that educators must go through to ensure the effectiveness of learning. Firstly, educators need to have a good understanding of the curriculum they are implementing. This involves a deep understanding of the curriculum structure, learning objectives, and evaluation methods used. After understanding the curriculum, the next step is to master the teaching materials that will be delivered to the students. Mastery of teaching materials includes a comprehensive understanding of the material to be taught, as well as skills in delivering the material clearly and attractively to the students.

Educators need to develop a teaching program that is in line with the curriculum they have previously understood. This teaching program includes systematic learning planning, including selecting appropriate teaching methods and structuring learning materials. Then, educators implement the teaching program that has been prepared with dedication and commitment. This process involves direct interaction between educators and students in classroom learning activities. Educators evaluate the teaching program and the results of the teaching and learning process that has been carried out. This evaluation is done to assess the effectiveness of learning, identify strengths and weaknesses in program

implementation, and identify areas that need to be improved to enhance the quality of learning in the future. These stages are a series of interconnected and important processes in ensuring effective and quality learning. By understanding, mastering, developing, implementing, and evaluating teaching programs well, educators can create a conducive learning environment and have a positive impact on the development of students.

In the Merdeka Curriculum, teachers have the flexibility to create, select, and modify teaching modules available according to the context, characteristics, and needs of students. The syllabus and Lesson Implementation Plans (RPP) are still made. The syllabus and RPP are developed in accordance with the standard process or Circular Letter Number 14 of 2019 concerning simplification of Lesson Implementation Plans. Merdeka Curriculum learning provides flexibility for educators to formulate learning and assessment designs tailored to the characteristics and needs of students. In this learning, the Pancasila Learner Profile plays a role as a guiding direction that guides all policies and innovations in the Indonesian education system, including learning and assessment (Aşlamacı & Kaymakcan, 2017).

The principles of learning and assessment are designed by considering the developmental stages and the current level of achievement of students, which are adjusted to learning needs, and reflect the diverse characteristics and developments of students so that learning becomes more meaningful and enjoyable. In order to achieve differentiated learning in the Merdeka Curriculum that focuses on students, educational units need to carry out stages of planning intracurricular learning and assessment. According to Siti Kusriani et al., there are planning steps for learning in the Merdeka Curriculum that need to be prepared for learning, including:

a) *Analysis of Effective Weeks and Learning Program Analysis*

As an initial step, teachers need to conduct an analysis of effective days during one semester as a starting point in developing the learning program. Through this analysis, teachers will determine the number of effective days and holidays in a week or month, which will facilitate the development of the learning program for one semester. The analysis of effective days is based on the academic and general calendars (Sasson et al., 2018).

The results of this analysis will be used as the basis for developing the analysis of the learning

program, namely the Annual Program (Prota) and Semester Program (Prosem). Prota is a planned learning program for one academic year, providing an overview of the learning materials to be taught throughout the year, including the allocation of time for each topic. Prota includes learning objectives, basic competencies, learning materials, teaching methods, and assessments. Prota helps teachers in organizing and maintaining a balanced learning program throughout the academic year.

On the other hand, the Semester Program (Prosem) is a detailed plan for one semester. Prosem is more detailed than Prota and includes the allocation of time, sequence of learning materials, teaching methods, and assessments to be conducted in one semester. Prosem assists teachers in organizing and executing the learning program effectively during one semester (Dwyer et al., 2014).

b) *Analyzing Learning Achievements (CP) to Develop Learning Objectives and Learning Objective Flow*

In the Merdeka Curriculum, there is a paradigm shift in learning implementation that gives greater freedom to teachers in designing and organizing learning. One aspect considered is adjusting Learning Achievements (CP) with its phases. Learning Achievements (CP) refer to the abilities that students must acquire at each stage of their development in every subject at the early childhood, primary, and secondary education levels. CP includes a series of competencies and materials arranged comprehensively in narrative form. To address students' development, learning achievements are divided into different age phases. In mapping learning achievements, adjustments are made to align with students' developmental stages (Mutakinati et al., 2018).

In developing a learning plan, the first step is to map out competency descriptions from Learning Achievements into learning objectives and the flow of learning objectives. This competency map serves as a reference in developing teaching tools. The activity of analyzing learning achievements aims to develop Learning Objectives and Learning Objective Flow, serving as a competency map as a reference in learning implementation. Educators and educational units have the flexibility to use various strategies in developing learning objectives and learning flows. It is important to ensure that the mapped learning objectives and

learning flows meet the following criteria: Ideal Learning Objectives consist of the following two components:

- Competencies are abilities that include attitudes, knowledge, and skills demonstrated by students as evidence that they have successfully achieved the learning objectives.
- Content is the core of knowledge or main concepts that students must understand by the end of one learning unit.

c) *Developing the Learning Objective Flow*

After the Learning Objectives are developed, the next step is to create the Learning Objective Flow (ATP). ATP is a systematic and logical sequence of learning objectives, covering all stages of learning achievements from beginning to end. The Learning Objective Flow (ATP) is designed by teachers with the aim of facilitating the available learning implementation. The ATP design aims to provide clear and easily understood guidance for teachers in achieving the established learning objectives. ATP is designed by considering the needs and preferences of teachers to be translated and implemented effectively.

In the context of the educational process, students are expected to master various competencies relevant to their fields of study or expertise. This competency development includes a deep understanding of basic concepts, the ability to apply these concepts in practical situations, the development of required technical skills, and the formation of professional attitudes appropriate to the demands of their field (Bernard & Luke, 2015). The Learning Objective Flow, both within one phase and across all learning stages, serves as the main foundation in structuring the teaching-learning process. In one learning phase, this flow reflects the journey of students from introduction to the material to final assessment, involving the formation of concept understanding, practical application, evaluation, and reflection on the learning that has taken place. Meanwhile, the Learning Objective Flow across all phases encompasses the

development of competencies from one stage to the next, and from lower to higher educational levels.

Adjusting the curriculum and teaching methods becomes important to ensure alignment with students' understanding levels and the increasing complexity of learning targets over time. This effort aims to ensure that students can develop competencies gradually according to their abilities, thus creating an effective and sustainable learning process. Overall, the learning objective flow plays a crucial role in guiding and facilitating a meaningful educational process and providing positive impacts for students.

4. Conclusion

The transformation of Quran and Hadith learning through the Merdeka Curriculum in Indonesia has been a significant milestone in the development of inclusive and adaptive religious education. With a more flexible and freedom-based approach to learning, the Merdeka Curriculum has enabled students to explore religious teachings more deeply and engage actively in the learning process. Through the implementation of diverse and inclusive methods, students not only gain a strong understanding of the Quran and Hadith but also are able to apply the values contained therein in their daily lives.

However, despite significant progress, there are still challenges that need to be addressed. It is important for teachers to continue improving their teaching skills and supporting students in understanding and internalizing religious teachings. Additionally, the development of creative and innovative learning resources also needs to be considered to enrich students' learning experiences. Furthermore, close collaboration between schools, families, and communities is key to ensuring the successful implementation of the Merdeka Curriculum in Quran and Hadith learning. Thus, while the Merdeka Curriculum has opened the door for significant transformation in religious education, further steps need to be taken to ensure that its benefits are felt comprehensively by students and Indonesian society.

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