

The Effectiveness of PAI Learning in Merdeka Curriculum to Overcome Student Stereotypes at SMAS Budi Agung Medan

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ABSTRACT

This study aims to explore the effectiveness of PAI learning in using the Merdeka Curriculum in overcoming student stereotypes. This research involves a scope of study that includes the implementation of Merdeka Curriculum in PAI learning and its impact on students' perceptions regarding existing stereotypes. The research method used is a case study by collecting data through observation, interviews and documentation with students and PAI teachers. The results showed that PAI learning with an independent curriculum can be effective in overcoming student stereotypes. The Independent Curriculum provides opportunities for students to develop a broader understanding of Islam, strengthen their identity as individual Muslims, and appreciate diversity in the school community. In addition, PAI learning with the Independent Curriculum also provides space for students to build harmonious relationships between fellow students and teachers, without reinforcing existing negative stereotypes.

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INTRODUCTION

Education is an effort made by everyone in studying both in school and outside school with the aim of equipping themselves to form good attitudes and personalities within themselves and foster skills so that they can be instilled and applied in everyday life. (Alimron, Syarnubi, & Maryamah, 2023) According to Richey in his book *Planning for Teaching, an Introduction*, education has a very broad meaning, one of which is education in the community. (Ali & Syarnubi Syarnubi, 2020) Education in the community is one of the activities that is very useful in order to have a soul that is responsible for himself and the people around him or in the community. (Ballanie, Dewi, & Syarnubi Syarnubi, 2023)

Islamic religious education is education that teaches about Islamic teachings in the form of moral values and ethics in building faith and piety to Allah SWT. (Arisca, Karoma, Syarnubi, & Ahmad Syarifuddin, 2020) Every Muslim is obliged to study Islamic religious education so that later he can understand, live and apply it in everyday life, so that a person with noble character and character is created. (Fitriyani, Dwi, Mansur, & Syarnubi, 2020) Islamic religious education also has an important role in the independent curriculum, one of which is student empowerment. (Febriyanti, Ismail, & Syarnubi, 2022) Through Islamic religious education, students are encouraged to become empowered individuals, socially responsive, and able to contribute positively to society. (Fauzi, Andriani, & Syarnubi, 2023) They are taught to use the teachings of Islam as a foundation in making decisions and acting.

As students, they must have different stereotypes or views of their teachers. (Hawi & Syarnubi, 2018) Students' views of teachers can be influenced by several factors, such as personal experiences, interactions with teachers and environmental influences. (Hartati, Achadi, Syarnubi, & Muhammad, 2022) Some students may have a positive view of their teachers, seeing them as inspirational, helpful

or role models.(Harto & Syarnubi, 2018) But there are also students who may have a negative or stereotypical view of their teachers. They may perceive teachers as fierce, unfair and not understanding them.

As an Islamic education teacher, dealing with stereotypes or bad views from students can certainly be a challenge.(Malta, Syarnubi Syarnubi, & Sukirman Sukirman, 2022) Therefore, it is necessary to overcome this situation by using an inclusive and collaborative approach. 'The Effectiveness of Islamic Education Learning in the Merdeka Curriculum in Overcoming Student Stereotypes at SMA Budi Agung Medan'. This title describes a specific topic and includes several important elements. In this title, Islamic Religious Education (PAI) learning using Merdeka Curriculum is mentioned. (Misyuraidah, Misyuraidah, & Syarnubi, 2017) This is shown to evaluate the effectiveness of the PAI learning method using the Merdeka Curriculum approach. In addition, researchers also want to examine how this learning method can help overcome student stereotypes at SMA Budi Agung Medan. So the researcher is interested in exploring how PAI learning with Merdeka Curriculum can contribute to changing students' stereotypical perceptions and attitudes.(Nurahman, Oviyanti, & Syarnubi Syarnubi, 2021)

According to previous research conducted by (Ridhayati, 2022) discusses stereotypes in veiled women and (Anggraena et al., 2021) explains gender stereotypes in engineering majors. Both studies have similarities, namely examining stereotypes. However, in this study, there are differences in previous research, where this study focuses on Islamic religious education stereotypes.

Previously, the researcher had conducted an internship at SMA Budi Agung Medan for 2 months, and the researcher was interested in raising the issue of student stereotypes in this study. the researcher had previously conducted observations of Isac Newton class X students and conducted an interview with one of the PAI teachers at SMAs Budi Agung Medan. Based on the initial survey, the researcher found out that at SMAs Budi Agung Medan there are still students who have negative stereotypes towards several teachers at SMAs Budi Agung Medan. This can be seen from some of the behaviours of students in class X Isac Newton who lack confidence due to their views on fierce teachers. Students feel insecure and doubt their abilities.

The purpose of my research is to evaluate the extent to which PAI learning using the Merdeka Curriculum approach is effective in delivering material and achieving predetermined learning objectives. (Martina, Khodijah, & Syarnubi, 2019) This study also aims to examine whether the implementation of Merdeka Curriculum in PAI learning can help overcome student stereotypes at SMA Budi Agung Medan. Another purpose of this study is to provide recommendations that can be used by schools and related parties in curriculum development and PAI learning that is more effective in overcoming student stereotypes.

METHODS

This research uses a qualitative approach with a case method. Case studies are used to gain an understanding that the role of PAI teachers in overcoming students negative stereotypes of teachers is very important, this aims to avoid students' prejudice at SMAs Budi Agung Medan. The data collection methods used are observation, interview and documentation. Observation is done by observing the behaviour, interaction and context of students that occur in real situations both individuals and groups directly. In interviews, researchers interact directly with students and teachers then ask questions related to the research topic. Questions can be open-ended, allowing respondents to provide more detailed and in-depth answers. Narrative analysis can be used to understand and analyse stories or narratives that emerge from the data, while content analysis can be used to analyse documents relevant to the research, such as textbooks, learning materials, or educational policies related to Merdeka Curriculum.

FINDINGS AND DISCUSSION

Education is a very important role in life, with education we can gain knowledge, skills and even understanding. (Sukirman, Baiti, & Syarnubi, 2023) Education is also very helpful in developing critical abilities, solving problems, communicating well and even education also helps us understand

the world around us and increase social awareness and form positive values. (Syarnubi, 2023) School is the place where we get education and knowledge. (Syarnubi, 2022) It is also an institution dedicated to teaching students in various subjects such as maths, science, ips, civics, religious education and many more. (Sutarmizi & Syarnubi, 2022)

At school we will also meet many students who have different characters and to know the character of students is not easy, because each individual has its own uniqueness and complexity. (Syarnubi, Alimron, & Muhammad, 2022) As a teacher, it is important to have a diverse and flexible approach in knowing the character of students. (Sari, Sukardi, & Syarnubi, 2020) In this case, the role of the Islamic Religious Education teacher is very important to know the character and complaints of students. (Syarnubi, 2019) As well as providing motivation and guiding them based on religious values. However, in its implementation there are still problems, one of which is that students give negative stereotypes to teachers at SMA Budi Agung Medan. After conducting observations, interviews and documentation at the location, the data obtained from research on why students give negative stereotypes towards their teachers at SMA Budi Agung Medan will be presented. There are several factors behind this, namely teachers who are fierce towards students at school and teachers who discriminate (unfair treatment).

Factors Causing Negative Stereotypes of Teachers

A. Students who label the teacher a killer

SMAS Budi Agung Medan is a private school that is quite popular among schools in Marelan because it has a very interesting academic programme, extracurricular activities and teachers who can be said to be young. However, despite the many young teachers, there are some students who are less friendly with their teachers. (Yanti, Hawi, & Syarnubi, 2021) At SMAS Budi Agung Medan, there are still students who have negative stereotypes towards teachers at the school. They assume that some teachers are one of the most fierce killer humans who like to get angry with students. As some of the informants explained about their school, SMAS Budi Agung Medan

‘I have a view of one of the teachers at this school who often shows angry behaviour that is not clear, displays excessive attitude, and gives unusual assignments. (interview with Salsa, on 13 February 2024)’

Similarly, an informant from class X told the author that:

‘In this school environment, there is a teacher who has a fierce attitude and often displays a fierce facial expression. His presence makes me feel lazy to learning and anxious to see his expression. Actually, we as students want a more relaxed learning atmosphere without feeling pressured by his expression (interview with a student named Intan, on 13 February 2024).’

And there is also one informant who has an opinion about fierce teachers that:

‘There is one teacher who tends to get angry easily, who in my view has a firm attitude and is vulnerable to being emotionally affected. (interview with Fardansyah, on 13 February 2024)’

From the results of the interview above, the author describes that at SMAs Budi Agung Medan, students have negative stereotypes or bad views of their teachers, some said that there are fierce teachers in the school, and there are also students who say that the teacher is pretentious and has a jutek facial expression. From the results of the interviews above, it can be concluded that students have an unfavourable view of one of their teachers so that they easily label their teacher as a fierce/killer teacher.

B. Discrimination (Unfair Treatment)

Discrimination is the unfair treatment of certain individuals, where this treatment is based on the characteristics possessed by the individual. Discrimination is a phenomenon that is often encountered in society, because humans tend to differentiate others. When someone is given unfair treatment because of ethnicity, class, gender, race, religion, belief, political sect, physical condition, or other characteristics, this can be considered an act of discrimination. (Putri & Mahmudah, 2020)

At SMAs Budi Agung Medan also has many rules issued, ranging from discipline, how to dress properly and correctly, and many more. However, it is not uncommon for students at SMAs Budi Agung Medan to also violate the rules that apply at school. If students violate these rules, they will be subject to sanctions / punishments by each picket teacher. But in addition to the punishment from the picket, students also have a negative stereotype or bad view of the teacher who gives punishment to students, as said by an informant who has a discriminatory view of the teacher that:

'There was a case of favouritism by a teacher, when I and some friends came to school late, he gave us punishment. At that time, there was a student from his class who was also late, but he was only given a light punishment, namely doing Dhuha prayers 4 rakaat and being allowed to return to class.(Wulandari, Misdar, & Syarnubi, 2021) While we were given the punishment of praying Dhuha 4 rak'ahs and reciting the Quran until 10.00. (interview with Wafi, on 13 February 2024)

' Similarly, one informant from class X told the author that:

'I have experienced discrimination by the picket teacher. I was given a punishment for wearing eyebrows and lipstick, even though my eyebrows and lipstick were not as intense as those of my seniors. This shows the injustice in the picket teacher's treatment of me and my seniors, who turned out to be the homeroom teacher of that class. (interview with Shintia on 13 February 2024)'

And there is also one informant who has an opinion about teachers who discriminate (unfair treatment) that:

'I experienced favouritism by a teacher in class. The teacher tended to approach smart children and give them more attention. As a result, my friends and I felt neglected and insignificant in the class. This led to dissatisfaction and injustice, so my friends and I were involved in conflicts in the back. (interview with Shintia on 13 February 2024)'

From the interview results conveyed by the informants, the author describes that students also have discriminatory views towards teachers at SMAS Budi Agung Medan. The teacher only gives punishment and attention to students who are known.

Based on the results of the interviews above regarding 'students who label their teachers and teachers who discriminate against students', it can be concluded that the factors that cause students' negative stereotypes of teachers can be seen from teachers who are often angry in class and teachers who have jutek facial expressions so that they feel depressed every time the teacher enters the classroom and teachers who have a discriminatory nature towards students who give punishments that are not in accordance with other students and give more attention to smart students only.

Islamic Education Teacher's Efforts in Overcoming Negative Stereotypes of Students at SMAS Budi Agung Medan

The purpose of Islamic education is to describe the Islamic values to be realised in students at the end of the education process. Teachers or educators in the subject of Islamic Religious Education aim to improve understanding of the concepts of Islamic teachings, practical skills in applying these teachings, and real experience in practising them in everyday life. Thus, Islamic Religious Education can be considered as a process of transforming individual behaviour in the context of personal, social and environmental life, which is carried out through teaching activities as a core activity and as a profession that has an important role among other professions in society (Aviva, 2022). The results of interviews conducted by the author to one of the Islamic religious education teachers at SMAS Budi Agung Medan to overcome students' negative stereotypes of teachers are as follows:

A. Approaching Students Through Islamic Education Learning

Being a teacher, especially in the field of Islamic education, is to have the ability to approach students effectively in teaching Islamic education. An Islamic Education teacher must be able to understand the needs and characteristics of individual students and apply appropriate learning methods. An effective approach can include using various interesting teaching strategies and techniques, building good relationships with students, understanding students' cultural and

Meaning: O you who believe! Avoid much prejudice, indeed some prejudice is sin and do not find fault with others and let none of you backbite others. Would any of you like to eat the flesh of his dead brother? Surely you would be disgusted. And fear Allah, verily Allah is Oft-returning, Most Merciful. (Q.S. Al-Hujurat [49]:12) (Qur'an Ministry of Religious Affairs)

In the book of Al-Azhar Hamka explains that prejudice is an accusation that is not based on strong evidence, a baseless allegation that should not exist. Prejudice is an accusation without strong evidence and without in-depth research about its truth. According to Hamka, prejudice is a sin because it is a baseless accusation that can damage good relationships between individuals. For example, if a person does not commit theft but is thought to have stolen, this can change other people's attitudes towards him. Therefore, prejudice should be avoided as it can lead to misunderstandings between individuals or within society as a whole.

Labelling, ridiculing, and prejudging others are unacceptable behaviours. Such actions can cause damage to human relationships and create an unhealthy environment. When a person commits such acts, he or she is actually showing emotional immaturity and lack of empathy for the feelings of others. It can also reflect low self-confidence and the need to demonstrate superiority by putting others down. Furthermore, making fun of and being prejudiced can also create a negative cycle around the individual. Such negative behaviour can trigger similar reactions from others, creating a vicious cycle where mocking and belittling each other becomes commonplace. As a result, the neighbourhood will not be a safe and comfortable place to interact, and human relationships will suffer. The Prophet said:

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: إِيَّاكُمْ وَالظَّنَّ فَإِنَّ الظَّنَّ أَكْذَبُ الْحَدِيثِ (رواه البخاري)

Meaning: Abu Hurairah (may Allah be pleased with him) reported that the Messenger of Allah (blessings and peace of Allah be upon him) said: 'Avoid prejudice, for prejudice is the most false speech' (narrated by al-Bukhari, no.664).

According to Hamka, prejudice is an unwarranted accusation, an assumption that is not based on facts. Apart from being a sin, prejudice can also damage family relationships. Likewise for leaders, they should not be suspicious of their own citizens, let alone conduct surveillance on them through the intelligence they form, because a little information can grow to be large and potentially cause damage and destruction.

The Qur'anic verses and hadith above teach us not to make fun of or label others, including teachers. In this context, teachers provide guidance to students to avoid stereotyping or prejudice and labelling teachers is a form of practicing good religious values. Through proper guidance, students can understand that making fun of teachers and prejudice are not good traits. Students need to learn to see and judge teachers based on their quality, competence and dedication in providing education and guidance. By doing so, students will be able to develop respectful and constructive relationships with teachers and appreciate their role in the learning process. Through understanding and practising such values, students will grow into individuals who have good attitudes, respect teachers, and avoid unhealthy stereotypes or prejudices. By providing proper guidance to students on avoiding stereotypes or prejudices and labelling teachers, we can help them understand the importance of respecting and valuing teachers as their mentors and sources of knowledge.

C. Creating an Engaging Learning Strategy in Accordance with the Merdeka Curriculum

Merdeka Curriculum is an educational approach that gives students the freedom to learn. In this curriculum, students do not need to be afraid of fierce teachers or favouritism or discrimination. (Syarnubi & Ahmad Syarifuddin Sukirman Sukirman, 2023) The Merdeka Curriculum allows students to learn in a more relaxed and enjoyable manner, so that they can optimally develop their interests and talents. In Merdeka Curriculum, students are given the freedom to explore their own interests and talents. They can choose the subjects they want to study more deeply, as well as develop creative projects that match their interests. Teachers in the Merdeka Curriculum act as facilitators and companions, assisting students in acquiring the knowledge and skills they need. (Syarnubi Syarnubi, 2019) In addition, Merdeka Curriculum also encourages students to learn collaboratively. They are taught to work in teams, help each other, and respect

different opinions. In an environment free from discrimination and favouritism, students can feel comfortable and confident to contribute in learning groups. This helps improve their social skills and prepares them to be empathetic and inclusive individuals in the future.

As an Islamic Religious Education teacher, teachers are obliged to create learning strategies that are interesting and in accordance with the Merdeka Curriculum. (Syarnubi, 2020) In this endeavour, teachers will integrate innovative and student experience-based approaches. (Syarnubi Syarnubi, 2016) Teachers will ensure that students feel free to learn without fear or pressure, so that they can optimally develop their interests and potential. Some learning strategies that PAI teachers can use in teaching are:

1. Project-based.

Teachers will give students project tasks related to the teachings of Islamic Religion. For example, they can create a multimedia presentation on the values of goodness in Islam or create posters depicting religious concepts. In this way, students will be actively involved in learning and have the opportunity to explore and convey their understanding of religion

2. Collaborative Learning

Students will be given the opportunity to work in small groups or teams, where they can discuss, share ideas and learn from each other. For example, they may form study groups to learn stories in the Quran or hold group discussions on contemporary issues relating to religion. In this way, students will learn from different perspectives and develop their social skills.

3. Using Technology and Media

In addition, teachers will also use technology and interesting media in learning. For example, teachers can use short videos, animations or interactive apps to introduce religious concepts to students. By utilising technology, students will be more interested and engaged in learning, and can develop digital skills which are important in this modern era. (Syarnubi et al., 2023)

By implementing learning strategies that are engaging and in line with the Merdeka Curriculum, teachers hope that students will feel more motivated and enthusiastic about learning Islamic Religion and create an inclusive and supportive learning environment, where every student feels valued and encouraged to develop their potential. In this way, students can take maximum advantage of religious learning and become individuals who have faith, noble character, and contribute positively to society.

CONCLUSION

Based on the results and discussion of the research described earlier, the researcher concludes that the occurrence of negative stereotypes of students at SMAs Budi Agung Medan towards teachers is due to teachers who like to be angry / have a jutek face and have a discriminating nature (favoritism). As a PAI teacher, it is very important to overcome students negative stereotypes by using approaches/guidance to students and using fun learning strategies in accordance with the independent curriculum that provides freedom to explore students' interests and talents. PAI learning with the Independent Curriculum has proven its effectiveness in overcoming student stereotypes. By providing freedom of learning, encouraging critical thinking, and valuing religious and cultural diversity, students can develop a more holistic understanding of religion and overcome common stereotypes. This effective PAI learning can help students become individuals who are empathetic, inclusive, and able to contribute positively in a diverse society.

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