

**ANALYSIS OF THE USE OF THE MERDEKA CURRICULUM  
IN IMPROVING THE LEARNING OUTCOMES OF FIQH"  
(Case Study of Class X in MAN 2 Bekasi City)**

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**ABSTRACT:** *The Merdeka Curriculum initiated by the Ministry of Education and Culture is a transformation curriculum that prioritizes the freedom to think, learn, explore themselves in the learning process so that fun and fun learning becomes the tagline of this curriculum. An Merdeka Curriculum that does not have UN, USBN, etc. so that assessment based on assessment is the main focus of researchers in knowing efforts to optimize learning outcomes. In this case, the transition of the K-13 curriculum to the post-pandemic Emergency Curriculum and to the Merdeka Curriculum is a tremendous transformation in the aspect of national education. For madrasahs that are still under the auspices of the Ministry of Religious Affairs, there is a lot of slow information in adjusting this program. Thus, this study intends to discuss the Utilization of the Merdeka Curriculum in Improving Class X Jurisprudence Learning Outcomes in MAN 2 Bekasi City. The methodology of this study uses qualitative methodology with a descriptive approach. With data collection through observation, interviews, and documentation. Then the analysis researchers used triangulation techniques. So that the results of this study show that the Utilization of the Merdeka Curriculum in Improving Jurisprudence Learning Outcomes is able to be appropriate and efficient to be applied in MAN 2 Bekasi City. Evidenced by the ease for teachers in compiling administrative completeness for teachers and madrasah officials. However, due to the lack of adequate preparation from the madrasah at the beginning of the selection of Piloting trial schools, it made the education unit in MAN 2 Bekasi City to work harder and synergize together to achieve the proper curriculum goals.*

**Keywords:** *Curriculum, Learning Outcomes, Jurisprudence, Merdeka Curriculum*

## **INTRODUCTION**

*The curriculum is crucial in supporting the quality of education in Indonesia. During the Covid-19 pandemic that occurred in Indonesia, the aspect of curriculum use in education has changed. At that time, which became the cause of special conditions in learning, so that various problems and lagging achievements by students appeared. Looking in a more specific direction, and the problems that occur, make the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) to take solutions in*

*learning recovery. One of the efforts made is to design the optimization of the Merdeka Curriculum.*

*The Merdeka Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching devices so that learning can be tailored to the learning needs and interests of students.<sup>1</sup>*

*Curriculum change is also one of the systemic changes that can improve and restore learning. The curriculum determines the material taught in class. In addition, the curriculum also affects the speed and teaching methods used by teachers to meet the needs of students. The new Merdeka curriculum will be made the national curriculum in 2024. However, for now the Merdeka Curriculum is only an option for education units. So in conclusion, the Merdeka Curriculum is not a curriculum that must be applied by educational units for now, there are several things that underlie why the Merdeka Curriculum is still an option. First, Ministry of Education, Culture, Research and Technology (Kemendikbudristek) wants to emphasize that education units have the authority and responsibility to develop curricula that are in accordance with the needs and context of each school.*

*The framework of a curriculum is indeed prepared by the government as a policy maker. However, it is the education unit as well as teachers who are tasked with operationalizing and implementing the curriculum framework that has been prepared by the central government. Another reason why the new Merdeka Curriculum is an option is that it is necessary to socialize and adjust it first before the Merdeka Curriculum becomes the national curriculum. This phased approach gives teachers, principals, and education officials time to learn. The Merdeka Belajar program policy launched by the Ministry of Education has four programs in it, including (1) the National Standardized School Examination by the government is replaced with an assessment exam, this refers to the 2020 policy on National Standardized School Examination, then the government replaces it with the term assessment examination which in its implementation is only held by the school, and the assessment is based on the competence of the students. (2) The 2021 National Examination is abolished, because it is considered a burden on students, teachers, and parents, the Ministry of Education considers that the National Examination is considered an indicator of student success. Finally, the government replaced the National Examination with a Minimum Competency Assessment and Character Survey conducted by their respective teachers. (3) Learning implementation plans in learning in schools are considered too many components and in them are very detailed, so that in the era of the Covid-19 pandemic, the Learning Implementation Plan only needs to be made in 1 sheet in the form of learning objectives, learning activities, and assessments. (4) Admission of New Students based on Zoning must be flexible The policies contained in educational institutions in the form of Admission of New Students need to be carried out more flexibly,*

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<sup>1</sup> Restu Rahayu, 2022. Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. (Jurnal Basicedu Vol. 06, No. 04) h. 3-4.

*this is aimed at accommodating the inequality of access and quality from various regions. The framework of a curriculum is indeed prepared by the government as a policy maker. However, it is the education unit as well as teachers who are tasked with operationalizing and implementing the curriculum framework that has been prepared by the central government. Another reason why the new Merdeka Curriculum is an option is that it is necessary to socialize and adjust it first before the Merdeka Curriculum becomes the national curriculum. This phased approach gives teachers, principals, and education officials time to learn.<sup>2</sup>*

*There are no specific criteria for education units that want to implement the Merdeka Curriculum. School principals who want to implement the Merdeka Curriculum will be asked to study the material prepared by the Ministry of Education and Culture about the concept of the Merdeka Curriculum.*

*Freedom to learn itself has the essence that students will later have freedom in thinking both individually and in groups, so that in the future they can produce students who are superior, critical, creative, collaborative, innovative, and participatory. The hope is that with the independent learning program, there will be increased involvement of students in learning. The concept of Free Learning includes; Learning occurs in various times and places, there are free choices, personalized learning, project-based, field experiences and data interpretation. As we know, the learning process is sometimes boring if only in the room (classroom). Therefore, with the concept of Merdeka Belajar, it is hoped that students will not feel bored in the learning process that is followed.*

*Regarding learning outcomes, of course, every school has a way to improve the success of learning itself. However, with the implementation of the new curriculum, some schools still do not have the readiness to support this success, due to a lack of understanding of the curriculum used. However, the Ministry of Education and Culture for Research and Technology through its website has stated that the Merdeka Curriculum has its own learning outcomes in each subject. Learning Islamic Religious Education and Ethics is aimed at: 1. Provide guidance to students to be spiritually steady, have noble morals, always make compassion and tolerance as a foundation in their lives; 2. Forming students to become individuals who understand well the principles of Islam related to noble morals, true creed ('aqidah ṣaḥīḥah) based on the understanding of ahlussunnah wal jamā'ah, shari'a, and the historical development of Islamic civilization, and apply them in everyday life both in relation to the creator, self, fellow citizens, fellow humans, and the natural environment in the container of the Republic of Indonesia; 3. Guiding students to be able to apply Islamic principles in thinking so that they are right, accurate, and wise in concluding things and making decisions; 4. Constructing students' critical reasoning skills in analyzing differences of opinion so that they behave moderately (wasatiyyah) and avoid radicalism or liberalism; 5. Guiding students to love the surrounding natural environment and foster a sense of responsibility as the caliph of God on earth. Thus he is active in realizing efforts to preserve and care for the surrounding*

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<sup>2</sup> Nurhayani Siregar, Rafidatun Sahirah, dan Arsikal Amsal Harahap, —Konsep Kampus Merdeka Belajar Di Era Revolusi Industri 4.0, *Fitrah: Journal of Islamic Education* 1, no. 1 (2020): h.141–157.

environment; and 6. Forming students who uphold the value of unity so that they can strengthen human brotherhood (*ukhuwah basyariyyah*), brotherhood of religions (*ukhuwah Islāmiyyah*), and also brotherhood of nations and countrymen (*ukhuwah wafāniyyah*) with all their religious, ethnic and cultural diversity.<sup>3</sup>

Therefore, the researcher chose Madrasah Aliyah Negeri 2 Bekasi City to be used as the object of research because the school is one of the Madrasah Aliyah in Bekasi City that uses the Merdeka Curriculum program at the direction of the Central Ministry of Religious Affairs which is intended for grade 10 students. As well as the location of MAN 2 Bekasi City which is quite strategic because it is close to various educational institutions, houses of worship, and accommodation that is easy to reach.

## **METHOD**

The method used in this study is qualitative research method. By using a descriptive approach. Qualitative research is a research procedure that uses descriptive data, data from written or spoken words of observed people and actors. Qualitative research can produce in-depth data in a case, the research is general in nature and can change or develop according to the field situation. Research with a descriptive approach is research that seeks to systematically, factually, and accurately perceive existing facts, research is carried out only to apply facts through presenting data without testing hypotheses. Qualitative research aims to develop the concept of sensitivity to the problem at hand, explain the reality related to the search for theory and develop an understanding of one or more of the phenomena faced. In contrast to quantitative research, in qualitative research, researchers will participate in the events or conditions studied. Therefore, the results of qualitative research require depth of analysis from the researcher. In general, qualitative research obtains primary data from interviews, observations, and documentation.

Descriptive is a research method aimed at describing existing phenomena, which take place in the present or the past. This study does not manipulate or change independent variables, but describes a condition as it is. In which there are efforts to describe, record, analyze, and represent the conditions that currently occur. In essence, this research is a method to find specifics about what is happening in the midst of the situation of society with the aim of solving practical problems in society.<sup>4</sup> So it can be concluded from this explanation that descriptive qualitative research is research that produces conclusions in the form of data described in detail, which is carried out with a natural approach by describing true reality both behavior, perception, and action, then analyzed and drawn conclusions based on techniques of collecting and analyzing relevant data obtained from natural situations. Qualitative research relies on observation, interviews, and documentation on the object of research to obtain detailed data. In the research on the Analysis of the Utilization of the Merdeka Curriculum in Improving Jurisprudence Learning Outcomes in MAN 2 Bekasi City, it is expected to be able to

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<sup>3</sup> Marisa, M, 2021. Inovasi Kurikulum “Merdeka Belajar” Di Era Society 5.0. (Jurnal Sejarah, Pendidikan, Dan Humaniora, Vol 5. No. 1) h. 66-78.

<sup>4</sup> Butcher, C., Davies, C. and Highton, M. (2006) *Designing Learning. From Module Outline To*

*describe the data thoroughly and accurately. Data sampling was carried out by purposive sampling, samples were taken from the father / mother of Jurisprudence teachers, school principals, curriculum waka, other educator teachers and also students with the criteria of being able to express difficulties or problems experienced during the implementation of the Merdeka Curriculum and can represent the population. Data analysis is qualitative, descriptive.*

## **RESULT**

*MAN 2 Bekasi City is the only Madrasah in Bekasi City that starts the implementation of the Merdeka Curriculum at the MA / SMA level and equivalent. Chosen since August 2023, after the implementation of learning, MAN 2 Bekasi City has several obstacles in practice. Obstacles in the implementation of the Merdeka Curriculum in MAN 2 Bekasi City were marked by an interview by the Deputy Head of Madrasah Bid Informant. The curriculum is as follows:*

*"When we first appointed the school, we actually only filled in the biodata of the readiness of the Merdeka Curriculum, but it turned out that MAN 2 Bekasi City was selected by 20 Madrasah Aliyah throughout West Java. So the rivals are 14 Public MAs, and Private MAs. Because it must have been entered by the project, yes we tried to try. While the case that arises in us is, yes the problem, in the facilities, then the budget or funding, while at the beginning of the year before the appointment of the school, we did not include the budget for the implementation of the Merdeka Curriculum. In learning activities, the Merdeka Curriculum enters in August, while we KBM is from July."*

*Based on the interview above, the school has the main problem, namely the lack of budget or funding at the beginning of the year in implementing the new curriculum, as well as insufficient facilities and infrastructure to support the use of the Merdeka Curriculum. Therefore, the implementation of the Merdeka Curriculum in MAN 2 Bekasi City still cannot be said to provide total benefits and impacts, because of this. During the implementation of the Merdeka Curriculum in MAN 2 Bekasi City, the biggest obstacle faced was the readiness to implement the curriculum. Here researchers get the findings that the Phase E Merdeka Curriculum Workshop is only held twice. While the curriculum is the main program that supports the learning process. But Wakamabid. The curriculum recommends that all phase E teachers attend training/programs outside the workshop such as online training. As the following interview shows:*

*"The school has only done it twice, one by the superintendent, one by the team. But teachers are advised to attend trainings outside related to IKM (Implementation of the Merdeka Curriculum), they are encouraged to attend online training and that almost every week some are measured, some are not. Especially for class X teachers, but there are also class X teachers who follow and some who don't, we are a bit difficult. And this is highly recommended for phase E (grade X) teachers".*

*According to H. Musakir, M.MPd as Wakamabid Kurikulum, he recommends carrying out individual and group training, which can be done online without disturbing the teaching process. The purpose of the recommendation to attend workshops outside of*

*those given by the school is to maximize the learning process with this Merdeka Curriculum. That is, with maximum learning modules, student learning outcomes become good, and can be evaluated for the next school year.*

*In addition to conducting workshops, the school also monitors the implementation of the Merdeka Curriculum by carrying out supervision carried out by a team designed by MAN 2 Bekasi City. This is characterized by interviews conducted by researchers with informants as follows:*

*"How can the teacher be able to make teaching modules. In the teaching module, it achieves a lot of targets and so on. And when the teaching module is checked by the supervisory team, by the supervisor. Now the main supervision is in the classroom, which is carried out by the Head of the Madrasah, assisted by the Deputy Head, and senior teachers, then both supervision is carried out by the supervisors. Now the results of the supervision are used for discussion and then reporting to the leadership at the Ministry of Religious Affairs. There is an evaluation for materials and future considerations."*

*Based on the interview, the implementing teacher, Head of Madrasah, Deputy Head of Curriculum, and other parties can strive for the best results in the process of implementing the Merdeka Curriculum. As well as direct monitoring carried out by the Head of Madrasah is expected to be able to maximize the performance of educators through this curriculum. The informant of the Head of MAN 2 Bekasi City explained that:*

*"The supervisor that I do and managerial to the educator staff and supervise the performance of educators through the academic field of the curriculum."*

*There are many stages and flows before the creation of a good Merdeka Curriculum in the MAN 2 Bekasi City environment. As the researcher explained above, through the stages of preparation, training and application. As for teachers, it is also emphasized to attend trainings. After that, in the process of its implementation, the Jurisprudence teacher as the subject of research said that the application of the Merdeka Curriculum must be adjusted to classroom learning to be right on target, namely students as the benchmark.*

*"Yes, obviously, for the use of the Merdeka Curriculum, we must be involved and included in participating in the Merdeka Curriculum workshop, how do we want to apply it according to the direction from the center. We must adapt to the Merdeka Curriculum, yes we must follow it. In accordance with the direction and how to be right on target to apply the Merdeka Curriculum".*

*Based on this, jurisprudence teachers want to make jurisprudence subjects able to be applicable, not only to the material. Because the Merdeka Curriculum applies the principles of critical and creative thinking and is appropriate so that the learning process is right on target for students. This is supported by the results of observations made by researchers in the classroom.*

*In several observations from observations that researchers made, it was found that students actively carry out tasks and ask questions according to the concept of the Merdeka Curriculum, which is active and free to choose tasks according to their abilities. In addition, for grade X teachers, especially in Jurisprudence subjects, researchers found that teaching materials and tools in the Merdeka Curriculum were much more flexible,*

*lean and easy and efficient. Furthermore, according to interviews with several student informants, it was explained that students found it easier to carry out learning because the teacher gave assignments after the material according to their abilities. The teacher divides the type of task into two, some write and some memorize, students are free to choose to do the task with their abilities. If students prioritize memory, students choose memorization, but if students prefer creativity by prioritizing thinking, processing words, then students can choose the type of writing assignment.*

*This Research Analysis of the Utilization of the Merdeka Curriculum in Improving Jurisprudence Achievement (Case Study of Class X in MAN 2 Bekasi City also found several obstacles and supporters in its implementation. Among the inhibiting factors are inadequate facilities, curriculum determination which is fairly slow because it only entered in August 2022, while KBM in MAN 2 Bekasi City has been going on since July 2022, there is a curriculum transition felt by students and educators, some learning using K-13 is still implemented, teachers who are still difficult with science and technology, budgets that have not been prepared by the school, and so on. As well as supporting factors including fiqh teachers who are still willing to strive to carry out learning with an Merdeka Curriculum, adaptive and active students, and material mastered by teachers, and tasks carried out by students are added value in increasing the achievement of fiqh learning.*

*Following from the explanation of interviews and observations made by researchers to informants, efforts to improve learning outcomes are adjusted to the tasks of each scope. Just like the Head of Madrasah synergizes with Wakamabid. Curriculum to supervise, review and evaluate or called supervision. Meanwhile, fiqh teachers carry out their functions as educators to apply the Merdeka Curriculum to fiqh learning in class X and provide understanding of material in accordance with teaching modules, and assess the learning process in accordance with aspects of learning outcomes. Then students maximize the learning process by carrying out the obligation to do assignments, attend class, actively ask and answer, and apply jurisprudence learning daily.*

## **DISCUSSION**

### **A. Utilization of the Merdeka Curriculum to Increase Jurisprudence Learning Outcomes in MAN 2 Bekasi City Class X**

*MAN 2 Bekasi City is a piloting madrasah or trial madrasah that began the implementation of the Merdeka Curriculum in Bekasi City. The implementation of the*

*Merdeka Curriculum began in August of the 2022/23 school year. This implementation is fully supported by the Head of Madrasah, Wakamabid, and teachers. The Merdeka Curriculum itself was applied only to grade X, while K-13 was still used for grade XI and XII students.*

*The Merdeka Curriculum in MAN 2 Bekasi City, which in its application was still combining material from the K-13 Curriculum. Based on the results of the data obtained by the researchers, that the unreadiness of Madrasah in the implementation of this new curriculum is a benchmark for the progress of madrasah in the future. Even so, researchers see various efforts maximized by all internal school parties in order to achieve the goals of the Merdeka Curriculum well. The purpose of the Merdeka Curriculum Implementation in madrasahs is expected to be a reference for madrasahs in implementing the Merdeka Curriculum Implementation, so that it can be implemented optimally and in accordance with the readiness of educational units. The Merdeka Curriculum makes it easier for today's teachers in the process of making administration and teaching tools and materials. For class X jurisprudence learning at MAN 2 Bekasi City, researchers analyzed that teachers had adjusted the series of educational administration by making teaching modules, and some teaching materials or materials well. The teaching module itself is one of the learning tools used as a guideline to achieve learning objectives. The procession of making teaching modules cannot be separated from the trainings provided by the Madrasah or independent training recommended by the Deputy Head of the Madrasah for Curriculum.*

*Through teaching and learning activities (KBM) with an Merdeka Curriculum, it turns out to have an impact, namely in the form of benefits obtained by all parties. As the researcher explained above, that the teacher is the central point in accessing this convenience. This is also in line with the data obtained by researchers, that the benefits can be seen through human resources that slowly open their eyes to learning that is no longer monotonous, as well as students who are more creative in the learning process. According to Nasution, the curriculum is very important to support education. Because to determine success, not only in the form of subjects, but all things related to it, namely the efforts of educational institutions, government, educational goals, and others. This is in line with researchers analyzing the results of observations in the classroom through data interpretation, that teachers have been very good with a score of 87.5% running the learning process with the adaptation of the Merdeka Curriculum even though it is still combined with K-13 curriculum teaching materials.*

*The use of the Merdeka Curriculum is also felt for students in jurisprudence learning. Students are able to choose the type of assignment according to their abilities, because the teacher divides assignments into 2 types. There are oral exams that prioritize memorization, there are exams that are done in writing, or notes that prioritize thinking power. This is in accordance with the Merdeka Curriculum Concept that the innovation and creativity used are able to create a happy learning atmosphere, without burdening students or educators. In this case, through jurisprudence learning, teachers also prioritize students' sense of exploration in the classroom, which is characterized by a project-based*



*learning process or individual or group presentations. Students experience quite good changes compared to junior high school / equivalent, because this is a new curriculum that researchers apparently get in the field in the interview process, students are able to develop and have a high sense of creativity and confidence than before. Regarding learning outcomes, teachers already have components of what teaching outcomes will be assessed through teaching modules. In that case, the Head of Madrasah, Deputy Head of Madrasah for Curriculum and Teachers and students. The Head of Madrasah supervises with the deputy head of the madrasah in all fields in each semester, to see if there is an increase from the odd semester of 2022/2023 to the even semester of 2022/2023. Teachers also synergize with students during the teaching learning process in class, by presenting material, doing assigned assignments, and so on. This is evidenced by the data obtained by researchers during classroom observations of students. A number of percentages through data interpretation, that 87.5% of students carried out teaching and learning activities with "very good" intervals for class X.4 which was the subject of this study. In addition, it is supported by secondary data, namely the Midterm Assessment Value of Even Jurisprudence 2022/2023 and the Midterm Assessment Value of Odd Jurisprudence 2022/2023.*

*Students as students, jurisprudence teachers, deputy heads of Curriculum Affairs, and heads of Madrasah turned out to be able to feel the utilization obtained during the implementation of this Merdeka Curriculum. Of course, even though it is still in the first year of its implementation due to the obstruction of rapid access to information from the Ministry of Religious Affairs, maximization and optimization efforts continue to be carried out to improve student learning outcomes, especially for all Education Units in MAN 2 Bekasi City. Therefore, MAN 2 Bekasi City continues to move in preparation, implementation, and evaluation for the next until the Merdeka Curriculum becomes the national curriculum in 2024. Therefore, research on the discussion of the Utilization of the Merdeka Curriculum in Improving Class X Jurisprudence Learning Outcomes in MAN 2 Bekasi City that researchers have carried out is appropriate, and has an impact in the form of benefits felt by the Education Unit in madrasahs, including for the teachers themselves. This is supported by research conducted by researchers before about teachers getting light access in terms of administration. In the implementation process, the teacher stated that his attitude towards the implementation of the main policy in learning is the freedom of learning which is still directed by the teacher.*

**B. Supporting and Inhibiting Factors in the Utilization of the Merdeka Curriculum in Improving Jurisprudence Learning Outcomes in MAN 2 Bekasi City Class X.**

**C.**

**1. Supporting and Inhibiting Factors**

*Supporting or supporting factors are factors related to participating in supporting an activity. The existence of indications or things that strengthen an activity, is a form of supporting factors. While inhibiting factors are things that are obstacles, obstacles, or*

*obstacles to something. In this case, researchers analyzed that there are many supporting and inhibiting factors in the use of the Merdeka Curriculum in MAN 2 Bekasi City. Discussion related to this factor, researchers look through 4 indicators. Among them are experience factors, environmental factors, social factors and physical conditions.*

## **2. Experience Factor**

*Supporting Factors in terms of experience in the use of the Merdeka Curriculum in Improving Jurisprudence Learning Outcomes in MAN 2 Bekasi City are marked by workshops or BimTek training (technology guidance) conducted by the ranks of education units in MAN 2 Bekasi City. This workshop was conducted twice. For phase E teachers, it is recommended by the wakamabid Curriculum to attend workshop/bimtek training outside the madrasah online. Furthermore, teachers who have the willingness to learn and change the process of transitioning learning from the K-13 curriculum to the Merdeka Curriculum. The urgency of this finally makes phase E teachers have maximum experience for application in the following year. Then the inhibiting factor, in terms of experience, is that MAN 2 Bekasi City has never implemented an Merdeka Curriculum at all during the pandemic, where many other public schools under the auspices of the Ministry of National Education have used emergency curriculum or temporary curriculum, while MAN 2 Bekasi City is the first time. This is an inhibiting factor in terms of experience. Furthermore, for teachers, there are many students who do not have a good religious basis, because the previous school when junior high school was a state school, causing their experience in studying jurisprudence subjects was very minimal. It is also very different for teachers who have experience teaching students in previous teaching places. That is what causes obstacles for teachers in finding the right method to combine the two (students who have good religion and students who do not have basic religion).*

## **3. Environmental Factors**

*The supporting factor in the findings that the researchers obtained is that environmental factors play an important role, evidenced by the state of the student learning process in a competitive classroom when carrying out 2 types of exams given by teachers according to their respective abilities. A supportive teacher by giving an affirmation/gift is also a supportive environment in the classroom. So that there is no learning load obtained by students in carrying out the exam. Furthermore, it is seen from the aspect of amaliyah students at school, by carrying out the obligation to pray during the Zuhr prayer break, and morning recitation. When learning in class, students also look happy and enthusiastic. Teachers also provide student activity in class for learning, for example in the student presentation process. Students feel a positive environment in class, so that presentations can be lively and maximized, so that they are expected to grow good results in the learning outcomes of Jurisprudence later.*

*Meanwhile, environmental inhibiting factors are also experienced for teachers and students. Some of them are students who have a sense of laziness or do not want to learn, it can affect other students. For teachers themselves, the situation of fellow phase E teaching*

*teachers who do not really prioritize the concept of an Merdeka Curriculum, makes teachers sometimes tend to still use ordinary learning methods. Then the learning hours, often it turns out that the hours of jurisprudence learning are put at the time before the break. So that drowsiness, distraction from other things become the main points of inhibiting factors in terms of the environment.*

**a. Social Factors**

*The use of the Merdeka Curriculum in improving Learning Outcomes in MAN 2 Bekasi City is characterized by social factors as supporters. The findings obtained by the researchers showed that social interaction between teachers and students was able to improve student learning outcomes. This is evidenced by the interview data that the researcher has described in the previous sub-chapter, namely teachers who are easy to teach the material well and easy to understand, it is liked by students. Students become indifferent because of that interaction or social factor. Furthermore, social interaction or social circumstances of students with their peers become supporting factors. One of the informants revealed that active, exciting, and fun classes are supporting factors for learning with this Merdeka Curriculum. Furthermore, the inhibiting factor from a social point of view is the lack of interaction between teachers and students properly, and the teacher's attitude that seems demanding and monotonous is the main cause of this obstacle that makes students sometimes lazy to do assignments, listen to material, and study at home.*

**b. Physical Condition**

*Physical conditions in this case are in the form of how students and the state of school facilities in the learning process. Prime, healthy and stable physical condition is an important urgency for students and teachers to do KBM in class. This is evidenced by enthusiastic students when the teacher enters the classroom, starts learning, presents the material and ends the learning. The calm state of the classroom is also a physical condition experienced by students. According to the findings that researchers made during observations in class X.4, it turns out that the condition of students is quite quiet and although sometimes crowded if the tasks have been carried out. In this case, the physical condition of the school is not a supporting factor because there is still a lack of school facilities and infrastructure.*

*This inhibiting factor in physical condition is characterized by the finding of classroom conditions in terms of poor facilities in the learning process. The hot classroom air, as well as the absence of window coverings so that the scorching sunlight is quite thick causing students to be uncomfortable. Then, the state of the projector, learning devices, classroom hygiene are the main inhibiting factors in this physical condition. Students become unfocused on the learning process. In addition, facilities outside the classroom are also still lacking. There are only a few laboratories available for exata subjects. For religious subjects, only mosques are provided for additional Muhadhoroh activities.*

## **CONCLUSION**

*Based on the results of research on the Analysis of the Utilization of the Merdeka Curriculum in Improving Jurisprudence Learning Outcomes in MAN 2 Bekasi City Class X, the following conclusions can be drawn:*

*The use of the Merdeka Curriculum in Improving Jurisprudence learning outcomes in MAN 2 Bekasi City is very positive and shows good results in accordance with the direction of the Ministry of Religious Affairs of Bekasi City in the appointment of Plotting madrasahs for the 2022-2023 academic year. This is evidenced by the existence of workshops or training, then changes and flexibility of teaching tools for teachers, namely in the form of more efficient teaching modules. And the learning assessment process becomes a learning achievement and the flow of learning objectives for students in accordance with the Merdeka Curriculum. Characterized by quite varied learning processes provided by teachers according to the abilities, interests, talents and creativity of students. Efforts to optimize the improvement of learning outcomes for students in Jurisprudence subjects are certainly carried out in accordance with their respective duties. Here, teachers and students must synergize thoroughly so that increased learning outcomes occur. As well as the implementation of supervision carried out by the madrasah becomes an evaluation material for the implementation of the curriculum in the next school year.*

*Supporting and inhibiting factors for the use of the Merdeka Curriculum in Improving Jurisprudence learning outcomes in MAN 2 Bekasi City for grade X consist of 4 indicators. Among them is the experience factor (FPG) in terms of support, namely the provision of workshops, and the will. While the inhibiting aspect is that schools are still adapting to this curriculum transformation, environmental factors (FLK) in terms of support are supportive teachers and students, and teachers give tasks in accordance with the concept of independent learning. The inhibiting factors are a lazy classroom environment, learning methods are still monotonous like other teachers., social factors (FS) in terms of support are social interaction between teachers and students is very good, and between students and their peers., and physical condition (KF) in terms of support is that students and teachers have a healthy, prime physical condition so that they are able to undergo teaching and learning activities well, While the obstacles are infrastructure and facilities that are still the same as the previous curriculum, and the lack of facility control so that the number of classrooms is still not good enough.*

## **SUGGESTIONS & IMPLICATIONS**

*In the future, the author suggests that schools should be able to provide seminars and workshop training related to the implementation of the Merdeka Curriculum to support the maximization of the learning process. So that its implementation is able to provide benefits for all parties and run optimally according to the direction of the Central Ministry of Religious Affairs. Teachers are expected to make materials and teaching materials in accordance with the Merdeka Curriculum, so that there is no overlap between*

*the previous curriculum and the current curriculum. And teachers should be more varied in providing material using learning methods, so that students whose basic religion is not good enough can understand easily through the learning. Students are expected to be able to learn more actively and diligently, and utilize existing learning information sources so that learning outcomes can be fulfilled optimally. Further researchers are expected to review in advance related to the research topic and increase related reference sources for the implementation of the Merdeka Curriculum in the Jurisprudence sub-learning.*

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