ABSTRAK

Hidaytulloh, Alfareza. 2025. *Problematika Guru PAI Dalam Implementasi Kurikulum Merdeka di SD Negeri Grogol 2 Diwek Jombang*. Program Studi-S-1 Pendidikan Agama Islam, Sekolah Tinggi Ilmu Tarbiyah al-Urwatul Wutsqo (STIT UW) Jombang, Abd. Rozaq, S.Pd.I., M.P.d.

Kata Kunci: Problematika, Guru PAI dan Kurikulum Merdeka

Implementasi kurikulum merdeka memberikan pembelajaran dengan pendekatan yang lebih berpusat pada siswa, namun penerapannya menunjukan adanya berbagi tantangan, terutama bagi guru PAI. Problematika tersebut meliputi kurangnya pemaahaman tentang konsep kurikulum merdeka. Penelitian ini menggunakan metode kualitatif, meliputi wawancara kepala sekolah, guru PAI, observasi dan dokumentasi di sekolah. Data yang diperoleh kemudian dianalisis secara deskriptif untuk menggali permasalahan yang ada serta untuk memberikan peningkatan pada pembelajaran PAI. Hasil penelitian menunjukan bahwa pada kurikulum merdeka lebih berfokus pada pengembangan bakat, minat dan potensi murid. Dan juga pembelajarannya lebih variatit karena banyak metode yang bisa digunakan dalam kurikulum merdeka. Tantangan utama yang dihadapi oleh guru PAI dalam menerapkan kurikulum merdeka adalah kurangnya pelatihan atau pemahaman mengenai kurikulum merdeka, sarana prasarana, waktu dn kesiapan murid dalam pembelajaran juga menjadi faktor penganhambat dalam pembelajaran. Oleh karena itu, diperlukan peningkatan dukungan dan pelatihan bagi guru PAI agar dapat mengimplementasikan kurikulum merdeka secara efektif.

ABSTRACT

Hidaytulloh, Alfareza. 2025. *Problems of Islamic Religious Education Teachers in the Implementation of the Independent Curriculum at SD Negeri Grogol 2 Diwek Jombang.* Undergraduate Program of Islamic Religious Education, al-Urwatul Wutsqo Islamic Education College (STIT UW) Jombang, Abd. Rozaq, S.Pd.I., M.P.d.

Keywords: Problems, Islamic Religious Education Teachers and Independent Curriculum

The implementation of the independent curriculum provides learning with a more student-centered approach, but its implementation shows various challenges, especially for Islamic Religious Education teachers. These problems include a lack of understanding of the concept of the independent curriculum. This study uses qualitative methods, including interviews with principals, Islamic Religious Education teachers, observations and documentation at schools. The data obtained were then analyzed descriptively to explore existing problems and to provide improvements to Islamic Religious Education learning. The results of the study showed that the independent curriculum focuses more on developing students' talents, interests and potential. And also the learning is more varied because there are many methods that can be used in the independent curriculum. The main challenges faced by Islamic Religious Education teachers in implementing the independent curriculum are the lack of training or understanding of the independent curriculum, facilities and infrastructure, time and student readiness in learning are also inhibiting factors in learning. Therefore, increased support and training are needed for Islamic Religious Education teachers so that they can implement the independent curriculum effectively.