ABSTRAK

Amanda, Sukma. 2026. *Analisis Dampak Perubahan Kurikulum dalam Kualitas Pembelajaran PAI di SMPN 2 Diwek Jombang*. Skripsi, Program S-1 Pendidikan Agama Islam Institut Agama Islam al-Urwatul Wutsqo Jombang. Beny Sintasari, S.Pd.I., M.Pd.

Kata kunci: Perubahan kurikulum, Kurikulum Merdeka, Kualitas pembelajaran, PAI.

Perubahan kurikulum merupakan salah satu upaya pemerintah dalam meningkatkan mutu pendidikan agar selaras dengan perkembangan ilmu pengetahuan, teknologi, serta kebutuhan peserta didik. Dalam pembelajaran PAI, perubahan kurikulum memengaruhi aspek perencanaan, pelaksanaan, dan penilaian pembelajaran sehingga berdampak pada kualitas pembelajaran. Tujuan penelitian ini adalah (1) mendeskripsikan bentuk perubahan Kurikulum Merdeka pada pembelajaran PAI di SMPN 2 Diwek Jombang, dan (2) mendeskripsikan dampak positif dan negatif perubahan Kurikulum Merdeka dalam kualitas pembelajaran PAI di SMPN 2 Diwek Jombang. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Penelitian dilaksanakan di SMPN 2 Diwek Jombang dengan informan yang terdiri atas kepala sekolah, wakil kepala sekolah bidang kurikulum, dan guru PAI. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Keabsahan data diuji menggunakan triangulasi sumber dan triangulasi teknik, sedangkan analisis data menggunakan model Miles, Huberman, dan Saldaña yang meliputi kondensasi data, penyajian data, serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa (1) perubahan Kurikulum Merdeka pada pembelajaran PAI terlihat pada aspek perencanaan, pelaksanaan, dan penilaian pembelajaran. Guru menyusun perangkat pembelajaran sesuai karakteristik peserta didik, menerapkan pembelajaran yang berpusat pada peserta didik melalui berbagai metode pembelajaran, serta melaksanakan penilaian yang tidak hanya berorientasi pada hasil akhir, tetapi juga pada proses pembelajaran, hasil proyek, kemampuan presentasi, dan refleksi; dan (2) perubahan Kurikulum Merdeka memberikan dampak positif berupa pembelajaran yang lebih bermakna, kontekstual, berpusat pada peserta didik, meningkatnya keaktifan peserta didik, serta meningkatnya kreativitas guru dalam mengelola pembelajaran. Adapun dampak negatif yang ditemukan meliputi keberagaman karakteristik peserta didik, proses adaptasi guru terhadap perubahan paradigma pembelajaran, serta tuntutan peningkatan kompetensi guru dalam memanfaatkan teknologi pembelajaran.

ABSTRACT

Amanda, Sukma. 2026. *Analysis of the Impact of Curriculum Changes on the Quality of Islamic Religious Education (PAI) Learning at SMPN 2 Diwek Jombang*. Undergraduate Thesis, Islamic Religious Education Study Program, Institut Agama Islam Al-Urwatul Wutsqo Jombang. Advisor: Beny Sintasari, S.Pd.I., M.Pd.

Keywords: curriculum change, Merdeka Curriculum, learning quality, Islamic Religious Education (PAI).

Curriculum change is one of the government's efforts to improve the quality of education in accordance with the development of science, technology, and students' needs. In Islamic Religious Education (PAI) learning, curriculum changes affect the aspects of planning, implementation, and assessment, thereby influencing the quality of learning. The objectives of this study were (1) to describe the changes in the implementation of the Merdeka Curriculum in Islamic Religious Education (PAI) learning at SMPN 2 Diwek Jombang, and (2) to describe the positive and negative impacts of the Merdeka Curriculum changes on the quality of Islamic Religious Education (PAI) learning at SMPN 2 Diwek Jombang. This study employed a qualitative approach with a descriptive research design. The research was conducted at SMPN 2 Diwek Jombang. The research informants consisted of the principal, the vice principal for curriculum affairs, and Islamic Religious Education (PAI) teachers. Data were collected through observation, interviews, and documentation. Data validity was established through source triangulation and technique triangulation, while data analysis employed the Miles, Huberman, and Saldaña model, which includes data condensation, data display, and conclusion drawing. The findings revealed that (1) the implementation of the Merdeka Curriculum in Islamic Religious Education (PAI) learning brought changes in the aspects of lesson planning, learning implementation, and assessment. Teachers prepared learning instruments based on students' characteristics, implemented student-centered learning through various instructional methods, and conducted assessments that emphasized not only learning outcomes but also the learning process, project outcomes, presentation skills, and reflection activities; and (2) the implementation of the Merdeka Curriculum had both positive and negative impacts on the quality of Islamic Religious Education (PAI) learning. The positive impacts included more meaningful and contextual learning, increased student participation, student-centered learning, and enhanced teacher creativity in managing the learning process. Meanwhile, the negative impacts included the diversity of students' characteristics, teachers' adaptation to the new learning paradigm, and the need to improve teachers' competencies, particularly in utilizing educational technology.