

ABSTRAK

Halimatus Sa'diah. 230211020048. Analisis Implementasi Kurikulum Berbasis Cinta dalam Kurikulum Merdeka pada Mata Pelajaran Fikih di MAN 1, MAN 2 dan MAN 3 Kabupaten Banjar

Kata Kunci: Implementasi Kurikulum Berbasis Cinta, Kurikulum Merdeka, Mata Pelajaran Fikih, Madarasah Aliyah

Penelitian ini dilatarbelakangi oleh implementasi Kurikulum Berbasis Cinta sebagai penguatan nilai-nilai karakter dalam pelaksanaan Kurikulum Merdeka pada mata pelajaran Fikih di madrasah. Kurikulum Berbasis Cinta diharapkan mampu membentuk peserta didik yang tidak hanya memiliki kompetensi akademik, tetapi juga karakter religius, kepedulian sosial, tanggung jawab, dan sikap saling menghormati melalui proses pembelajaran yang humanis dan berpusat pada peserta didik. Fokus penelitian meliputi perencanaan, implementasi, dan evaluasi Kurikulum Berbasis Cinta dalam Mata Pelajaran Fikih di MAN 1 Banjar, MAN 2 Banjar, dan MAN 3 Banjar.

Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian lapangan. Subjek penelitian meliputi kepala madrasah, wakil kepala bidang kurikulum, guru Fikih, dan peserta didik. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan teknik analisis data interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji melalui triangulasi sumber dan triangulasi teknik.

Hasil penelitian menunjukkan bahwa: (1) perencanaan Kurikulum Berbasis Cinta telah diintegrasikan ke dalam perangkat pembelajaran Kurikulum Merdeka, meliputi Capaian Pembelajaran (CP), Alur Tujuan Pembelajaran (ATP), Modul Ajar, tujuan pembelajaran, metode, dan asesmen dengan mempertimbangkan karakteristik peserta didik, kondisi madrasah, serta materi Fikih; (2) implementasi Kurikulum Berbasis Cinta dilaksanakan melalui kegiatan intrakurikuler, kokurikuler, pembiasaan, dan budaya madrasah. Guru mengintegrasikan nilai-nilai cinta melalui keteladanan, komunikasi yang santun, pembelajaran kolaboratif, diskusi, praktik pembelajaran Fikih, serta berbagai kegiatan keagamaan yang menumbuhkan sikap religius, peduli, tanggung jawab, toleransi, kerja sama, dan saling menghormati. Meskipun setiap madrasah memiliki karakteristik pelaksanaan yang berbeda, seluruhnya tetap mengarah pada pembelajaran yang humanis, bermakna, dan berpusat pada peserta didik sesuai prinsip Kurikulum Merdeka; dan (3) evaluasi dilakukan secara berkelanjutan melalui supervisi akademik, observasi pembelajaran, penilaian sikap, jurnal refleksi, penilaian diri, penilaian teman sejawat, serta pengamatan terhadap keterlibatan peserta didik dalam kegiatan pembelajaran dan pembiasaan keagamaan. Keberhasilan implementasi Kurikulum Berbasis Cinta tidak hanya diukur dari aspek pengetahuan dan keterampilan, tetapi juga dari perkembangan karakter, sikap religius, kepedulian sosial, tanggung jawab, serta kemampuan peserta didik dalam mengaktualisasikan nilai-nilai cinta dalam kehidupan sehari-hari.

ABSTRACT

Halimatus Sa'diah. 230211020048. Analysis of the Implementation of the Love-Based Curriculum within the Merdeka Curriculum in the Fiqh Subject at MAN 1, MAN 2, and MAN 3 Banjar Regency

Keywords: Love-Based Curriculum Implementation, Merdeka Curriculum, Fiqh Subject, Madrasah Aliyah

This study was motivated by the implementation of the Love-Based Curriculum as an effort to strengthen character values within the implementation of the Merdeka Curriculum in the Fiqh subject at Madrasah Aliyah. The Love-Based Curriculum was expected to develop students who possessed not only academic competence but also religious character, social awareness, responsibility, and mutual respect through a humanistic and student-centered learning process. This study aimed to analyze the planning, implementation, and evaluation of the Love-Based Curriculum within the Merdeka Curriculum in the Fiqh subject at MAN 1 Banjar, MAN 2 Banjar, and MAN 3 Banjar.

This study employed a qualitative approach using a field research design. The research participants consisted of principals, vice principals for curriculum affairs, Fiqh teachers, and students. Data were collected through observations, interviews, and document analysis and were analyzed using the interactive data analysis model, which consisted of data reduction, data display, and conclusion drawing. The trustworthiness of the data was ensured through source triangulation and methodological triangulation.

The findings revealed that: (1) the planning of the Love-Based Curriculum had been integrated into the instructional components of the Merdeka Curriculum, including Learning Outcomes (*Capaian Pembelajaran*), Learning Objectives Flow (*Alur Tujuan Pembelajaran*), teaching modules, learning objectives, teaching methods, and assessments by considering students' characteristics, school conditions, and the characteristics of the Fiqh subject matter; (2) the implementation of the Love-Based Curriculum was carried out through intracurricular activities, cocurricular activities, habituation programs, and school culture. Teachers integrated the values of love through role modeling, respectful communication, collaborative learning, classroom discussions, practical activities in the Fiqh subject, and various religious programs that fostered religiosity, social awareness, responsibility, tolerance, cooperation, and mutual respect. Although each madrasah demonstrated different implementation characteristics, all of them promoted humanistic, meaningful, and student-centered learning in accordance with the principles of the Merdeka Curriculum; and (3) the evaluation of the Love-Based Curriculum implementation was conducted continuously through academic supervision, classroom observations, attitude assessment, reflective journals, self-assessment, peer assessment, and observations of students' participation in learning activities and religious habituation programs. The success of the Love-Based Curriculum implementation was measured not only by students' knowledge and skills but also by the development of their character, religious attitudes, social awareness, responsibility, and their ability to actualize the values of love in their daily lives.