

ABSTRAK

Muhammad Ferdy Hidayat. NIM. 230211020040. *Analisis Implementasi Modul Ajar Kurikulum Merdeka Pada Pembelajaran Pendidikan Agama Islam Untuk Anak Tunagrahita Di Sekolah Menengah Atas Luar Biasa (SMALB) Kota Banjarmasin.* Penelitian Ilmiah Jurusan Pendidikan Agama Islam, Pascasarjana, Universitas Islam Negeri Antasari Banjarmasin. Dosen Pembimbing I Dr. M. Ramli., M.Pd., dan Dosen Pembimbing II Dr. Hj. Suraijjah., M.Pd.

Kata Kunci: Kurikulum Merdeka, Modul Ajar, Tunagrahita, Pendidikan Agama Islam, Strategi Pembelajaran, Asesmen Capaian Pembelajaran.

Pendidikan bagi anak tunagrahita membutuhkan pendekatan yang khas dan adaptif mengingat keterbatasan intelektual yang dimiliki. Kurikulum Merdeka hadir sebagai salah satu jawaban atas kebutuhan pendidikan yang lebih fleksibel, kontekstual, dan berpihak pada peserta didik. Namun demikian, implementasinya di Sekolah Luar Biasa (SLB) masih menghadapi berbagai tantangan, terutama dalam penyusunan modul ajar serta penerapannya pada mata pelajaran Pendidikan Agama Islam (PAI) yang menuntut pemahaman konseptual sekaligus praktikal.

Penelitian ini bertujuan untuk menganalisis implementasi modul ajar Kurikulum Merdeka dalam pembelajaran PAI bab salat bagi siswa tunagrahita di SMALB Kota Banjarmasin. Fokus analisis meliputi tiga aspek utama, yaitu perencanaan dan pengembangan modul ajar oleh guru, penerapan metode dan strategi pembelajaran, serta sistem asesmen capaian belajar siswa.

Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa wawancara mendalam, observasi, dan dokumentasi. Subjek penelitian meliputi guru PAI dan kepala sekolah di tiga SMALB Kota Banjarmasin, yakni SLB Negeri Pelambuan, SLB Negeri 2, dan SLB Negeri 3. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan sehingga diperoleh gambaran menyeluruh terkait implementasi Kurikulum Merdeka di ketiga sekolah tersebut.

Hasil penelitian menunjukkan bahwa perencanaan modul ajar telah sesuai struktur Kurikulum Merdeka, namun masih perlu penyempurnaan dalam penyederhanaan bahasa, diferensiasi materi, dan variasi media. Pelaksanaan pembelajaran didominasi oleh metode praktik langsung dan demonstrasi yang efektif bagi siswa tunagrahita, tetapi kurang didukung variasi media kreatif. Asesmen sudah mencakup diagnostik, formatif, dan sumatif, namun masih sederhana dan belum terdokumentasi secara sistematis, kecuali di SLB Negeri 3 yang relatif lebih baik. Dengan demikian, implementasi modul ajar Kurikulum Merdeka pada pembelajaran PAI bab salat telah berjalan, meski masih perlu penguatan agar lebih adaptif dan inklusif sesuai kebutuhan siswa tunagrahita.

ABSTRACT

Muhammad Ferdy Hidayat. NIM. 230211020040. *Analysis Of The Implementation Of Merdeka Curriculum Teaching Modules In Islamic Religious Education For Mentally Retarded Children In Special Needs High Schools (SMALB) Banjarmasin City.* District Scientific Research, Department of Islamic Religious Education, Postgraduate, Antasari State Islamic University, Banjarmasin. Advisor I Dr. M. Ramli, M.Pd., and Advisor II Dr. Hj. Suraijiah., M.Pd.

Keywords: Merdeka Curriculum, Teaching Module, Students with Intellectual Disabilities, Islamic Religious Education, Teaching Strategies, Assessment of Learning Outcomes.

Education for students with intellectual disabilities requires specific and adaptive approaches due to their cognitive limitations. The Merdeka Curriculum was introduced as a response to the need for a more flexible, contextual, and student-centered learning system. However, its implementation in Special Schools (SLB) continues to face various challenges, particularly in the preparation of teaching modules and their application in Islamic Religious Education (PAI), which demands both conceptual understanding and practical mastery.

This study aims to analyze the implementation of the Merdeka Curriculum teaching modules in PAI learning, specifically on the topic of prayer, for students with intellectual disabilities in Banjarmasin's SMALB. The focus of the analysis includes three main aspects: teachers' planning and development of teaching modules, the application of teaching methods and strategies, and the assessment system of students' learning outcomes.

The research employed a qualitative descriptive approach with data collected through in-depth interviews, observations, and documentation. The subjects of the study were PAI teachers and school principals from three SMALBs in Banjarmasin, namely SMALB Pelambuan, SMALB 2, and SMALB 3. Data were analyzed through data reduction, data presentation, and conclusion drawing, in order to provide a comprehensive picture of the Merdeka Curriculum implementation in these schools.

The findings reveal that teaching modules have been structured in line with the Merdeka Curriculum, yet revisions are still needed in terms of simplified language, material differentiation, and media variety. The learning process was dominated by direct practice and demonstration methods, which proved effective for students with intellectual disabilities, though lacking creative media variation. Assessments included diagnostic, formative, and summative evaluations, but were generally simple and not systematically documented, except at SMALB 3, which was relatively more structured. Therefore, the implementation of the Merdeka Curriculum teaching modules in PAI learning on prayer has been carried out, though it still requires further refinement to become more adaptive and inclusive for students with intellectual disabilities.