



Merdeka Belajar Activity Unit at Madrasah Aliyah: Program Evaluation Study Using CIPP Method

Jannatul Wardiyah¹, Yusnaili Budianti², Muhammad Al Farabi³ Akhmad Sirojuddin⁴

Universitas Islam Negeri Sumatera Utara, Medan Indonesia¹²³

Institut Pesantren Kh. Abdul Chalim Pacet Mojokerto, Indonesia⁴

jwardiyah@gmail.com¹, yusnailibudianti@uinsu.ac.id², mohammad.alfarabi@uinsu.ac.id³

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Abstract

Evaluation is an activity to find out if the teaching and learning process has achieved the goals that have been set. Meanwhile, the Independent Learning Activity Unit program is a small unit of lessons arranged sequentially from easy to difficult concerning knowledge and skills. This study aims to determine the existence of the Independent Learning Activity Unit program in terms of context, input, process and product at MAN 3 Medan. This research is a quantitative research with CIPP model evaluation. Data was collected by means of questionnaires or questionnaires, interviews and documentation. The population is 329 students with a sample of 82 students consisting of class XI at MAN 3 Medan. Data analysis techniques with editing, tabulating, analyzing and concluding. The results showed that the Independent Learning Activity Unit program at MAN 3 Medan was effective as seen from the results of the average value of the process in the category 51.02. When viewed from the results of the context, input and product, the Independent Learning Activity Unit has complied with the guidelines and is equipped with supporting facilities.

Keywords: Evaluation, Program, Merdeka Belajar

Abstrak

Evaluasi adalah suatu kegiatan untuk mengetahui proses belajar mengajar telah mencapai tujuan yang sudah ditetapkan. Sedangkan program Unit Kegiatan Belajar Mandiri merupakan satuan pelajaran yang kecil disusun secara berurutan dari yang mudah sampai ke yang sukar terhadap pengetahuan dan keterampilan. Penelitian ini bertujuan untuk mengetahui keberadaan program Unit Kegiatan Belajar Mandiri dari segi context, input, process dan product di MAN 3 Medan. Penelitian ini merupakan penelitian kuantitatif dengan evaluasi model CIPP. Pengumpulan data dilakukan dengan kuesioner atau angket, wawancara dan dokumentasi. Populasi berjumlah 329 peserta didik dengan sampel 82 peserta didik yang terdiri dari kelas XI di MAN 3 Medan. Teknik analisis data dengan editing, tabulating, analiting dan concluding. Hasil penelitian menunjukkan bahwa program Unit Kegiatan Belajar Mandiri di MAN 3 Medan berjalan efektif dilihat dari hasil nilai rata-rata proses di katagori 51,02. Jika dilihat dari hasil konteks, input dan product bahwa Unit Kegiatan Belajar Mandiri telah sesuai dengan panduan serta dilengkapi dengan fasilitas yang mendukung.

Kata Kunci: Evaluasi, Program, Unit Kegiatan Belajar Mandiri

INTRODUCTION

Every human is a unique individual. Especially a child who is in a period of growth and development and undergoing learning activities at school. Every child has different talents, interests, abilities, and learning styles.¹ This period of growth and development must be filled with positive things, such as education. In terms of learning, students certainly have rights and obligations. The rights of students must be prioritized over other interests. So to fulfill the rights of students, services are needed that can facilitate this potential in order to create the maximum quality of learning.²

Law Number 20 of 2003 concerning the National Education System Article 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, and intelligence. noble character, as well as the skills needed by himself, society, nation, and state.³ This statement implies that students' interests must be prioritized because they are an important part of the education component.⁴

In learning, many factors cause students to experience difficulties in learning, including motivation, interests, intelligence, talents, emotions, and the environment. However, students are still required to master the subject matter.⁵ It is the teacher's responsibility to make students competent and master the subject matter. In other words, teachers play a very important role in shaping their students to be superior and able to compete in society. So teachers who can be active, creative, and qualified are needed to meet the needs of students.⁶

Teacher competence in managing lessons is needed to serve students in order to understand the subject matter delivered. Teacher competence in managing lessons is needed to serve students in order to understand the subject matter presented.⁷ This includes the learning process designed by the teacher starting from the method of opening the lesson, mastery of the subject matter to be delivered, the learning material, and the use of appropriate instructional media or tools.⁸ Less precise use of media or teaching resources presented by the

¹ Abdul Azis, Reem Abou-Samra, dan Andika Aprilianto, "Online Assessment of Islamic Religious Education Learning," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (29 Januari 2022): 60–76, <https://doi.org/10.31538/tijie.v3i1.114>.

² Dindin Alawi, "Pendidikan Karakter Melalui Konsep Budaya Islami dan Sekolah Ramah Anak di SMP Islam Cendekia Cianjur," *Al-Irsyad* 105, no. 2 (2017): 79.

³ Eni Irawati dan Weppy Susetyo, "Implementasi Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Di Blitar," *Jurnal Supremasi* 7, no. 1 (2017): 3, <https://doi.org/10.35457/supremasi.v7i1.374>.

⁴ Hsiu-Chin Chen dkk., "Exploring Faculty Perceptions of Teaching Cultural Competence in Nursing," *Teaching and Learning in Nursing* 15, no. 1 (1 Januari 2020): 1–6, <https://doi.org/10.1016/j.teln.2019.08.003>; Abd Ghofur, Joel C. Kuipers, dan Askuri Askuri, "Instructional Design: Multi-Site Study of the Integration of Islam in Science Teaching in Java, Indonesia," *Indonesian Journal of Islamic Education Studies (IJIES)* 4, no. 1 (29 Juni 2021): 70–84, <https://doi.org/10.33367/ijies.v4i1.1652>.

⁵ Slameto, "Belajar dan Faktor-faktor yang Mempengaruhinya," 2003, 57–58.

⁶ Imam Suraji, "Urgensi Kompetensi Guru," *Forum Tarbiyah* 10, no. 9 (2012): 8.

⁷ Edi Marwan, "Manajemen Peningkatan Mutu Pendidikan Di Sekolah," *Al-Ibda': Jurnal Pendidikan dan Pemikiran* 12, no. 2 (2022): 1–10, <https://doi.org/10.55558/alihda.v12i2.2>.

⁸ Muhammad Arif, Kusnul Munfa'ati, dan Mei Kalimatusyaroh, "Homeroom Teacher Strategy in Improving Learning Media Literacy during Covid-19 Pandemic," *Madrasah: Jurnal Pendidikan dan Pembelajaran Dasar* 13, no. 2 (1 Mei 2021): 126–41, <https://doi.org/10.18860/mad.v13i2.11804>; Ahmad Syawaluddin, Sidrah Afriani Rachman, dan Khaerunnisa, "Developing Snake Ladder Game Learning Media to Increase Students' Interest and Learning Outcomes on Social Studies in Elementary School," *Simulation & Gaming* 51, no. 4 (1 Agustus 2020): 432–42, <https://doi.org/10.1177/1046878120921902>.

teacher will be one of the factors causing reduced interest in participating in the learning process in class⁹

Education services in Indonesia currently have at least two systems, namely, the package system and the semester credit system. The package system learning process is carried out simultaneously, combined in one learning class and complete learning materials together.¹⁰ For students who have intellectual abilities above the average, the time for completing the material will be the same as those with low intellectual abilities. There is no time difference even though each student has different abilities in understanding and completing the lesson. This can lead to boredom in learning for students who incidentally have the ability to catch lessons faster.¹¹

Semester Credit System, hereinafter referred to as SKS, is a form of education management designed for educational units to be able to provide educational services that help students complete their entire learning load according to their abilities, interests, talents and learning speed.¹² SKS education services are carried out with varied learning management and flexible use of study time. Management of varied learning is carried out by procuring complete learning units for each subject that are useful as teaching materials and learning instructions that students can follow.¹³ The use of flexible learning time means that learning activities are carried out by taking learning loads with complete learning units for each subject according to the abilities and learning speed of students. The whole learning unit is also called the Independent Learning Activity Unit (UKBM).¹⁴

Several efforts have been made by the Indonesian government in improving the quality of education, one of which is by implementing and updating the 2013 curriculum¹⁵. The Directorate of High School Development supports the government's policy by facilitating the development of the latest 2013 Curriculum implementation through the development of supporting texts for the 2013 Curriculum implementation, which include (1) Active Learning Development Guidelines; (2) Learning models; (3) Academic Supervision Guidelines; (4) RPP Development Model; (5) Interest and Cross Interest Models; (6) Guidelines for Assessment

⁹ Yunanda Fitrah, Wakhinudin, dan Dwi Sudarno Putra, "Identifikasi Penyebab Rendahnya Intensitas Belajar Siswa Studi Kasus : Mata Diklat Perawatan Engine dan Unit Alat Berat Kelas XI Teknik Alat Berat Di SMK Negeri 2 Payakumbuh," *MSI Transaction on Education* 02, no. 03 (2021): 140–48.

¹⁰ Khuliy Zakiyah, "Fungsi Sitem kredis Semeseter Pada Pembelajaran Pendidikan Agama Islam," *Pembentukan Anak Usia Dini : keluarga, Sekolah, Dan Komunitas* (2018).

¹¹ Erlantz Allur dkk., "Quality and Environmental Management Linkage: A Review of the Literature," *Sustainability* 10, no. 11 (November 2018): 4311, <https://doi.org/10.3390/su10114311>.

¹² Robin R. Fowler dan Magel P. Su, "Gendered Risks of Team-Based Learning: A Model of Inequitable Task Allocation in Project-Based Learning," *IEEE Transactions on Education* 61, no. 4 (November 2018): 312–18, <https://doi.org/10.1109/TE.2018.2816010>.

¹³ Devi Norma, "PENGELOLAAN PEMBELAJARAN BERBASIS SISTEM KREDIT SEMESTER DALAM MENINGKATKAN PRESTASI SISWA," *Jurnal Pendidikan Islam* 2, no. 4 (2020): 128–46, <https://doi.org/10.15642/jkpi.2020.10.2.128-146>.

¹⁴ Xianhan Huang dkk., "What Drives Teaching for Creativity? Dynamic Componential Modelling of the School Environment, Teacher Enthusiasm, and Metacognition," *Teaching and Teacher Education* 107 (1 November 2021): 103491, <https://doi.org/10.1016/j.tate.2021.103491>; Rezki Nurma Fitria, Alwasih Alwasih, dan Muhammad Nur Hakim, "Strategi Kepala Madrasah Dalam Meningkatkan Prestasi Akademik Siswa," *Academicus: Journal of Teaching and Learning* 1, no. 1 (26 September 2022): 11–19.

¹⁵ Maria E.D Lering, Muhammad Lautama, dan Gabriel F.P.R. Tiang, "Pengaruh Penerapan Pembelajaran Berbasis UKBM Terhadap Sikap Disiplin Siswa SMA," *Jurnal Carwaji*, 2018, 25–29.

and Educators of High School Education Units; (7) Module of Higher Order Thinking Skills (HOTS) Question Preparation; (8) Guidelines for the Development of Independent Learning Activity Units (UKBM); (9) Active learning guide; (10) The 2017 Version of High School E-Report Success Guide. Of the several manuscripts, modules and guidelines, the text on the Guidelines for the Implementation of the Semester Credit System (SKS) and the Guide to Independent Learning Activity Units (UKBM) are the latest phenomena and are still very rare in education. Indonesia.¹⁶ UKBM is a tool used to support individual student learning in the implementation of credits that require independence, flexibility and completeness in learning. The UKBM phenomenon is still very recent in Indonesia because it started to be piloted in 2017/2018 in only certain schools.¹⁷

The use of UKBM in learning gives rise to its own interest because its implementation is directly related to students and can have a positive influence and train students' learning independence. So it is very possible that there will be variations in the speed of learning in a learning group. The use of UKBM can gradually change learning activities that are commonly applied in the classroom. The use of UKBM in learning gives birth to its own interest because its implementation is directly related to students and can have a positive influence and train students' learning independence.

UKBM with module-based teaching materials generally have the same characteristics, only in UKBM the content is more dense and detailed and prioritizes student independence. The government designed UKBM to support the teaching and learning process and as a complete learning tool with the Semester Credit System (SKS). According to Ahmadi and Amri, preparation is needed in the implementation of the Semester Credit System, namely, "preparing modules for students that must be equipped with the subject matter, student work training tools or students, evaluation grades, independent work exercises, and general test kits for each subject. 2 The learning load of each subject in the credit is stated in Semester Credit Units that must be taken by each student.¹⁸ SKS, which is a form of development of education administration, is designed to serve students in completing the learning load according to their abilities, interests, talents and learning speed. Through UKBM in this credit, students are expected and possible to complete their educational program faster than the general learning period that has been set in each educational unit. A teacher whose school applies SKS is required to be able to provide UKBM (Independent Learning Activity Unit) sourced from BTP (Lesson Textbooks) and based on predetermined KD (Basic Competencies)¹⁹. In

¹⁶ Roy Wahyuningsih, "Penerapan unit kegiatan belajar mandiri (studi kasus di SMA Negeri 1 Pare Kediri)," *Journal Scientific of Mandalika (JSM)* 3, no. 3 (2022): 127–36.

¹⁷ Muthia Franika Anggita Pratiwi dan Eka Rizki Amalia, "The Comparison of Boarding School Student's Capability in Solving HOTS Question of Islamic History Subject," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 1 (28 Februari 2021): 60–73, <https://doi.org/10.31538/nzh.v4i1.998>; Eva Bezak dkk., "The Biggest Challenges Resulting from the COVID-19 Pandemic on Gender-Related Work from Home in Biomedical Fields—World-Wide Qualitative Survey Analysis," *International Journal of Environmental Research and Public Health* 19, no. 5 (Januari 2022): 3109, <https://doi.org/10.3390/ijerph19053109>.

¹⁸ Gilang Pratiwi, Raden Wakhid Akhdinirwanto, dan Nurhidayati Nurhidayati, "Pengembangan E-UKBM Dengan Aplikasi Kvisoft Flipbook Maker dalam Pembelajaran Fisika untuk Meningkatkan Kemampuan Problem Solving Peserta Didik," *JIPFRI (Jurnal Inovasi Pendidikan Fisika dan Riset Ilmiah)* 4, no. 2 (2020): 46–55, <https://doi.org/10.30599/jipfri.v4i2.697>.

¹⁹ Ely Umiyah, "Evaluasi Pelaksanaan Program Unit Kegiatan Belajar Mandiri di SMA Negeri 3 Sidoarjo," *Journal of Chemical Information and Modeling*, 2019.

implementing classroom learning, the teacher is fully the main facilitator so it takes the creativity of each teacher to make UKBM which is useful for attracting students in learning.

The SKS service as a learning support tool is certainly a new event that is still very limited to be applied to education in Indonesia, especially madrasas. Since the 2020-2021 school year, there are 8 madrasas in North Sumatra which are determined by the Directorate General of Islamic Education as madrasas that provide education services with a Semester Credit System (SKS), namely MTsN 1 Medan, MTsN 2 Medan, MTsN 3 Medan, MTsN Binjai, MAN 1 Medan, MAN 2 Medan, MAN 3 Medan, and MAN Binjai.

The existence of UKBM will gradually change the system of teaching and learning activities that are often applied in general in the classroom. So broadly speaking, UKBM can have a broad influence and impact on education, especially teachers and students. The implementation of UKBM is of special interest because the implementation process is directly related to good individual students and brings a lot of good impact and independent learning to students. The reality of the implementation of SKS services and the use of UKBM which is relatively new and still limited among madrasas in North Sumatra makes researchers feel interested in examining more deeply the effectiveness of the implementation of the UKBM program in student learning activities in madrasas. Researchers want to understand further whether the use of UKBM is effective in learning activities. Determination of the effectiveness of a learning process can be seen from the level of achievement of the learning objectives that have been determined at the beginning of learning. Moreover, research on UKBM is still very minimal.

Initial observations of some students have not maximally understood the content requested by UKBM because they are still very new and not used to it. Others think that learning to use UKBM is easier because they have received instructions for learning. Even now there are students who graduate within 2 years of study Regency.

METHOD

This study uses a quantitative approach, and the research is an evaluation with the CIPP evaluation model (context, input, process, product), which was developed by Stufflebeam, where the research process is carried out by analyzing data to answer the problem formulation.²⁰ The main data from this research are context data, input data, process data, and product data, this can be known through complete data in the form of numbers and descriptive data as a tool to find information about what you want to know.²¹ The type of approach used according to the emergence of variables is a non-experimental approach, in this case it is carried out in descriptive form, namely describing things that can be used as criteria for evaluating the effectiveness of the Independent Learning Activity Unit program

²⁰ Atikah Markhamah Ayyusufi, Ari Anshori, dan Muthoifin Muthoifin, "Evaluation of The CIPP Model on The Tahfidz Program in Islamic Boarding Schools," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (18 Mei 2022): 466–84, <https://doi.org/10.31538/nzh.v5i2.2230>; Shamsa Aziz, Munazza Mahmood, dan Zahra Rehman, "Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study," *Journal of Education and Educational Development* 5, no. 1 (2018): 189–206; Megan Lippe dan Patricia Carter, "Using the CIPP Model to Assess Nursing Education Program Quality and Merit," *Teaching and Learning in Nursing* 13, no. 1 (1 Januari 2018): 9–13, <https://doi.org/10.1016/j.teln.2017.09.008>.

²¹ Ihwan Mahmudi, "CIPP. Suatu Model Evaluasi Program Pendidikan," *Jurnal At-Ta'dib* 6, no. 1 (2011): 23.

and this is obtained through the distribution of questionnaires and interviews. Then the researcher analyzed the data by evaluating the CIPP model to determine the level of effectiveness of the Independent Learning Activity Unit Program in terms of context, process input and product at MAN 3 Medan. The technique used in data collection is by using a questionnaire (questionnaire) and structured interviews. Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. While the interview is asking questions directly to the respondent or resource person. The purpose of this data collection technique is to obtain data about the Independent Learning Activity Unit Program at MAN 3 Medan.

This study uses several methods of data collection that will help and explain the situation and conditions in the field. This is done to collect data in accordance with this study. Several data collection methods used include: observation, interviews and document studies. The triangulation technique used in this study includes source and method triangulation.

RESULTS AND DISCUSSION

Questionnaire Results of the Existence of the Independent Learning Activity Unit Program at MAN 3 Medan

Questionnaire data that has been distributed to the collected respondents is then processed into tabular form using the percentage description technique. The purpose of processing the data is to obtain data in terms of the UKBM process and then be able to provide meaning and explanation. In facilitating the analysis of research data, each statement item is made a tabulation system that is adapted to data analysis techniques so that conclusions can be drawn from the problems studied. The results of the questionnaire distribution can be seen as follows:

Table 1. UKBM Learning Activities Prioritize Independent Learning

No	Category	Frequency	Persentase
1	Always	54	66 %
2	Often	27	33 %
3	Sometimes	1	1 %
4	Never	0	0 %
	Frequency	82	100 %

Research Questionnaire Data Source

Based on the table above, it is stated that 66% is categorized as always, 33% is categorized often, 1% is categorized as sometimes and 0% is categorized as never. Thus, UKBM learning activities always prioritize independent learning. This can be seen from the percentage of students answering in the category always 66%.

Table 2. UKBM Instructions are Arranged to Facilitate Students in Independent Learning

No	Category	Frequency	Persentase
1	Always	62	76 %
2	Often	20	24 %
3	Sometimes	0	0 %
4	Never	0	0 %
	Frequency	82	100 %

Research Questionnaire Data Source

Based on the table above, it states that 76% is categorized as always, 24% is categorized as frequent, 0% is categorized as sometimes and 0% is categorized as never. Thus, the UKBM instructions always make it easier for students to learn independently. This can be seen from the percentage of students answering in the category always 76%.

Table 3. There are Reward Activities in the form of Awards for Students as Independent Learning

No	Category	Frequency	Persentase
1	Always	56	68 %
2	Often	25	30 %
3	Sometimes	1	1 %
4	Never	0	0 %
	Frequency	82	100 %

Research Questionnaire Data Source

Based on the table above, it is stated that 68% is categorized as always, 30% in the category of frequent, 1% in the category of sometimes and 0% in the category of never. Thus, there is always an appreciation for students as independent learners. This can be seen from the percentage of students answering always in the 68% category.

Table 4. UKBM is given to students per KD

No	Category	Frekuensi	Persentase
1	Always	49	60 %
2	Often	21	26 %
3	Sometimes	11	13 %
4	Never	1	1 %
	Frequency	82	100 %

Research Questionnaire Data Source

Based on the table above, it is stated that 60% is in the category of always, 26% in the category of often, 13% in the category of sometimes and 1% in the category of never. Thus, UKBM is always given to students based on KD. This can be seen from the percentage of students answering always in the 60% category.

Table 5. Preliminary Activities Contain Stimulus in the Form of Questions or Facts Through Audio, Video or Other Forms of Process in UKBM

No	Category	Frekuensi	Persentase
1	Always	25	30 %
2	Often	23	28 %
3	Sometimes	31	38 %
4	Never	3	4 %
	Frequency	82	100 %

Research Questionnaire Data Source

Based on the table above, it is stated that 30% is categorized as always, 28% in the frequent category, 38% in the sometimes category and 4% in the never category. Thus, sometimes preliminary activities contain stimulus in the form of questions or facts through audio, video or other forms accompanied by illustrations as a hypothetical and real learning context or real cases, or hypothetical cases that encourage students to ask questions and find answers through the UKBM process. . This can be seen from the percentage of students answering sometimes in the 38% category.

Table 6. Educational and Dialogical Learning Activities and Having Accompaniment Impacts in the form of a holistic character building process as a form of integration of all KI and KD, Higher Order Thinking Skills (HOTS) or Higher-Level Thinking Skills (KeBiT) Growing 21st Century Life Skills and Literacy Culture

No	Category	Frekuensi	Persentase
1	Always	28	34 %
2	Often	21	26 %
3	Sometimes	26	32 %
4	Never	7	8 %
	Frequency	82	100 %

Research Questionnaire Data Source

Based on the table above, it states that 34% are categorized as always, 26% in the frequent category, 32% in the sometimes category and 8% in the never category. Thus, learning activities are always educational and dialogical and have an accompanying impact in the form of a process of character building (holistic character building) as a form of integration of all KI and KD, higher order thinking skills (hots) or higher order thinking skills (kebitt) the growth of 21st century life skills. and literacy culture. This can be seen from the percentage of students answering always in the 34% category.

Table 7. Learning Activities Can Develop Students To Actualize Various Potentials They Have As Fast, Normal, and Slow Learners

No	Category	Frekuensi	Persentase
1	Always	32	39 %
2	Often	30	37 %
3	Sometimes	15	18 %
4	Never	5	6 %

	Frekuensi	82	100 %
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Research Questionnaire Data Source

Based on the table above, 39% is categorized as always, 37% in the frequent category, 18% in the sometimes category and 6% in the never category. Thus, learning activities can always develop students to actualize the various potentials they have as fast, normal, and slow learners. This can be seen from the percentage of students answering always in the 39% category.

Table 8. Reflection Activities in the Form of Invitations for Students to Reflect on the Meaning of Learning Materials for themselves

No	Category	Frekuensi	Persentase
1	Always	34	41 %
2	Often	26	32 %
3	Sometimes	18	22 %
4	Never	4	5 %
	Frequency	82	100 %

Research Questionnaire Data Source

Based on the table above, it is stated that 41% is in the category of always, 32% in the category of often, 22% in the category of sometimes and 5% in the category of never. Thus, there is always a reflection activity in the form of an invitation for students to reflect on the meaning of the learning material for themselves. This can be seen from the percentage of students who always answer in the 41% category.

Table 9. Reflection Activities on Measuring Students' Self Positions in Mastering Learning Materials and Others

No	Category	Frekuensi	Persentase
1	Always	36	44 %
2	Often	21	26 %
3	Sometimes	21	26 %
4	Never	4	4 %
	Frequency	82	100 %

Research Questionnaire Data Source

Based on the table above, it is stated that 44% is categorized as always, 26% in the frequent category, 26% in the sometimes category and 4% in the never category. Thus, reflection activities always measure the students' own position in mastering learning materials and others. This can be seen from the percentage of students answering always in the 44% category.

Table 10. Follow-up Activities in the Form of Information that Students Must Do After Mastering Learning Materials Towards the Next UKBM

No	Category	Frekuensi	Persentase
1	Always	34	41 %
2	Often	26	32 %

3	Sometimes	19	23 %
4	Never	3	4 %
	Frequency	82	100 %

Research Questionnaire Data Source

Based on the table above, it is stated that 41% is in the category of always, 32% in the category of often, 23% in the category of sometimes and 4% in the category of never. Thus, there are always follow-up activities in the form of information that students must do after mastering the learning material towards the next UKBM. This can be seen from the percentage of students answering always in the 41% category.

Table 11. Teachers Facilitate Students In Such Ways To Be Able To Achieve Complete Learning In Each Subject Optimally According To The Speed Of Learning

No	Category	Frekuensi	Persentase
1	Always	57	69 %
2	Often	18	22 %
3	Sometimes	4	5 %
4	Never	3	4 %
	Frequency	82	100 %

Research Questionnaire Data Source

Based on the table above, it is stated that 69% is in the category of always, 22% in the category of often, 5% in the category of sometimes and 4% in the category of never. Thus, the teacher always facilitates students in such a way as to be able to achieve complete learning in each subject optimally according to the speed of learning. This can be seen from the percentage of students answering always in the 69% category.

Table 12. The Concept Map Created Describes the Coverage of Learning Materials that Students Will Study at UKBM

No	Category	Frekuensi	Persentase
1	Always	56	68 %
2	Often	19	23 %
3	Sometimes	7	9 %
4	Never	0	0 %
	Frequency	82	100 %

Research Questionnaire Data Source

Based on the table above, it is stated that 68% is in the category of always, 23% in the category of often, 9% in the category of sometimes and 0% in the category of never. Thus, the concept map is always made to describe the scope of learning material that will be studied by students at UKBM. This can be seen from the percentage of students answering always in the 68% category.

Table 13. The teacher divides learning activities into three stages of learning, namely preliminary activities, core activities and closing activities

No	Category	Frekuensi	Persentase
1	Always	67	82 %
2	Often	14	17 %
3	Sometimes	1	1 %
4	Never	0	0 %
	Frequency	82	100 %

Research Questionnaire Data Source

Based on the table above, it states that 82% are categorized as always, 17% in the frequent category, 1% in the sometimes category and 0% in the never category. Thus, the teacher always divides learning activities into three stages of learning, namely preliminary activities, core activities and closing activities. This can be seen from the percentage of students answering always in the 82% category.

Table 14. UKBM given by the teacher according to the material in the textbook

No	Category	Frekuensi	Persentase
1	Always	60	73 %
2	Often	17	21 %
3	Sometimes	4	5 %
4	Never	1	1 %
	Frequency	82	100 %

Research Questionnaire Data Source

Based on the table above, it states that 73% are categorized as always, 21% in the frequent category, 5% in the sometimes category and 1% in the never category. Thus, the UKBM is always given by the teacher according to the material in the textbook. This can be seen from the percentage of students answering always in the 73% category.

Table 15. UKBM Work Based on Textbooks

No	Category	Frequency	Persentase
1	Always	60	73 %
2	Often	12	15 %
3	Sometimes	8	10 %
4	Never	2	2 %
	Frequency	82	100 %

Research Questionnaire Data Source

Based on the table above, it states that 73% is categorized as always, 15% is categorized as frequent, 10% is categorized as sometimes and 2% is categorized as never. Thus, the work of UKM is always based on textbooks.

The existence of the Independent Learning Activity Unit Program at MAN 3 Medan

DISCUSSION

The first question the researcher asked the deputy head was whether there was any socialization on the preparation of the UKBM? as for the answer from the deputy head "of course there was a UKBM socialization several times attended and followed by MAN 3 Medan teachers organized by the KANWIL of North Sumatra". Furthermore, the researcher also asked the deputy head of the madrasa in the field of public relations while the answer was "of course there is. Prior to providing SKS services and using UKBM in madrasas, teachers and employees attend socialization or ongoing training held by the North Sumatra Regional Office".

Based on the results of the interviews above, it can be concluded that there was socialization carried out by the Regional Office of the Ministry of Religion of North Sumatra Province at MAN 3 Medan in the implementation of UKBM.

Furthermore, the researcher asked the deputy head of the madrasa, whether the madrasa facilities were complete to support learning activities using UKBM? as for the answer from the deputy head of the madrasa "madrasa facilities support learning using UKBM". Furthermore, the researcher asked the same question to the deputy head of the madrasa in the field of public relations and the answer was "of course. Before implementing the SKS system and using UKBM in learning activities, of course, madrasas consider and fulfill the facilities before implementing them in madrasas. So far, madrasa facilities support learning using UKBM".

Based on the results of the interviews above, it can be concluded that the facilities to support the existence of UKBM are complete. Next, the researcher asked the deputy head of the madrasa, the question was how was the UKBM distribution process at MAN 3 Medan? As for the answer from the deputy head of the madrasa "currently at MAN 3 Medan, the distribution of UKBM to students is through their respective subject teachers. The teacher gives UKBM to students, in the form of soft files. Then the students are given freedom. Do you continue to use the electronic UKBM, or even print your own UKBM given by the subject teacher. In MAN 3 Medan, there is no selling and buying UKBM in the form of books. The distribution of UKBM is also not allowed for a whole 1 semester or 1 year. But UKBM is given material, or per KD. Students who have finished 1 UKBM can continue on to the next UKBM. If you haven't mastered it, you can't do the next UKBM."

The researcher also asked the same question to the deputy head of the madrasa in the field of public relations, while the answer was "UKBM is prepared by subject teachers and distributed to UKBM students per UKBM. UKBM is distributed in the form of files and students are allowed to print their own. Giving UKBM to students should not be in its entirety, UKBM is distributed by teachers to students one by one. If students have completed and completed the material in one UKBM, they are entitled to work on the next UKBM. Can't all at once. Likewise, students are not allowed to work on UKBM skipping, they must be sequential and systematic".

Based on the results of the interviews above, it can be concluded that the provision of UKBM to students is through subject teachers.

The next question that the researcher asked the deputy head of the madrasah was whether the components and contents of the UKBM that the teacher had prepared so far

were in accordance with the guidelines for the preparation of the UKBM? As for the answer from the deputy head of the madrasa "so far, UKBM which was compiled by the MAN 3 Medan teacher and has also been checked by the Central KSKK Team, all UKBMs have been in accordance with the guidelines or formats that have been given, with the format, and even samples of finished UKBM goods that have been provided. given to teachers at MAN 3 Medan, this makes it easier for teachers to develop UKBM subjects".

Furthermore, the researcher asked the same question to the deputy head of the madrasa in the field of public relations while the answer was "it is appropriate. The components and contents of the UKBM prepared by the teacher are in accordance with the guidelines and formats that have been provided. Because at the beginning there was socialization to madrasa teachers, so everything has been adjusted to the format". This is reinforced by the results of interviews with teachers of religious subjects in which the teacher of Al-Qur'an Hadith said "Thank God I was one of the teachers who compiled UKBM, and the preparation was in accordance with the UKBM writing format."

Based on the results of the interviews above, it can be concluded that the components of the UKBM content compiled by subject teachers are in accordance with the guidelines and formats and have even been checked by the central KSKK team.

The researcher again asked the question to the deputy head of the madrasa, what is the curriculum used at MAN 3 Medan at this time? As for the answer from the deputy head of the madrasa "for now, in PAI and Arabic subjects, the curriculum used is the Decree of the Minister of Religion Number 183 of 2019 concerning the Islamic Education Curriculum and Arabic at Madrasahs". Furthermore, the researcher also posed the same question to the deputy head of the madrasa in the field of public relations as for the answer "the curriculum used for PAI subjects is the Decree of the Minister of Religion (KMA) Number 183 of 2019 concerning the Islamic Education Curriculum and Arabic Language in Madrasahs".

Based on the results of the interview above, it can be concluded that the curriculum used at MAN 3 Medan for religious subjects is the Decree of the Minister of Religion (KMA) Number 183 of 2019 concerning the Islamic Education Curriculum and Arabic Language in Madrasahs. The question that the six researchers asked the representatives of the madrasa was how many PAI teachers at MAN 3 Medan? As for the answer from the deputy head of the madrasa "there are a lot of 12 people". Furthermore, the researcher asked the same question to the deputy head of the madrasa in the field of public relations while the answer was "the number is 12 people".

Based on the results of the interview above, the use of UKBM in MAN 3 Medan has so far been effective. The ninth question that the researchers asked the deputy head of the madrasa was how to manage learning activities using UKBM so that students were able to learn independently? as for the answer from the deputy head of the madrasa "students are guided to complete UKBM. Each UKBM made by the teacher contains learning instructions that make the learning process of students independent but still focused. Mastery of UKBM is accompanied by core learning activities, reflection activities and closing activities. Some of these stages are passed by students when learning to use UKBM.

Furthermore, the same question was asked by the researcher to the representative of the madrasa in the field of public relations, while the answer was "management of learning

activities, of course, each teacher is different. Learning patterns and strategies in the classroom are also definitely different for each material. What is certain is that students are entitled to services and guidance from teachers until these students master and complete the material in UKBM.

The same thing was also stated by the teacher of religious subjects according to the teacher of the Qur'an Hadith subject "I personally observed and understood the title of the teaching material. Then I looked for suitable teaching media to support the subject matter by using UKBM. Then I explained the material from UKBM and I gave questions to support and add insight to the students".

Meanwhile, according to the Akidah Akhlak subject teacher, "Learning with UKBM is very flexible, students are required to be able to learn independently. I act as a facilitator who serves, guides and helps children when there are learning difficulties. UKBM is delivered to the children, then learning with UKBM is carried out according to the instructions that already exist in UKBM. If the children cannot understand the material, then as a facilitator, I am obliged to provide an understanding of the learning material".

Meanwhile, according to the Akhlak Akidah subject teacher, "UKBM that students do is assessed. Then I checked his mastery through a question and answer test. Usually, in the question and answer test, students will independently see who is really serious in doing UKBM and who is not. Because those who are serious will definitely be able to answer the question and answer test".

Based on the results of the interviews above, the data concluded that the management of the UKBM for each teacher was different but still contained instructions for learning and guidance so that the learning carried out by the teacher remained focused.

The Independent Learning Activity Unit or UKBM program is a small lesson unit arranged sequentially from easy to difficult. UKBM which is applied at MAN 3 Medan as a learning tool for students to achieve cognitive, affective and psychomotor competencies with a semester credit system or credits. UKBM is the right program to be implemented in the 21st century because it can train critical, creative, cooperative and communicative thinking skills so that it fosters a culture of literacy and character education as the results of Roy Wahyuningsih's research that there is an effect of using UKBM in developing cognitive abilities because UKBM attracts interest in learning. Learners.²² Likewise with the results of Hisar Marulitua Manurung's research which explains that by using UKBM students' creative thinking develops well during the learning process.²³

The UKBM program which was developed with an independent learning strategy so that students achieve mastery learning cannot be separated from the role of the teacher in the field of study in schools as SKS organizers. In Kadek Darsika Ayanta's research, it was explained that the role and function of the teacher and the complete stages of learning in

²² Wahyuningsih, "Penerapan unit kegiatan belajar mandiri (studi kasus di SMA Negeri 1 Pare Kediri)."

²³ Nurwahidah dan Eva Syarifatul Jamilah, "Internalisasi Nilai-Nilai Merdeka Belajar Dalam Pembelajaran Pendidikan Agama Islam," *HEUTAGOGIA: Journal of Islamic Education* 2, no. 1 (15 Juni 2022): 83–96, <https://doi.org/10.14421/hjie.2022.21-06>; Agil Nanggala dan Karim Suryadi, "Analisis Konsep Kampus Merdeka Dalam Perspektif Pendidikan Kewarganegaraan," *Jurnal Global Citizen: Jurnal Ilmiah Kajian Pendidikan Kewarganegaraan*, 4 Desember 2020, 10–23, <https://doi.org/10.33061/jgz.v9i2.4545>; H. E. Mulyasa, *Menjadi Guru Penggerak Merdeka Belajar* (Bumi Aksara, 2021).

which the teacher only became a mediator and facilitator during learning activities.²⁴

Besides being expected to increase students' independent learning, the application of UKBM can also improve student learning outcomes as the results of research by Ayuna Dewi Ruslika and Ai Sumirah Sertiawati that there is a significant effect of the implementation of UKBM on student learning outcomes.²⁵ The implementation of UKBM in addition to the facilities and infrastructure that supports teachers must develop learning tools in accordance with the guidelines as according to Vika Apriliani, and I Made Suwanda, the initial UKBM process begins with the preparation of learning tools such as prota, promissory notes, syllabus and lesson plans which are described in accordance with the applied curriculum.

The evaluation of the UKBM program conducted by researchers at MAN 3 Medan was based on certain criteria aimed at seeing the level of effectiveness of the UKBM program and providing follow-up solutions so that the implementation of the UKBM program that had been running at MAN 3 Medan became more leverage.

Based on the results of the research, the evaluation of the existence of the UKBM program at MAN 3 Medan was running effectively, it was seen in the results of the questionnaire and interviews, it was explained that the existence of the UKBM program at MAN 3 Medan in terms of context, input and product was based on guidelines that had been published by the Regional Office of the Ministry of Religion Prov. North Sumatra and has been equipped with supporting facilities and infrastructure in every activity. Meanwhile, the existence of the UKBM program at MAN 3 Medan in terms of process also shows effectiveness where the average value is categorized as 51.02.

In addition to the teacher's role in the effectiveness of the UKBM program at MAN 3 Medan, of course, students who understand the purpose of the UKBM program are required to continue to study independently and complete each material so that they can continue to the next stage.²⁶

The implementation of the UKBM program at MAN 3 Medan that is running effectively does not mean that it cannot be separated from the influencing factors, including the use of learning media, interests, intellectual intelligence motivation, and support from parents. According to the research results of Maklonia Maling Moto that the use of media in education can facilitate the teaching and learning process and can increase learning motivation.²⁷

²⁴ Akhmad Sirojuddin, Ashlahuddin Ashlahuddin, dan Andika Aprilianto, "Manajemen Kurikulum Terpadu Berbasis Multiple Intellegences Di Pondok Pesantren," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 1 (23 April 2022): 35–42, <https://doi.org/10.31538/munaddhomah.v3i1.143>; Sodikin Sodikin dkk., "Islamic Religious Education Model with Knowing-Doing-Meaning-Sensing-Being Approach to Realize Knowledge Integration," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 4 (26 September 2022), <https://doi.org/10.35445/alishlah.v14i4.2549>.

²⁵ Ayuna Dewi Ruslika dan Ai Sumirah Sertiawati, "Pengaruh Penerapan UKBM terhadap Hasil Belajar Mata Pelajaran Bahasa Jepang Siswa SMA," *Jurnal Program Studi Sastra Jepang* 9, no. 2011 (2020): 46–51.

²⁶ Rosa María Brito, Columba Rodríguez, dan José Luis Aparicio, "Sustainability in Teaching: An Evaluation of University Teachers and Students," *Sustainability* 10, no. 2 (Februari 2018): 439, <https://doi.org/10.3390/su10020439>; Munaya Ulil Ilmi dkk., "The Basic Concepts of Evaluation and Its Implementation in IRE Lessons in The Pandemic Era," *Tajfir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (30 Juli 2021): 175–90, <https://doi.org/10.31538/tjfe.v2i2.50>.

²⁷ Maklonia Meling Moto, "Indonesian Journal of Primary Education Pengaruh Penggunaan Media Pembelajaran dalam Dunia Pendidikan," *Indonesian Journal of Primary Education* 3, no. 1 (2019): 20–28.

By using learning media in the teaching and learning process, it will make it easier for students to capture the knowledge they have learned so that it can be concluded that the importance of media used in conveying material by teachers in the field of study is in line with QS. An-Nahl verse 44:

بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ يَتَفَكَّرُونَ ٤٤

It means :

Descriptions (miracles) and books. And We have sent down to you the Quran, so that you may explain to mankind what has been revealed to them and so that they may think. (Surat an-Nahl: 44)

From the verse above, it can be taken to mean that since ancient times humans have been inseparable from learning media to convey knowledge to humans. Meanwhile, according to Efrianus Ruli in his journal in addition to learning media, the relationship between children and parents in child development is the most important thing to support children's learning processes with a warm relationship between the two will foster a positive attitude in children.²⁸

In the view of Islam every child born into the world is equipped with various talents and potential abilities to develop psychologically with the attention and fulfillment of children's rights will make the child grow up both physically and psychologically but on the contrary if the parents lack attention in helping develop potential and guide resulting in a loss of balance for the child.²⁹

Meanwhile, in terms of intelligence, according to Yusuf in Aiza Fitriana, intelligence is related to intellectual ability, while the intellectual ability of each child is different as stated by Gardner with his theory of multiple intelligences where the level of intelligence consists of linguistic intelligence, musical intelligence, spatial intelligence, logical mathematical intelligence, kinesthetic intelligence, interpersonal intelligence and intrapersonal intelligence. In QS. At-Tiin verse 4 Allah SWT explains :

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ ٤

It means:

Indeed, We have created man in the best of forms. (Surat At-Tiin: 4).

The verse above can be concluded that humans are God's creatures, the best of other God's creations, one of which humans are given a mind that is not given to other God's creatures such as animals.

Based on the results of the research that has been obtained by researchers, the tahfiz Al-Qur'an learning education system applied at the Robitotul Istiqomah Islamic Boarding School consists of planning, implementation, educational goals, educational curriculum, educators and students, educational strategies, educational methods, and educational evaluation. And the tahfiz Al-Qur'an education system at the Robitotul Istiqomah Islamic Boarding School can be carried out well, and many students are able to memorize the Qur'an

²⁸ Hem Chand Dayal dan Lavinia Tiko, "When Are We Going to Have the Real School? A Case Study of Early Childhood Education and Care Teachers' Experiences Surrounding Education during the COVID-19 Pandemic," *Australasian Journal of Early Childhood* 45, no. 4 (1 Desember 2020): 336–47, <https://doi.org/10.1177/1836939120966085>.

²⁹ Orkide Bakalim, Faika Şanal-Karahan, dan Gözde Şensoy, "The Effect of Group Supervision on the Psychological Counseling Self-Efficacy Levels of Psychological Counseling Candidates," *Turkish Online Journal of Qualitative Inquiry* 9, no. 4 (30 Oktober 2018): 412–28, <https://doi.org/10.17569/tojqi.439769>.

well. It is proven by how often the students win MTQ competitions at the sub-district and provincial levels.

CONCLUSION

Based on the research that has been done by researchers about the evaluation of the Independent Learning Activity Unit at MAN 3 Medan with observations, questionnaires (questionnaires) and interviews, the researchers can conclude the research results as follows (1) The existence of the Independent Learning Activity Unit Program at MAN 3 Medan from that context running effectively and in accordance with the aspects and facilities needed. (2) The existence of the Independent Learning Activity Unit Program at MAN 3 Medan in terms of input has been effective and has been in accordance with the aspects and also the facilities needed have been fulfilled. (3) The existence of the Independent Learning Activity Unit Program at MAN 3 Medan in terms of the process running effectively, this can be seen in the average results of the 51.02 questionnaire in the "effective" category. (3) The existence of the Independent Learning Activity Unit Program at MAN 3 Medan in terms of products is running effectively and has been in accordance with the aspects of the Independent Learning Activity Unit. (4) Overall, the existence of the Independent Learning Activity Unit Program at MAN 3 Medan has fulfilled the aspects and facilities in accordance with the provisions for the use of the Independent Learning Activity Unit semester.

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