

Implementation Of MBKM In Integrated Islamic High School Of Ternate City; Science And Social Synergy To Create A Superior Generation

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INFO ARTIKEL	ABSTRAK
<p><i>Sejarah Artikel:</i> Diterima: 14 Februari 2025 Direvisi: 24 April 2025 Disetujui: 15 Mei 2025 Tersedia Daring: 1 Juni 2025</p> <p><i>Kata Kunci:</i> MBKM Sains Sosial SMA Islam Terpadu Generasi unggul</p>	<p>Penelitian ini bertujuan mengeksplorasi implementasi program Merdeka Belajar Kampus Merdeka (MBKM) di lingkungan SMA Islam Terpadu di Kota Ternate serta dampaknya terhadap penguatan sinergi antara bidang sains dan sosial dalam membentuk generasi unggul. Pendekatan yang digunakan adalah kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan prinsip MBKM di tingkat SMA, meskipun masih dalam tahap adaptasi, telah mendorong terjadinya kolaborasi lintas disiplin ilmu melalui proyek-proyek berbasis masalah (<i>problem-based learning</i>) dan pembelajaran kontekstual. Siswa diberikan ruang untuk mengembangkan potensi secara holistik, baik dalam aspek akademik maupun karakter. Kolaborasi antara guru sains dan sosial menjadi kunci dalam mengintegrasikan nilai-nilai keislaman dengan pendekatan saintifik dan humanistik. Kesimpulan dari penelitian ini menyatakan bahwa implementasi MBKM di SMA Islam Terpadu Kota Ternate memberikan kontribusi signifikan terhadap upaya mencetak generasi yang unggul secara intelektual, spiritual, dan sosial.</p>
ABSTRACT	
<p><i>Keywords:</i> MBKM Science Social Integrated Islamic High School Superior generation</p>	<p>This study aims to explore the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) program in the Integrated Islamic High School environment in Ternate City and its impact on strengthening synergy between science and social fields in forming a superior generation. The approach used is descriptive qualitative with data collection techniques through interviews, observations, and documentation. The results of the study indicate that the application of the MBKM principle at the high school level, although still in the adaptation stage, has encouraged cross-disciplinary collaboration through problem-based learning projects and contextual learning. Students are given space to develop their potential holistically, both in academic and character aspects. Collaboration between science and social teachers is key to integrating Islamic values with a scientific and humanistic approach. The conclusion of this study states that the implementation of MBKM at the Integrated Islamic High School in Ternate City makes a significant contribution to efforts to produce a superior generation intellectually, spiritually, and socially.</p>



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1. Introduction

Education is the main foundation in forming superior and competitive human resources in the global era. In the context of Indonesia, the Independent Learning Independent Campus (MBKM) policy initiated by the Ministry of Education, Culture, Research, and Technology is one of the educational transformation strategies that emphasizes. The implementation of MBKM in the context of Integrated Islamic High Schools is interesting to study, especially how this educational institution aligns the national curriculum with Islamic values, and creates space for students to explore their potential through a cross-disciplinary approach. This is in line with research (Mustafa, I.R.H, et al., 2024). which shows that in the development of MBKM, the role of the school committee as a deliberative body is quite good in terms of school planning, program planning (curriculum, PMB and Assessment), management of educational resources (HR, S/P, Budget). This study aims to examine the form of implementation of the MBKM principles in Integrated Islamic High Schools in Ternate City, as well as their impact on interdisciplinary learning between science and social sciences as an effort to form a superior student profile. The policy of the Minister of Education and Culture in 2020 with the MBKM concept is considered relevant and appropriate to be implemented in the current era of democracy. The purpose of the MBKM program at Sejahtera High School is to introduce the independent campus program through its implementation by teaching assistant students (Syah, A.D.M., et al., 2024:1).

2. Method

This study uses a descriptive qualitative approach (Creswell, J. W, 2013), which aims to deeply understand the process of implementing the principles of Merdeka Belajar Kampus Merdeka (MBKM) in the environment of the Ternate City Integrated Islamic High School, especially in building synergy between science and social learning. This approach was chosen because it is appropriate for exploring complex and contextual educational phenomena through the perspective of participants. Location and Subjects of the Study, The study was conducted at one of the Integrated Islamic High Schools in Ternate City which has begun to adopt the MBKM principle in its learning process. The research subjects consisted of the principal, science and social subject teachers, and students in grades XI and XII. The selection of subjects was carried out purposively, considering their direct involvement in the implementation of the program. The data collection technique in the study used the approach from (NK. Denzin (ed), YS. Lincoln, 2018). Data were collected through three main techniques:

1. In-depth interviews, conducted with teachers, principals, and students to obtain information related to strategies, challenges, and impacts of MBKM implementation.
2. Observation, conducted to directly observe the learning process and interactions between teachers and students in cross-disciplinary activities.
3. Documentation study, including analysis of curriculum documents, lesson implementation plans (RPP), student project reports, and learning evaluation records.

Data Analysis Techniques.

The collected data were analyzed using thematic analysis techniques (Creswell, J. W., & Poth, C. N, 2018). Which consists of the stages of data reduction, data presentation, and drawing conclusions. Data validity was tested through triangulation of sources and methods to ensure the accuracy of information from various perspectives.

3. Result and Discussion

a. Implementation of MBKM Principles at Ternate City Integrated Islamic High School

The results of the study show that Integrated Islamic High Schools in Ternate City have begun to adopt MBKM principles in their curriculum and learning strategies. Schools provide space for teachers to design project-based and collaborative learning models, which allow students to explore subject matter across subjects. For example, students are directed to work on projects that combine scientific studies (science) with social approaches and Islamic values. Programs such as the “Tawhid Value-Based Environmental Project” are concrete examples of this synergy, where students research environmental pollution while linking it to social responsibility and Islamic teachings on cleanliness.

“Initially, we understood MBKM was only for students, but after attending training and internal discussions, we realized that the essence of MBKM, such as independent, collaborative, and project-based learning, can also be applied at the high school level, especially to shape students' character and creativity.” (Interview with Physics Teacher; 2024).

The results of the interview above are in line with research (Suhendri, S, et al., 2018). Which shows the integration of character education into the teaching and learning process, extracurricular activities, and daily routines. The evaluation stage focuses on cooperation with parents of students and strict supervision of student behavior is very good for student development. In implementing the principle of Independent Learning at the Ternate City Integrated Islamic High School, integration between science and social subjects is the main key to creating meaningful, contextual learning that is oriented towards character development and students' critical thinking skills. Some strategies implemented by teachers include: Students are directed to work on projects that involve scientific aspects from two or more fields of study. including:

- The project “Analysis of Water Quality and Its Impact on Public Health” which combines Biology (science) and Sociology (social) lessons.
- The project “Renewable Energy and Local Community Perception” which involves Physics and Economics.

The implementation of MBKM in Ternate City Integrated Islamic High School is in line with the results of research (Masyruhah, M., Hamid, et al., 2023:01). Which states that in implementing our curriculum, we emphasize an innovative and participatory learning approach to help students not only gain academic knowledge but also develop strong character. Daily activities such as Duha prayer, Subuh prayer, and tadarus are an inseparable part of students' daily lives and support the formation of Islamic values among them. However, this study also reveals several challenges such as the instability of human resources due to frequent changes in teachers and the lack of parental involvement in the education process. So that MBKM projects not only emphasize academic aspects, but also instill the values of social concern, teamwork, and communication skills. In addition, teachers from science and social sciences sit together in designing an integrated thematic learning implementation plan (RPP). They determine a common theme, achievement indicators, and assignments or projects that students work on. This collaboration encourages the creation of connections between sciences that are more relevant to real life. Each project or theme is associated with Islamic values, such as trust in nature, social justice, and responsibility as a caliph on earth. This is in line with the results of research (Tedi, T, et al., 2025:01). Which states the importance of a comprehensive educational approach, which not only includes academic aspects but also character and moral development in a structured environment rooted in Islamic values.

This strengthens character education and makes the integration of social science not only cognitive, but also spiritual. After completing the project, students are asked to present their

work in front of teachers across fields and friends across classes. They also make personal reflections on the learning process, the difficulties faced, and the values they learned. As in the following interview:

"We try to design projects that involve two subjects at once. For example, when discussing environmental pollution, we collaborate between Science and Sociology. Students are asked to research pollution in the surrounding environment, then analyze its social impact and solutions based on a scientific approach and Islamic values." (Sociology Teacher Interview; 2024).

The implementation of the Merdeka Belajar Kampus Merdeka (MBKM) principle at the Ternate City Integrated Islamic High School has brought significant changes to the role of teachers in the learning process. This is reinforced by the results of research (Gusma Afriani, et al., 2024:93). That a holistic approach in understanding the transformation of the role of teachers, starting from a deep understanding of changes in learning paradigms to concrete strategies to support teachers in adopting their new roles. This article will also offer new insights into how education can prepare teachers for success in an ever-evolving digital learning environment. From initially acting as the sole source of knowledge, teachers have now transformed into facilitators, collaborators, and motivators in the student learning process. This change can be explained in the following aspects: Before MBKM, teachers tended to be the center of attention and the main transmitter of material. However, with the spirit of independent learning, teachers play a role in guiding students to learn independently, explore various learning resources, and find solutions to real problems through contextual projects.

"Now we are more of a facilitator. Students are given the freedom to determine how they learn. They are more active, especially when working on cross-subject projects. The challenge is indeed time and coordination between teachers, but the results are extraordinary." (Interview with Biology Teacher: 2024). Meanwhile, the results of an interview with one of the teachers stated: *"Now we direct and inspire more, no longer the only source of answers. Students actually learn a lot from experience and discussions with friends."* (Interview with Science Teacher: 2024).

Teachers no longer work alone based on their respective subjects, but actively collaborate with other teachers in developing learning media, especially from different fields, in designing integrated thematic learning. This is reinforced by the results of research (Muhenda Hafidh & Mai Sri Lena, 2023: 120). Which states that media as a component of learning has the main function so that the delivery of learning messages becomes effective, and also learning media can overcome boredom. This strengthens the relationship between science and increases the relevance of the material to real life.

"We are starting to get used to cross-subject discussions, even making projects together. This is something new, but the results are very positive, especially for students who enjoy active learning." (Interview with Social Studies Teacher: 2024).

Teachers guide students in carrying out interdisciplinary and contextual learning projects. Teachers assist in planning, implementing, and evaluating projects. This role also requires teachers to be more open to new ideas and flexible in teaching methods. In SMA Islam Terpadu, teachers not only play a role in academic aspects, but also become role models in instilling Islamic values and noble morals. Every learning process is designed to not only hone students' intellectual intelligence, but also their spiritual and emotional intelligence.

"We are challenged to not only teach, but also guide children's morals amidst the challenges of the times. This is in accordance with the spirit of Islam as a blessing for the universe." (Islamic Religious Education Teacher interview: 2024).

Learning evaluation is no longer just a written test, but also includes process assessment, portfolio, student self-reflection, and attitude and teamwork. Teachers learn to better understand students' potential as a whole, not just from numbers. In line with research (Valentina Bariroh., Aditya Chandra Setiawan, 2021:1251). Which states that in the flipped learning model learning process, students are encouraged to learn independently in understanding knowledge through the freedom to learn with teacher explanation videos, so that teachers give students the opportunity to ask questions related to problems found in learning concepts independently. This provides more time for students in practice sessions and the application of learning learning concepts, so that the teacher's role can focus on students who need help explaining the material. These changes show that teachers have an increasingly complex and meaningful role in the education process. The implementation of MBKM not only changes the way students learn, but also the way teachers think, behave, and innovate.

Character Development and Soft Skills

One of the main objectives of implementing the Merdeka Belajar Kampus Merdeka (MBKM) principle at SMA Islam Ternate Kota Ternate is to form students who are not only academically superior, but also strong in character and life skills (soft skills). The project-based, collaborative, and contextual learning approach opens up wide space for the growth of 21st-century character values and skills.

"Children are now more confident and communicative. They can present, work in groups across classes, and even discuss social issues with a scientific approach. This has never happened before." (Interview with Islamic Religious Education Teacher).

Islamic values such as honesty, responsibility, trustworthiness, hard work, and empathy are integrated into every learning activity. In cross-disciplinary projects, students are not only asked to solve problems, but also to reflect on solutions from an ethical perspective and Islamic teachings. This instills a noble and responsible character as a caliph on earth.

"We always remind students that knowledge must bring benefits and must not be separated from Islamic values. Even when working on scientific projects, they are invited to think about their impact on society and the environment." (Interview with Islamic Religious Education Teacher: 2024).

From the results of interviews with the independent learning approach, students are given the freedom to determine the project theme, how to collect data, and how to present the results. This trains them to become independent, disciplined learners, and responsible for their own learning process. In addition, through the analysis of real issues such as the environment, socio-economics, or technology, students are challenged to find creative and realistic solutions. They learn to understand problems from various perspectives and hone their systematic, analytical, and reflective thinking skills. Overall, the implementation of MBKM at the Ternate City Integrated Islamic High School shows promising results in developing students' character and soft skills. This is in line with the profile of Pancasila Students promoted by the Ministry of Education, Culture, Research, and Technology, namely students who are faithful and pious, independent, critical thinkers, cooperative, creative, and globally diverse.

Although the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) principle at SMA Islam Ternate City has shown many positive developments, the implementation process is not free from various challenges and obstacles faced by schools, teachers, and students. The following are some of the main obstacles found in the field:

"Not all teachers immediately understand and are ready. Sometimes there are also technical obstacles such as limited practice tools or limited lesson time. But we continue to learn and improve the system gradually." (Interview with Vice Principal for Curriculum; 2024).

The above opinion is in line with research (Miming Arjuni & Fatimah Aristiati, 2024:1). Which explains that the Independent Curriculum has become a hot topic in the world of Indonesian education. The concept of giving schools more freedom to design a curriculum according to local needs and student characteristics is expected to increase the relevance and effectiveness of learning. However, in practice, there are various challenges that need to be overcome, especially in developing learning programs for teachers. Not all teachers fully understand the MBKM concept, especially since this approach was originally intended for higher education. Additional time and training are needed so that all teachers can internalize principles such as project-based learning, curriculum flexibility, and cross-disciplinary collaboration.

b. Cross-disciplinary Collaboration: Science and Social

Synergy between science and social teachers is one of the main pillars in the implementation of MBKM in this school. Collaboration is carried out through joint planning in compiling cross-disciplinary learning themes. For example, the topic of climate change is studied from a scientific (physics and biology) and social (community behavior and public policy) perspective, and is linked to Islamic principles such as the mandate towards nature. This not only improves students' conceptual understanding but also hones their empathy and social responsibility. One of the real forms of implementation of the MBKM principle at SMA Islam Ternate Kota Ternate is cross-disciplinary collaboration between science and social subjects. This collaboration is the main strategy in building contextual, integrative, and character-oriented learning, while also responding to the challenges of the times that demand multidisciplinary understanding from students.

"During the project on pollution, the Biology teacher discussed the impact of chemicals on the soil, while the Sociology teacher discussed its impact on farmers. Finally, students are also invited to think: what is our responsibility as Muslims?" (interview with Sociology Teacher: 2024).

Cross-disciplinary collaboration between science and social sciences at SMA Islam Terpadu Kota Ternate is a real manifestation of the MBKM spirit that integrates knowledge, values, and action. With this approach, students not only learn to know, but also to care and act based on the knowledge they have.

c. Holistic Character and Competence Development

The implementation of MBKM encourages students to be more active, creative, and independent in learning. Students are not only required to master the lesson content, but also to develop 21st-century skills such as critical thinking, teamwork, communication, and leadership. Teachers act as facilitators who guide students in carrying out projects and value reflections. In addition, Islamic values such as discipline, honesty, and social concern are instilled through learning activities, making education holistic. The implementation of the Merdeka Belajar Kampus Merdeka (MBKM) principle at the Ternate City Integrated Islamic High School not only emphasizes academic achievement, but is also directed at developing students' character and competence as a whole or holistically. This means that the education implemented includes cognitive (knowledge), affective (attitude), and psychomotor (skills) dimensions, all of which are integrated with Islamic values.

"We want children to be not only academically intelligent, but also have morals. Because knowledge without morals is empty. " (Interview with Islamic Religious Education Teacher: 2024).

The development of holistic character and competence at the Ternate City Integrated Islamic High School is an important foundation in the implementation of MBKM. Schools not only produce students who are academically smart, but also form whole human beings who are knowledgeable, have morals, and make real contributions to the people and nation.

d. Challenges in Implementing MBKM at High School Level

Although initial results show positive impacts, the implementation of MBKM at the high school level still faces several challenges, including teachers' limited understanding of the MBKM concept, limited time for cross-curriculum integration, and suboptimal supporting facilities such as laboratories or digital platforms for collaboration. However, the spirit of innovation from teachers and the support of the principal are key factors in overcoming these obstacles. "Initially we thought MBKM was only for students, so we were a bit confused about where to start at the high school level." (interview with Social Studies Teacher: 2024). One of the elements that supports the implementation of the Independent Curriculum is in-house training. This training is an important step that provides teachers with the opportunity to explore concepts, principles, and teaching methods that are relevant to the Independent Curriculum, (Zilda Humairah et al., 2024:84). Not all teachers have a deep understanding of innovative learning methods such as Project-Based Learning, blended learning, or interdisciplinary. Regular training and mentoring are needed so that all teachers are ready to innovate. The level of student learning readiness varies, especially in terms of independence, communication skills, and critical thinking skills. Students who are accustomed to passive learning tend to have difficulty participating in active and collaborative learning. Project-based and character assessments require more complex measuring tools and rubrics than conventional assessments. This requires teachers to develop holistic and fair indicators, which are sometimes not yet available in a standard manner. The implementation of MBKM at the high school level, including at the Ternate City Integrated Islamic High School, faces various systemic and technical challenges. However, these challenges can be opportunities to encourage innovation and collaboration between schools, teachers, students, and parents. With a shared commitment and ongoing mentoring, MBKM can still be implemented gradually and adaptively according to the characteristics of the educational unit.

e. Impact on the Formation of a Superior Generation

Overall, the MBKM approach in the context of Integrated Islamic High Schools contributes positively to the formation of a superior generation that not only has academic skills, but also Islamic character and social awareness. Students show improvements in problem-solving, communication, and value reflection skills. This is in line with the school's vision to produce graduates who are ready to face future challenges without losing their identity as Muslims with integrity. The implementation of the Merdeka Belajar Kampus Merdeka (MBKM) principle at Integrated Islamic High Schools in Ternate City has had a significant impact in forming a superior generation, namely students who are not only academically intelligent, but also strong in character, social skills, and spirituality. The student-centered, integrative, and Islamic value-based learning process is the main foundation in building a holistic student profile that is ready to face the challenges of the times.

"Now students are more active, they come up with their own ideas for project themes and dare to express their opinions." (Science Teacher Interview: 2024).

With a problem-based approach and contextual projects, students are trained to analyze issues from various perspectives, formulate solutions, and consider social and environmental impacts. This forms critical thinking skills, solutions, and adaptability to change. Through

learning that touches on real issues in society, students become more caring, empathetic, and have a spirit of contribution to their surroundings. This creates a young generation that is not only focused on personal achievement, but also on social benefits.

"We want students to realize that learning is not just for exams, but for life. They are invited to see real problems, not just memorizing in books." (interview with Vice Principal for Curriculum: 2024).

The implementation of MBKM at the Ternate City Integrated Islamic High School has a positive impact in forming a superior generation that has a balance between knowledge, character, skills, and Islamic values. This is a strategic step to prepare students to face the global era while remaining rooted in the identity and noble values of the nation and religion.

4. Conclusion

The implementation of the principles of Merdeka Belajar Kampus Merdeka (MBKM) at SMA Islam Terpadu Kota Ternate shows that a flexible, contextual, and collaborative learning approach can be applied effectively at the secondary school level. Through the integration of science and social learning combined with Islamic values, the school has succeeded in creating a learning space that encourages the holistic development of student potential. Collaboration between teachers across subjects and the implementation of project-based learning have strengthened students' 21st-century skills, such as critical thinking, communication, and leadership, while strengthening character and noble morals. Although still facing various challenges, the commitment of the school, teachers, and students is a strong foundation in realizing educational transformation in line with the spirit of MBKM. Thus, the synergy between science and social sciences within the MBKM framework not only improves the quality of learning, but also becomes an effective strategy in producing superior generations who are ready to compete in the future, without losing Islamic identity and local values.

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