

Participatory Action Research to Strengthen Al-Qur'an-Hadith Teachers' Competence in Developing TP-ATP-KKTP for Phase A in an Indonesian Madrasah

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ABSTRACT

This study was motivated by preliminary findings indicating that 25 of 35 Al-Qur'an-Hadith teachers at MI Ma'arif Ponorogo experienced difficulties in formulating Learning Objectives (TP), Learning Objective Sequences (ATP), and Learning Objective Achievement Criteria (KKTP) in alignment with the Regulation of the Director General of Islamic Education Number 3302 of 2024. These challenges highlight the need for structured and contextualized professional support in curriculum development. A Participatory Action Research (PAR) design was employed, consisting of three iterative cycles of planning, action, observation, and reflection. Data were collected through observations, interviews, and document analysis, and analyzed qualitatively to examine changes in teachers' understanding, skills, and professional confidence throughout the intervention. The findings indicate that the PAR-based intervention significantly improved teachers' competence in developing curriculum components. The formulated TP achieved a high feasibility level (mean score 21.8/24), demonstrating strong alignment with Learning Outcomes (CP) and developmental appropriateness. The ATP reflected coherent and progressive sequencing consistent with Outcome-Based Education and backward design principles. The KKTP attained a high feasibility score (30/32), indicating clear, measurable, and authentic assessment criteria aligned with TP and ATP. The study demonstrates that PAR-based mentoring effectively enhances teachers' curriculum development competence and operationalizes Outcome-Based Education and Understanding by Design principles. These findings suggest that the approach offers a practical and replicable model for strengthening curriculum implementation within the Merdeka Curriculum framework, although broader application across diverse contexts warrants further investigation.

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1. INTRODUCTION

Teachers play a pivotal role in shaping the quality of instructional processes and student learning outcomes, particularly in primary education contexts where foundational knowledge, skills, and values are developed simultaneously. In the context of Indonesia's Merdeka Curriculum, the role of teachers has become increasingly complex, as they are expected not only to deliver content but also to design coherent and outcome-oriented instructional plans that align with nationally prescribed Learning Outcomes (*Capaian Pembelajaran*—CP). This requirement entails the systematic development of key curriculum components, including Learning Objectives (*Tujuan Pembelajaran*—TP), Learning Objective Sequences (*Alur Tujuan Pembelajaran*—ATP), and Learning Objective Achievement Criteria (*Kriteria Ketercapaian Tujuan Pembelajaran*—KKTP), all of which must reflect principles of alignment, coherence, and measurability (Kemendikbudristek, 2022; Rokhmad, 2024). Within this framework, teachers are required to operationalize curriculum standards into classroom practices that are responsive to students' developmental characteristics, particularly in Phase A (Grades 1 and 2), where learning must integrate cognitive, affective, and psychomotor domains in a holistic manner.

Despite these expectations, a growing body of research indicates that many teachers continue to face significant challenges in translating curriculum policies into effective instructional designs. Studies have shown that teachers often struggle to formulate measurable learning objectives, construct logically sequenced learning pathways, and develop valid assessment criteria aligned with outcome-based frameworks (Ali & Susilawati, 2024; Mujiyanto, 2024). These challenges are further exacerbated by frequent revisions of curriculum policies and the limited availability of sustained professional development programs that support teachers in adapting to these changes (Munawir et al., 2025). As a result, a gap persists between policy expectations and classroom implementation, particularly in religious education contexts such as Al-Qur'an-Hadith instruction in Madrasah Ibtidaiyah, where teachers are expected to integrate doctrinal knowledge with character education and practical application.

From a theoretical perspective, the difficulties experienced by teachers can be understood through the lens of Outcome-Based Education (OBE) and Understanding by Design (UbD). OBE emphasizes the importance of clearly defined learning outcomes and measurable student performance as the basis for instructional planning (Rao, 2020), while UbD highlights the need for backward design, where instructional activities and assessments are aligned with desired learning outcomes from the outset (Wiggins & McTighe, 2005). However, the effective implementation of these frameworks requires not only conceptual understanding but also practical competence, which cannot be achieved through one-time training or top-down directives alone. Instead, it necessitates continuous, context-sensitive professional development that engages teachers as active participants in the learning process.

In this regard, Participatory Action Research (PAR) offers a promising approach to teacher professional development. PAR emphasizes collaboration, reflection, and iterative improvement, allowing teachers to actively engage in identifying problems, implementing solutions, and evaluating outcomes within their own contexts (McIntyre, 2008; Manfra, 2019). Previous studies have demonstrated that PAR can enhance teachers' reflective practice and professional competence by fostering a sense of ownership and encouraging peer learning. However, empirical research examining the application of PAR in strengthening teachers' capacity to design curriculum components—particularly TP, ATP, and KKTP within the Merdeka Curriculum framework—remains limited. Most existing studies focus on descriptive analyses of teacher difficulties rather than intervention-based approaches that provide systematic and sustained support.

Addressing this gap, the present study implements a three-cycle PAR-based mentoring program aimed at enhancing Al-Qur'an-Hadith teachers' competence in developing TP, ATP, and KKTP for Phase A in Madrasah Ibtidaiyah. This study is guided by three research questions: (1) how does PAR influence teachers' ability to formulate measurable and aligned learning objectives; (2) how does it support the development of coherent and sequential learning pathways; and (3) how does it improve the construction of valid and operational assessment criteria. By integrating PAR with OBE and UbD

frameworks, this study seeks to contribute both theoretically and practically by providing empirical evidence of an effective, contextually grounded model for improving curriculum implementation in Islamic primary education. Furthermore, the findings are expected to inform future professional development initiatives and policy implementation strategies within the broader context of educational reform.

2. METHODS

This study employed a Participatory Action Research (PAR) design to facilitate iterative and collaborative professional development among teachers. PAR was selected due to its emphasis on reflective practice, contextual problem-solving, and active participant involvement, making it particularly suitable for addressing practical challenges in curriculum implementation.

2.1 Participants and Research Site


Twenty-five teachers of Al-Quran-Hadith from MI Ma'arif Ponorogo Stage A (Classes I and II) participated in the research. These participants were selected based on their direct involvement in developing Learning Objectives (TP), Learning Objective Sequences (ATP), and Learning Objective Achievement Criteria (KKTP).

PAR is relevant because it is grounded in the paradigms of social constructivism and reflective learning, which view teachers not simply as objects of training but as active subjects in constructing their professional knowledge. Teachers' difficulties in developing TP, ATP, and KKTP are not merely technical issues, but also involve interpreting the curriculum, translating regulations, and reflecting on pedagogical practices. PAR enables a contextual learning process through a planning-action-observation-reflection cycle, allowing curriculum knowledge to be built from teachers' own real-life experiences. Furthermore, PAR aligns with the principles of Outcome-Based Education (OBE) and the Independent Curriculum, which require integration between learning outcomes (CP), learning objectives (TP), learning goal paths (ATP), and achievement criteria (KKTP). Through collaborative reflection, PAR helps teachers understand the conceptual relationships between these components systematically and sustainably, rather than merely partially or procedurally.

PAR is suitable for implementation because teachers' difficulties in developing TP, ATP, and KKTP are contextual, recurring, and require ongoing mentoring, not one-way training. PAR allows mentoring to be carried out in stages and adaptively, with each cycle directly responding to teachers' errors, doubts, and real needs as they arise in the field. This approach also encourages active participation, peer learning, and a sense of ownership of the resulting curriculum documents. Teachers do not simply "follow the format," but understand the rationale for developing TP, ATP, and KKTP. Thus, PAR not only improves technical skills but also professional confidence and the sustainability of curriculum development practices, making this model effective and worthy of replication in similar madrasah contexts.

2.2 PAR Cycle Design

Table 1. Developing Learning Objectives (TP)

Cycle 1	Activities	Learning Objectives (TP)
	Planning	Preparing the training schedule, instructional materials on CP (Competency Achievement) and principles for formulating TP, and teacher worksheets (on March 1, 2025)
	Action	Conducting training sessions on the concept of TP in the <i>Kurikulum Merdeka</i> , analyzing the CP for Al-Qur'an-Hadith Phase A, and guiding teachers to formulate specific, measurable, and learner-appropriate objectives (on March 8, 2025)
	Observation	Recording teacher participation, the quality of TP drafts, and responses to the training materials (on March 8, 2025)

Cycle 1	Activities	Learning Objectives (TP)
	Reflection	Evaluating the TP drafts, identifying common errors, and developing improvement strategies for the next cycle (on March 8, 2025)

Table 2. Designing Learning Objective Sequences (ATP)

Cycle 2	Activities	Learning Objective Sequences (ATP)
	Planning	Preparing ATP guidelines that emphasize logical sequencing, continuity, and integration of contextual learning (on March 9, 2025)
	Action	Assisting teachers in developing ATP based on the TP produced in Cycle 1, adjusted to the school's academic calendar (on March 15, 2025)
	Observation	Monitoring collaborative work among teachers, assessing logical sequencing of objectives, and integration across thematic units (on March 15, 2025)
	Reflection	Reviewing the completeness of ATP, its coherence with TP, and identifying revisions to enhance learning flow (on March 15, 2025)

Table 3. Formulating Learning Objective Achievement Criteria (KKTP)

Cycle 3	Activities	Learning Objective Sequences (ATP)
	Planning	Preparing a guide for developing KKTP, including cognitive, affective, and psychomotor indicators, along with examples of measurable benchmarks (on March 16, 2025)
	Action	Facilitating teachers in revising and finalizing KKTP to ensure measurability and alignment with TP and CP, and testing its applicability through simulated learning activities (on March 22, 2025)
	Observation	Documenting the revision process, noting teacher engagement in discussions, and evaluating the practical relevance of the criteria in real classroom contexts (on March 22, 2025)
	Reflection	Assessing the effectiveness of KKTP implementation, identifying necessary improvements, and formulating recommendations for program sustainability (on March 22, 2025)

2.3 Data Collection Techniques

Data were collected using (1) direct observation to assess the process and teacher engagement during training; (2) document analysis to including drafts of TP, ATP, and KKTP from each cycle; and (3) reflective interviews to explore teacher experiences, challenges, and changes in perceptions.

2.4 Data Analysis

Data were analyzed qualitatively through data reduction, data display, and conclusion drawing (Miles et al., 2014). The validity of findings was ensured through triangulation of sources and techniques.

3. FINDINGS AND DISCUSSION

In accordance with the decision of the Director General of Islamic Education Number 3302 of 2024, the CP for Al-Quran Hadith Phase A (Grades I and II of Madrasah Ibtidaiyah) is as follows.

Table 4. CP for Al-Quran Hadith Phase A (Class I and II) of Madrasah Ibtidaiyah

Phase	Element	CP	Code	Learning Outcomes (CP)
A	E1	Tajwid	A.E1.CP1	Understanding the Hijaiyah letters separately and in sequence, along with their pronunciation marks, ghunnah readings, al-Qamariyah, and al-Syamsiyah, so that students are able to understand the rules of tajwid correctly and accurately, as a prerequisite for reading the Qur'an fluently in order to fulfill their obligations to understand and practice it in the context of religion, nation, and state.
A	E2	Al-Qu'an	A.E2.CP2	Understanding the readings, meanings, and practices of short/selected surahs in daily life as a starting point for practicing the Qur'an in the context of religion, nation, and state.
A	E3	Hadis	A.E3.CP3	Understanding the hadith about cleanliness and the importance of learning in order to have a clean lifestyle and a lifelong passion for learning, respecting parents as an attempt to establish a lifestyle in accordance with the guidance of the Prophet Muhammad (peace be upon him) in the context of religion, nation, and state.

In accordance with the Decree of the Director General of Islamic Education Number 3302 of 2024, teachers are required to have the capacity to formulate TP, ATP, and KKTP (Suryani, 2023)

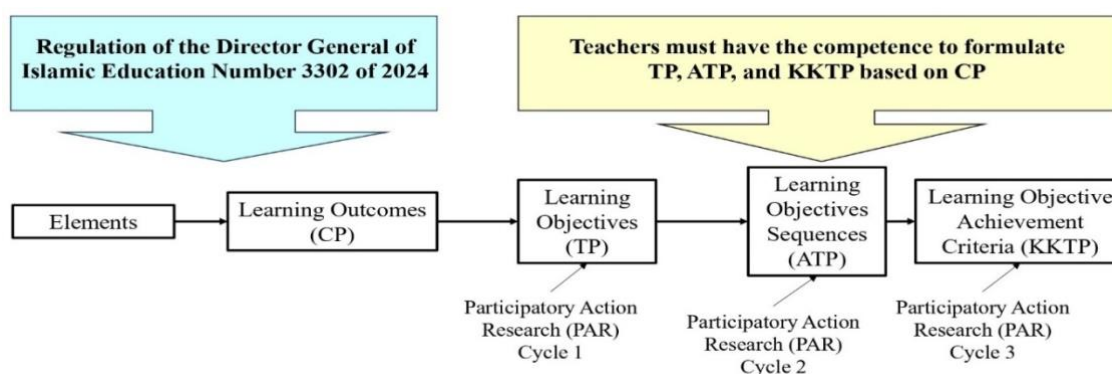


Figure 3. Research Framework Formulating TP, ATP, and KKTP based on CP

3.1 Cycle 1. Developing Learning Objectives (TP)

The initial cycle of mentoring focused on enhancing teachers' comprehension of the Learning Outcomes (CP) for the Al-Quran–Hadith Phase A, as outlined in the Director General of Islamic Education's Decision No. 3302 of 2024. The activity started with an introduction to the concept of TP in the Merdeka Curriculum and an analysis of relevant CP. Teachers were trained to develop specific, measurable, and appropriate TP aligned with the developmental characteristics of first and second-grade students. The mentoring process was conducted collaboratively through small-group discussions, TP development simulations, and reflection on work outcomes. At this stage, teachers began to understand the importance of integrating knowledge, skills, and attitudes in each TP formulation.

Table 5. TP Al-Qur'an Hadis Phase A (Class I and II)

Phase	Element	CP	Code	Learning Objectives (TP)
A	E1	A.E1.CP1	A.E1.CP1.TP1	Getting to know the Hijaiyah letters separately along with their pronunciation marks
			A.E1.CP1.TP2	Getting to know the Hijaiyah letters in sequence along with their pronunciation marks
			A.E1.CP.1TP3	Recognize ghunnah reading and therefore be able to understand the rules of tajweed reading properly and

Phase	Element	CP	Code	Learning Objectives (TP)
				correctly, as a prerequisite for reading the Qur'an fluently to carry out the obligation to live and practice it in the context of religion, nation and state
			A.E1.CP.1TP4	Knowing the reading rules of tajweed al-Qamariyah and al-Syamsiyah and therefore be able to understand the rules of tajweed reading properly and correctly, as a prerequisite for reading the Qur'an fluently to carry out the obligation to live and practice it in the context of religion, nation and state
A	E2	A.E2.CP2	A.E2.CP2.TP1	Understand the recitation, meaning, and practice of short/chosen surahs in daily life as a starting point for practicing the Qur'an in the context of religion, nation, and state.
A	E3	A.E3.CP3	A.E3.CP3.TP1	Understand the hadith about cleanliness to have a pattern of clean-living behaviour as an attempt to build a lifestyle that is in line with the Prophet's guidance in the context of religion, nation and state
			A.E3.CP3.TP2	Understand the hadith about the virtue of learning to have a lifelong learning spirit as an attempt to build a lifestyle that is in line with the Prophet's guidance in the context of religion, nation and state
			A.E3.CP3.TP3	Understand the hadith about respecting parents as an attempt to build a lifestyle that is in line with the Prophet's guidance in the context of religion, nation and state.

The first cycle demonstrated that understanding the concept of TP is an important foundation in developing teaching materials (Nuraniyah, 2023). Systematic presentation of CP makes it easier for teachers to translate achievements into operational TP. This finding supports McTighe & Wiggins' view that formulating clear learning objectives is the first step toward outcome-based learning (Tighe & Wiggins, 2005). Since OBE (outcome-based education) is an educational system that prioritizes objectives, targets, achievements, and outcomes (Rao, 2020), understanding the TP concept is necessary.

The evaluation of Learning Objectives (TP) formulated through the Participatory Action Research (PAR) process indicates a significant improvement in teachers' competence in developing curriculum-aligned learning objectives for Phase A of Al-Qur'an-Hadith instruction. Based on the TP assessment rubric, six dimensions were analyzed: alignment with Learning Outcomes (CP), clarity of competence, measurability, suitability for Phase A learners, integration of cognitive-affective-psychomotor domains, and clarity of formulation.

The findings show that most TP achieved high feasibility scores, with an average score of 21.8 out of 24, indicating that the formulated objectives were pedagogically sound and ready for implementation. From the perspective of Outcome-Based Education (OBE), these results demonstrate teachers' growing ability to translate intended learning outcomes into operational learning objectives that emphasize observable and assessable student performance. TP related to foundational Qur'anic literacy skills, such as recognizing hijaiyah letters and their pronunciation marks (TP1 and TP2), exhibited strong alignment with CP and high developmental appropriateness. However, minor limitations were found in the use of operational verbs, suggesting the need for further refinement to strengthen measurability.

In relation to Understanding by Design (UbD), which emphasizes clarity of learning goals as the starting point of instructional planning. TP addressing tajweed concepts (TP3 and TP4) reflected solid conceptual understanding but required simplification and clearer phrasing to ensure accessibility for Phase A learners. This finding underscores the importance of backward design principles in ensuring that learning objectives remain learner-centered and instructionally feasible.

Furthermore, the PAR framework played a critical role in enabling continuous reflection and collaborative refinement of TP. Consistent with PAR theory. Iterative cycles of planning, action, observation, and reflection allowed teachers to identify weaknesses in their formulations and progressively improve their instructional design. TP related to surah comprehension and hadith-based character education demonstrated the strongest integration of knowledge, skills, and attitudes, aligning with the holistic orientation of the Merdeka Curriculum.

Overall, these findings confirm that PAR-based mentoring effectively operationalizes OBE and UbD principles in practice, enhancing teachers' capacity to formulate coherent, measurable, and developmentally appropriate learning objectives that serve as a robust foundation for ATP and KKTP development.

3.1 Cycle 2. Designing Learning Objective Sequences (ATP)

The second cycle focused on developing the ATP based on the TP that had been developed in the first cycle. Teachers were guided to develop a sequence of objectives that was logical, structured and in line with the learning time allocation. The facilitator emphasizes the importance of continuity between objectives, so that each TP becomes a prerequisite for the next TP. This activity included drafting the ATP for class I and class II.

Table 6. ATP Al-Qur'an Hadis Phase A (Class I)

TP	Code	ATP for Class I
A.E1.CP1.TP1	1.1	Recognize the hijaiyah letters separately and their reading signs
A.E1.CP1.TP2	1.2	Recognize the Hijaiyah letters in series
A.E2.CP2.TP1	1.3	Understand the recitation, meaning, and practice of surah al-Fatihah
	1.4	Understand the recitation, meaning, and practice of surah An-Nas
	1.5	Understand the recitation, meaning, and practice of surah Al-Falaq
	1.6	Understand the recitation, meaning, and practice of surah Al-Ikhlash
	1.7	Understand the recitation, meaning, and practice of surah Al-Lahab
	1.8	Understand the recitation, meaning, and practice of surah An-Nashr
	1.9	Understand the recitation, meaning, and practice of surah Al-Kafirun
	1.10	Understand the recitation, meaning, and practice of surah Al-Kautsar
	1.11	Understand the recitation, meaning, and practice of surah Al-Ma'un
	1.12	Understand the recitation, meaning, and practice of surah Quraisy
A.E3.CP3.TP1	1.13	Understand the hadith about cleanliness in order to have a behavior pattern of cleanliness as an attempt to build a lifestyle that is in line with the Prophet's guidance in a religious context

Table 7. ATP Al-Qur'an Hadis Phase A (Class II)

TP	Code	ATP for Class II
A.E1.CP1.TP1	2.1	Recognize the hijaiyah letters separately and their reading signs
A.E1.CP1.TP2	2.2	Recognize the Hijaiyah letters in series
A.E1.CP1.TP3	2.3	Recognize ghunnah recitation
A.E1.CP1.TP4	2.4	Recognize the tajweed reading rules of al-Qamariyah and al-Syamsiyah
A.E2.CP2.TP1	2.5	Understanding the recitation, meaning, and practice of surah al-Fiil
	2.6	Understand the recitation, meaning, and practice of surah al-Humazah
	2.7	Understand the recitation, meaning, and practice of surah Al-Ashr
	2.8	Understand the recitation, meaning, and practice of surah At-Takatsur
	2.9	Understand the recitation, meaning, and practice of surah Al-Qari'ah
	2.10	Understand the recitation, meaning, and practice of surah Al-Ashr
	2.11	Understand the recitation, meaning, and practice of surah Al-'Adiyat
	2.12	Understand the recitation, meaning, and practice of surah Al-Zalzalah
	2.13	Understand the recitation, meaning, and practice of surah Al-Bayyinah

TP	Code	ATP for Class II
A.E3.CP3.TP2	2.14	Understand the hadith about the virtue of learning to have a lifelong learning spirit as an attempt to build a lifestyle that is in line with the Prophet's guidance in the context of religion, nation and state
A.E3.CP3.TP3	2.15	Understand the Hadith about respecting parents as an attempt to build a lifestyle that is in line with the Prophet's guidance in the context of religion, nation, and state.

The results of the second cycle showed an increase in teachers' ability to design realistic and contextual ATP. Design ATP helps ensure that learning occurs systematically so that CP can be achieved gradually. This aligns with Tyler's opinion that systematic learning flow planning strengthens the achievement of educational goals (Tyler, 2015). Guidance in developing PAR-based ATPs can help address difficulties in developing ATP (Ali & Susilawati, 2024). Based on the research findings of Utomo et al., many challenges were identified that teachers face in developing ATP, including difficulties in identifying which TP is appropriate for Grade 1 and which TP is appropriate for Grade 2 (Utomo et al., 2024). Through FGD and PAR, solutions to these challenges can be sought to develop ATP systematically.

The analysis of the Learning Objective Sequences (ATP) developed through the Participatory Action Research (PAR) process indicates a high level of feasibility and pedagogical coherence. Based on the ATP assessment rubric, the evaluated ATP for Phase A Al-Qur'an-Hadith achieved a total score of 30 out of 32, categorizing it as *highly feasible* for classroom implementation. This result reflects a substantial improvement in teachers' ability to structure learning objectives into a systematic and developmentally appropriate sequence.

From the perspective of Outcome-Based Education (OBE), the ATP demonstrates strong alignment with the Learning Outcomes (CP) and clear continuity from one learning objective to the next. Each TP is positioned as a prerequisite for subsequent objectives, ensuring that learning progresses gradually from foundational Qur'anic literacy skills to higher levels of understanding and practice. This sequencing supports the principle that learning outcomes should be achieved through observable and cumulative learning processes rather than isolated instructional activities.

In relation to Understanding by Design (UbD), the ATP reflects the application of backward design principles, particularly in its orientation toward long-term learning goals such as Qur'anic fluency, comprehension, and character development. However, the findings reveal that while the overall structure is goal-oriented, the backward mapping from final objectives to initial learning steps is not always made explicit in the document. This suggests the need for minor refinement to strengthen the visibility of UbD logic within the ATP structure.

The PAR framework played a crucial role in shaping the quality of the ATP. Through iterative cycles of planning, implementation, observation, and reflection, teachers collaboratively evaluated and revised the learning sequences, allowing them to identify gaps, redundancies, and issues of developmental appropriateness. Consistent with PAR theory, this reflective and participatory process enhanced teachers' curricular reasoning and fostered shared ownership of the ATP document.

Overall, the findings confirm that PAR-based mentoring effectively supports teachers in developing coherent, continuous, and phase-appropriate ATP, providing a solid foundation for the formulation of measurable and aligned KKTP.

3.2 Cycle 3. Formulating Learning Objective Achievement Criteria (KKTP)

The third cycle focused on stabilizing the formulation of the KKTP. The activity started with a reflection on the ATP that had been designed in the previous cycle. Teachers presented their work, which was then analyzed together to assess its clarity, measurability, and relevance to the TP and CP. The facilitator provided feedback regarding editorial improvements, determination of measurable benchmarks, and fulfillment of knowledge, skills, and attitudes aspects. Teachers then revise the KKTP

document collaboratively, followed by a simulation of the application in the learning scenario to test the feasibility of the criteria that have been formulated.

Table 8. KKTP Al-Qur'an Hadis Phase A (Class 1)

Code	ATP	Code	KKTP
1.1	Recognize the hijaiyah letters separately and their reading signs	1.1.1	Students are able to pronounce 29 hijaiyah letters correctly and accurately.
		1.1.2	Students are able to pronounce 29 hijaiyah letters with fathah punctuation correctly and correctly.
		1.1.3	Students are able to pronounce 29 hijaiyah letters with kasrah punctuation correctly and correctly.
		1.1.4	Students are able to pronounce 29 hijaiyah letters with dhammah punctuation correctly and correctly.
		1.1.5	Students are able to pronounce 29 hijaiyah letters with sukun punctuation correctly and correctly.
		1.1.6	Students are able to pronounce 29 hijaiyah letters with tasydid punctuation correctly and correctly.
		1.1.7	Students are able to pronounce 29 hijaiyah letters with fathatain punctuation correctly and correctly.
		1.1.8	Students are able to pronounce 29 hijaiyah letters with kasratain punctuation correctly and correctly.
		1.1.9	Students are able to pronounce 29 hijaiyah letters with dhammatain punctuation correctly and correctly.
1.2	Recognize the Hijaiyah letters in connection	1.2.1	Students are able to pronounce the Hijaiyah letters in connection appropriately and correctly.
1.3	Understand the recitation, meaning, and practice of surah al-Fatihah	1.3.1	Students are able to recite surah al-fatihah appropriately and correctly
		1.3.2	Students are able to memorize surah al-fatihah appropriately and correctly
		1.3.3	Students are able to explain the translation of surah al-fatihah appropriately and correctly
		1.3.4	Students are able to practice the content of surah al-fatihah appropriately and correctly
1.4	Understand the recitation, meaning, and practice of surah An-Nas	1.4.1	Students are able to recite surah an-nas appropriately and correctly
		1.4.1	Students are able to memorize surah an-nas appropriately and correctly
		1.4.1	Students are able to explain the translation of surah an-nas appropriately and correctly
		1.4.1	Students are able to practice the content of surah an-nas appropriately and correctly
1.5	Understand the recitation, meaning, and practice of surah Al-Falaq	1.5.1	Students are able to recite surah al-falaq appropriately and correctly
		1.5.1	Students are able to memorize surah al-falaq appropriately and correctly
		1.5.1	Students are able to explain the translation of surah al-falaq appropriately and correctly
		1.5.1	Students are able to practice the content of surah al-falaq appropriately and correctly
1.6	Understand the recitation, meaning, and practice of surah Al-Ikhlas	1.6.1	Students are able to recite surah al-ikhlas appropriately and correctly
		1.6.1	Students are able to memorize surah al-ikhlas appropriately and correctly

Code	ATP	Code	KKTP
		1.6.1	Students are able to explain the translation of surah al-ikhlas appropriately and correctly
		1.6.1	Students are able to practice the content of surah al-ikhlas appropriately and correctly
1.7	Understand the recitation, meaning, and practice of surah Al-Lahab	1.7.1	Students are able to recite surah al-lahab appropriately and correctly
		1.7.1	Students are able to memorize surah al-lahab appropriately and correctly
		1.7.1	Students are able to explain the translation of surah al-lahab appropriately and correctly
		1.7.1	Students are able to practice the content of surah al-lahab appropriately and correctly
1.8	Understand the recitation, meaning, and practice of surah An-Nashr	1.8.1	Students are able to recite surah an-nashr appropriately and correctly
		1.8.1	Students are able to memorize surah an-nashr appropriately and correctly
		1.8.1	Students are able to explain the translation of surah an-nashr appropriately and correctly
		1.8.1	Students are able to practice the content of surah an-nashr appropriately and correctly
1.9	Understand the recitation, meaning, and practice of surah Al-Kafirun	1.9.1	Students are able to recite surah al-kafirun appropriately and correctly
		1.9.1	Students are able to memorize surah al-kafirun appropriately and correctly
		1.9.1	Students are able to explain the translation of surah al-kafirun appropriately and correctly
		1.9.1	Students are able to practice the content of surah al-kafirun appropriately and correctly
1.10	Understand the recitation, meaning, and practice of surah Al-Kautsar	1.10.1	Students are able to recite surah al-kautsar appropriately and correctly
		1.10.1	Students are able to memorize surah al-kautsar appropriately and correctly
		1.10.1	Students are able to explain the translation of surah al-kautsar appropriately and correctly
		1.10.1	Students are able to practice the content of surah al-kautsar appropriately and correctly
1.11	Understand the recitation, meaning, and practice of surah Al-Ma'un	1.11.1	Students are able to recite surah al-ma'un appropriately and correctly
		1.11.1	Students are able to memorize surah al-ma'un appropriately and correctly
		1.11.1	Students are able to explain the translation of surah al-ma'un appropriately and correctly
		1.11.1	Students are able to practice the content of surah al-ma'un appropriately and correctly
1.12	Understand the recitation, meaning, and practice of surah Quraisy	1.12.1	Students are able to recite surah Quraisy appropriately and correctly
		1.12.1	Students are able to memorize surah Quraisy appropriately and correctly
		1.12.1	Students are able to explain the translation of surah Quraisy appropriately and correctly
		1.12.1	Students are able to practice the content of surah Quraisy appropriately and correctly
1.13		1.13.1	Students are able to read hadith about cleanliness appropriately and correctly

Code	ATP	Code	KKTP
	Understand the hadith about cleanliness	1.13.2	Students are able to memorize hadith about cleanliness appropriately and correctly
		1.13.3	Students are able to explain the translation of hadith about cleanliness appropriately and correctly
		1.13.4	Students are able to practice the content of hadith about cleanliness appropriately and correctly

Table 9. KKTP Al-Qur'an Hadis Phase A (Class II)

Code	ATP	Code	KKTP
2.1	Recognize the hijaiyah letters separately and their reading signs	2.1.1	Students are able to write 29 hijaiyah letters appropriately and correctly
		2.1.2	Students are able to write 29 hijaiyah letters with fathah punctuation appropriately and correctly
		2.1.3	Students are able to write 29 hijaiyah letters with kasrah punctuation appropriately and correctly
		2.1.4	Students are able to write 29 hijaiyah letters with dhammah punctuation appropriately and correctly
		2.1.5	Students are able to write 29 hijaiyah letters with sukun punctuation appropriately and correctly
		2.1.6	Students are able to write 29 hijaiyah letters with tasydid punctuation appropriately and correctly
		2.1.7	Students are able to write 29 hijaiyah letters with fathatain punctuation appropriately and correctly
		2.1.8	Students are able to write 29 hijaiyah letters with kasratain punctuation appropriately and correctly
		2.1.9	Students are able to write 29 hijaiyah letters with dhammatain punctuation appropriately and correctly
2.2	Recognize the Hijaiyah letters in connection	2.2.1	Students are able to write hijaiyah letters in connection appropriately and correctly
2.3	Recognize ghunnah recitation	2.3.1	Students are able to explain the rules of ghunnah appropriately and correctly
		2.3.2	Students are able to practice the rules of ghunnah recitation appropriately and correctly
2.4	Recognize the tajweed reading rules of al-Qamariyah and al-Syamsiyah	2.4.1	Students are able to explain the rules of al-Qamariyah recitation appropriately and correctly
		2.4.2	Students are able to practice the rules of al-Qamariyah recitation appropriately and correctly
		2.4.3	Students are able to explain the rules of al-Syamsiyah recitation appropriately and correctly
		2.4.4	Students are able to practice the rules of al-Syamsiyah recitation appropriately and correctly
2.5	Understanding the recitation, meaning, and practice of surah al-Fiil	2.5.1	Students are able to recite surah al-fiil appropriately and correctly
		2.5.1	Students are able to memorize surah al-fiil appropriately and correctly
		2.5.1	Students are able to explain the translation of surah al-fiil appropriately and correctly
		2.5.1	Students are able to practice the content of surah al-fiil appropriately and correctly
2.6	Understanding the recitation, meaning, and practice of surah al-Humazah	2.6.1	Students are able to recite surah al-humazah appropriately and correctly
		2.6.1	Students are able to memorize surah al-humazah appropriately and correctly

Code	ATP	Code	KKTP
		2.6.1	Students are able to explain the translation of surah al-humazah appropriately and correctly
		2.6.1	Students are able to practice the content of surah al-humazah appropriately and correctly
2.7	Understanding the recitation, meaning, and practice of surah al-Ashr	2.7.1	Students are able to recite surah al-Ashr appropriately and correctly
		2.7.1	Students are able to memorize surah al-Ashr appropriately and correctly
		2.7.1	Students are able to explain the translation of surah al-Ashr appropriately and correctly
		2.7.1	Students are able to practice the content of surah al-humazah appropriately and correctly
2.8	Understanding the recitation, meaning, and practice of surah at-Takatsur	2.8.1	Students are able to recite surah at-Takatsur appropriately and correctly
		2.8.1	Students are able to memorize surah at-Takatsur appropriately and correctly
		2.8.1	Students are able to explain the translation of surah at-Takatsur appropriately and correctly
		2.8.1	Students are able to practice the content of surah at-Takatsur appropriately and correctly
2.9	Understanding the recitation, meaning, and practice of surah al-Qari'ah	2.9.1	Students are able to recite surah al-qari'ah appropriately and correctly
		2.9.1	Students are able to memorize surah al-qari'ah appropriately and correctly
		2.9.1	Students are able to explain the translation of surah al-qari'ah appropriately and correctly
		2.9.1	Students are able to practice the content of surah al-qari'ah appropriately and correctly
2.10	Understanding the recitation, meaning, and practice of surah al-Ashr	2.10.1	Students are able to recite surah al-ashr appropriately and correctly
		2.10.1	Students are able to memorize surah al-ashr appropriately and correctly
		2.10.1	Students are able to explain the translation of surah al-ashr appropriately and correctly
		2.10.1	Students are able to practice the content of surah al-ashr appropriately and correctly
2.11	Understanding the recitation, meaning, and practice of surah al-'Adiyat	2.11.1	Students are able to recite surah al-'adiyat appropriately and correctly
		2.11.1	Students are able to memorize surah al-'adiyat appropriately and correctly
		2.11.1	Students are able to explain the translation of surah al-'adiyat appropriately and correctly
		2.11.1	Students are able to practice the content of surah al-'adiyat appropriately and correctly
2.12	Understanding the recitation, meaning, and practice of surah al-Zalzalalah	2.12.1	Students are able to recite surah al-zalzalalah appropriately and correctly
		2.12.1	Students are able to memorize surah al-zalzalalah appropriately and correctly
		2.12.1	Students are able to explain the translation of surah al-zalzalalah appropriately and correctly
		2.12.1	Students are able to practice the content of surah al-zalzalalah appropriately and correctly
2.13	Understanding the recitation, meaning,	2.13.1	Students are able to recite surah al-bayyinah appropriately and correctly

Code	ATP	Code	KKTP
	and practice of surah al-Bayyinah	2.13.1	Students are able to memorize surah al-bayyinah appropriately and correctly
		2.13.1	Students are able to explain the translation of surah al-bayyinah appropriately and correctly
		2.13.1	Students are able to practice the content of surah al-bayyinah appropriately and correctly
2.14	Understand the hadith about the virtue of learning	2.14.1	Students are able to recite the hadith about the virtue of learning appropriately and correctly
		2.14.1	Students are able to memorize the hadith about the virtue of learning appropriately and correctly
		2.14.1	Students are able to explain the hadith about the virtue of learning appropriately and correctly
		2.14.1	Students are able to practice the content of the hadith about the virtue of learning appropriately and correctly
2.15	Understand the Hadith about respecting parents	2.15.1	Students are able to recite the Hadith about respecting parents appropriately and correctly
		2.15.1	Students are able to memorize the Hadith about respecting parents appropriately and correctly
		2.15.1	Students are able to explain the Hadith about respecting parents appropriately and correctly
		2.15.1	Students are able to practice the content of the Hadith about respecting parents appropriately and correctly

The results of the third cycle demonstrated that teachers can produce KKTP that are more specific, operational, and aligned with the Merdeka Curriculum. The process of reflection, collaborative revision, and implementation testing proved to enhance teachers' understanding of the principles of authentic assessment. It aligns with the guidelines from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022), which emphasize the importance of KKTP as an assessment tool that prioritizes student development. The results of the third cycle confirm Juhairiah's research findings that teacher mentoring through workshops can enhance teachers' ability to formulate KKTP as a foundation for creating assessment instruments (Juhairiah, 2023) through formative and summative assessments (Torrance, 2007) to measure student achievement concerning the learning objectives that have been formulated.

The evaluation of the Learning Objective Achievement Criteria (KKTP) developed through the Participatory Action Research (PAR) process indicates a high level of feasibility and alignment with curriculum standards. Based on the KKTP assessment rubric, the KKTP documents for Phase A Classes I and II achieved an average score of 30 out of 32, categorizing them as *highly feasible* for implementation. This finding reflects a substantial improvement in teachers' ability to formulate measurable and operational achievement criteria that are coherently aligned with the Learning Objectives (TP) and Learning Objective Sequences (ATP).

From the perspective of Outcome-Based Education (OBE), the KKTP demonstrates strong emphasis on observable and assessable student performance. The use of operational verbs such as *recite*, *memorize*, *explain*, *write*, and *practice* enables clear measurement of learning outcomes and supports both formative and summative assessment. This aligns with OBE principles that prioritize demonstrable learning achievements rather than procedural completion of instructional activities.

In relation to Understanding by Design (UbD), the KKTP reflects the backward design principle by clearly translating intended learning outcomes into concrete assessment criteria. The alignment between TP, ATP, and KKTP ensures that assessment functions as an integral part of instructional planning rather than an add-on component. However, minor issues were identified in the consistency of indicator coding and efficiency of wording, suggesting the need for editorial refinement to strengthen structural clarity.

The PAR approach played a pivotal role in improving the quality of KKTP. Through iterative cycles of collaborative reflection and revision, teachers were able to identify ambiguities in indicator formulation and refine them into clearer, more measurable criteria. Consistent with PAR theory, this participatory process enhanced teachers' assessment literacy and professional confidence.

Overall, the findings confirm that PAR-based mentoring effectively supports teachers in developing coherent, measurable, and phase-appropriate KKTP, providing a robust foundation for authentic assessment within the Merdeka Curriculum framework.

Discussion

The findings of this study indicate that the implementation of a Participatory Action Research (PAR)-based mentoring model contributed substantially to improving teachers' competence in developing Learning Objectives (TP), Learning Objective Sequences (ATP), and Learning Objective Achievement Criteria (KKTP). This improvement reflects not only enhanced technical skills but also a shift in teachers' pedagogical orientation toward more structured and outcome-based instructional design. In line with the principles of Outcome-Based Education (OBE), teachers demonstrated an increased ability to formulate learning objectives that are specific, measurable, and aligned with expected learning outcomes. The use of operational verbs and clearer articulation of competencies suggests that teachers began to internalize the importance of observable student performance as a central indicator of learning success (Rao, 2020).

Furthermore, the development of ATP revealed a growing capacity among teachers to organize learning objectives into coherent and progressive sequences. This aligns with curriculum design theories that emphasize the importance of logical sequencing and continuity in achieving instructional goals (Tyler, 2015). The findings suggest that teachers were able to move beyond fragmented lesson planning toward a more systematic structure in which each learning objective serves as a foundation for subsequent learning. However, while the sequencing was generally coherent, the backward design logic emphasized in the Understanding by Design (UbD) framework was not always explicitly reflected. This indicates that although teachers were able to construct sequences effectively, their conceptual understanding of long-term instructional alignment still requires further strengthening (Wiggins & McTighe, 2005).

In terms of assessment, the improvement in KKTP formulation highlights a significant advancement in teachers' assessment literacy. The criteria developed were generally clear, measurable, and aligned with both TP and ATP, reflecting the principles of authentic assessment promoted in contemporary curriculum frameworks (Kemendikbudristek, 2022). Teachers demonstrated the ability to translate abstract learning goals into concrete indicators of student performance, such as reciting, explaining, and demonstrating. Nevertheless, some inconsistencies in coding and redundancy in indicator formulation were observed, suggesting that teachers still face challenges in standardizing assessment formats and ensuring efficiency in documentation.

The effectiveness of the intervention can be attributed to the iterative and collaborative nature of the PAR approach. Through cycles of planning, action, observation, and reflection, teachers were actively involved in identifying their own challenges, testing solutions, and refining their practices. This participatory process fosters reflective practice and professional ownership, which are essential for sustainable teacher development (McIntyre, 2008; Manfra, 2019). Unlike traditional one-off training programs, PAR enables continuous learning embedded in real classroom contexts, making it particularly effective in addressing complex and context-specific instructional challenges.

However, several limitations should be acknowledged. First, the absence of a control group limits the ability to establish causal relationships between the intervention and observed improvements. Second, the reliance on qualitative and descriptive scoring data may not fully capture the magnitude of change in teacher competence. Future research is therefore recommended to employ mixed-method approaches and include comparative designs to strengthen the validity of findings. Additionally,

expanding the study across diverse educational settings would enhance the generalizability of the results.

Overall, this study provides empirical support for the use of PAR as an effective model for enhancing teachers' curriculum design competence. By integrating PAR with OBE and UbD frameworks, the study offers a practical and theoretically grounded approach to bridging the gap between curriculum policy and classroom implementation, particularly in the context of Islamic primary education.

4 CONCLUSION

This study demonstrates that the implementation of a three-cycle Participatory Action Research (PAR)-based mentoring model effectively enhances teachers' competence in developing Learning Objectives (TP), Learning Objective Sequences (ATP), and Learning Objective Achievement Criteria (KKTP) within the Merdeka Curriculum framework. The findings indicate a consistent improvement in teachers' ability to design measurable, coherent, and aligned instructional components, reflecting the successful operationalization of Outcome-Based Education (OBE) and Understanding by Design (UbD) principles in practice. The iterative and collaborative nature of PAR enabled teachers to engage in reflective practice, refine their instructional designs, and strengthen their professional confidence. However, this study is not without limitations. The absence of a control group restricts the ability to establish causal inference, while the reliance on qualitative and descriptive scoring limits the precision in measuring the magnitude of improvement. Additionally, the study was conducted within a specific madrasah context, which may affect the generalizability of the findings to other educational settings. Therefore, future research is recommended to employ mixed-method approaches, incorporate experimental or quasi-experimental designs, and involve a broader range of participants across diverse contexts to validate and extend the applicability of PAR-based mentoring models in curriculum development.

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