

Analysis of Learning Strategies and Media in the School Curriculum at SDIT Al-Marjan, Bengkulu City

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<p>Abstract: This study aims to evaluate the teaching strategies and learning media utilized in the implementation of the <i>Kurikulum Merdeka</i> at SDIT Al-Marjan in Bengkulu City, an Islamic-based school that integrates general education with religious values. A qualitative approach with a case study design was employed to examine the application of project-based learning (PjBL) and the use of digital technologies such as Google Classroom, Zoom, and social media as learning tools. The findings indicate that despite challenges such as limited infrastructure and teachers' technological competencies, the school successfully fostered an interactive and adaptive learning environment. This was achieved through active teacher involvement, parental support in shaping students' digital literacy, and the use of diverse learning media. In conclusion, contextual and collaborative teaching strategies and media play a vital role in supporting the successful implementation of the <i>Kurikulum Merdeka</i>, particularly in Islamic value-based schools in the digital era.</p>	<p>Keywords: Kurikulum Merdeka; Digital Learning Media; Digital Literacy.</p>
<p>Abstrak: Penelitian ini bertujuan untuk mengevaluasi strategi dan media pembelajaran yang digunakan dalam implementasi Kurikulum Merdeka di SDIT Al-Marjan Kota Bengkulu, sebuah sekolah berbasis Islam yang memadukan pendidikan umum dan nilai-nilai keagamaan. Pendekatan kualitatif dengan desain studi kasus digunakan untuk menelusuri penerapan model pembelajaran berbasis proyek (Project Based Learning) serta pemanfaatan teknologi digital seperti Google Classroom, Zoom, dan media sosial sebagai sarana pembelajaran. Temuan menunjukkan bahwa meskipun terdapat kendala seperti keterbatasan infrastruktur dan kemampuan teknologi guru, sekolah mampu menciptakan pembelajaran yang interaktif dan adaptif. Hal ini dicapai melalui keterlibatan guru yang aktif, dukungan orang tua dalam membentuk literasi digital siswa, serta penggunaan media pembelajaran yang beragam. Kesimpulannya, strategi dan media pembelajaran yang kontekstual dan kolaboratif dapat mendorong keberhasilan penerapan Kurikulum Merdeka, khususnya dalam konteks sekolah berbasis nilai Islam di era digital.</p>	<p>Kata Kunci: Kurikulum Merdeka; Media Pembelajaran Digital; Literasi Digital.</p>

A. Introduction

Education plays a central role in preparing future generations who are not only intellectually competent but also possess strong character and the ability to face global challenges. In adapting to the evolving times, Indonesia's education

system has undergone several curriculum reforms, including the introduction of the *Kurikulum Merdeka*, which emphasizes flexibility and relevance in learning based on students' needs and technological advancements (Kemendikbudristek, 2022). This study highlights the implementation of the *Kurikulum Merdeka* at SDIT Al-Marjan in Bengkulu City, an Islamic-based school that integrates religious values with general education. The main focus of this research is to explore how learning strategies and media are contextually applied to support character education and 21st-century competencies within an adaptive and meaningful learning framework.

With the rapid advancement of information and communication technology, Indonesia's education sector faces new challenges, particularly in teaching methods and learning media. Curriculum development must be accompanied by appropriate strategies and innovative, effective media to engage students in more interactive and meaningful ways. In the digital era, the use of technology-based learning media has become an essential component. For example, web-based learning applications, interactive videos, and e-learning platforms have been widely adopted to improve the quality and effectiveness of instruction. At SDIT Al-Marjan, the implementation of digital media such as Google Classroom, Zoom, and other learning applications has become an integral part of teaching strategies, particularly during the pandemic, to support students' learning outside the classroom. These digital tools are expected to help teachers create a more flexible and personalized learning environment.

Effective teaching strategies play a vital role in achieving optimal learning outcomes. At SDIT Al-Marjan, educators are encouraged not only to rely on conventional methods but also to integrate technology into their instructional practices to foster a more active, creative, and enjoyable learning atmosphere. Effective strategies also involve adopting student-centered learning principles, which are particularly important for today's generation of learners, who are more engaged when technology is integrated into their educational experience. Therefore, interactive and collaborative approaches through the use of digital media have become one of the most effective strategies to enhance educational quality.

An essential aspect of curriculum implementation at SDIT Al-Marjan is the development of learning media that address the diverse needs of students. Effective learning media not only assist students in better understanding the

subject matter but also enhance their motivation to learn. At this school, the use of social media, instructional videos, and various digital tools has enabled teachers to deliver content more engagingly and to support students in comprehending complex concepts. Additionally, digital platforms allow teachers to provide timely and efficient feedback, thereby contributing to improved learning quality.

However, based on a review of previous research, a significant gap remains. Arfandi (2020) discussed the use of instructional media in the context of Islamic education in general, but did not specifically address its application within the *Kurikulum Merdeka*. Similarly, the study by Lakapu et al. (2025) examined digital literacy among elementary school teachers under the new curriculum but did not explore the integration of digital learning strategies with Islamic educational values. Another study by Putri, Astuti, and Permatasari (2023) focused on student motivation in general senior high schools, without addressing the context of integrated Islamic elementary schools. Thus, this research offers a new contribution by specifically examining how digital learning strategies and media are applied within the *Kurikulum Merdeka* in an Islamic school setting, and how such schools overcome challenges related to limited infrastructure and teachers' technological competencies.

This study seeks to conduct an in-depth analysis of the strategies and learning media implemented under the curriculum at SDIT Al-Marjan in Bengkulu. The core objective is to identify how teachers integrate Islamic values and general education in their application of the *Kurikulum Merdeka*, and how various media support this process. Additionally, the research will explore the challenges teachers face in applying digital learning strategies and how they address these obstacles to create an effective and engaging learning environment. Therefore, the findings are expected to offer valuable insights for the development of more effective learning strategies and media use in schools that integrate both religious and general education in Indonesia.

B. Research Method

This study employed a qualitative approach using a case study design. A qualitative approach was selected because the research aimed to explore in depth the phenomena occurring in the field, particularly in the context of implementing instructional strategies and learning media within the curriculum adopted at SDIT Al-Marjan, Bengkulu City. The case study design was chosen

as it allows the researcher to investigate and understand in detail the teaching practices implemented by the teachers at the school, both in terms of the learning strategies applied and the media used in daily instructional activities.

Data collection techniques used in this study included observation, interviews, and documentation. Observations were conducted to obtain a direct overview of the implementation of teaching strategies in the classroom and the use of digital learning media by both teachers and students. Interviews were carried out with teachers involved in the learning process to gather more comprehensive insights into their perceptions of the *Kurikulum Merdeka* and the utilization of digital media in instruction. In addition, documentation was used to collect relevant documents such as lesson plans, teaching materials, and records or reports related to the use of learning media at SDIT Al-Marjan.

The collected data were analyzed using descriptive qualitative analysis through the steps of data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting and filtering information relevant to the research objectives. The selected data were then presented in the form of narratives describing the implementation of learning strategies and media at the school. Finally, conclusions were drawn by analyzing patterns and findings that emerged from the collected data to provide a clear picture of the successes and challenges encountered in the implementation of the *Kurikulum Merdeka* and the use of learning media at SDIT Al-Marjan in Bengkulu City.

C. Results and Discussion

The findings show that the implementation of the *Kurikulum Merdeka* at SDIT Al-Marjan in Bengkulu City has been carried out effectively, despite several challenges faced by teachers and the school administration. Overall, the learning strategies implemented in this school emphasize a more flexible and student-centered approach. Teachers at SDIT Al-Marjan apply project-based learning methods that allow students to be more active and creative in problem-solving and developing 21st-century skills. This approach supports the core principles of the *Kurikulum Merdeka*, which prioritize learning autonomy and the holistic development of students' potential. Through project-based learning, students are expected to connect the knowledge they gain with real-life situations and enhance their critical thinking and collaboration skills.

In addition, the learning media used at SDIT Al-Marjan are highly varied. The integration of digital technology has become a vital component in supporting learning. Applications such as Google Classroom and Zoom are

used effectively for online learning, while social media platforms like WhatsApp and Facebook are utilized for discussions and interactions outside school hours. The use of digital media supports a more interactive learning environment and facilitates easier communication between teachers and students. According to research by Arfandi (2020), the use of such media can enrich the learning experience and increase student engagement. Social media also enables students to continue learning and collaborating beyond formal classroom hours.

However, despite the effective adoption of technology, several obstacles remain. One of the main challenges is the lack of adequate infrastructure, such as limited access to stable internet connections and insufficient availability of digital devices for all students. Moreover, many teachers expressed the need to improve their skills in operating technological tools and digital learning media. This aligns with findings from Lakapu et al. (2025), who stated that one of the primary barriers to implementing digital-based learning is the limited skills of teachers and inadequate facilities. Therefore, further efforts from the school are needed to enhance teacher training and improve infrastructure that supports technology-based education.

Overall, despite some remaining challenges, the implementation of the *Kurikulum Merdeka* at SDIT Al-Marjan in Bengkulu City can be considered successful, particularly with the integration of digital learning media. With ongoing improvements in facilities and teacher training, digital-based learning can be optimized and positively impact the overall quality of education at the school.

In facing the challenges of 21st-century education—including the digital era and the implementation of the *Kurikulum Merdeka*—analyzing the strategies and learning media applied in schools becomes essential to enhancing educational effectiveness. SDIT Al-Marjan Bengkulu City, as one of the Islamic-based educational institutions established in 2009 and located at Jalan Kebun Veteran No. 16A, Bengkulu City, holds a vision to shape students who are not only intellectually capable but also devout and morally upright. This vision is supported by the provision of adequate facilities and infrastructure, such as internet access, electricity from PLN, and other learning support systems (SDIT Al-Marjan Kota Bengkulu, 2023). In this context, the availability of supportive infrastructure must be accompanied by the implementation of innovative and

adaptive teaching strategies to ensure that students can develop 21st-century competencies in alignment with the core goals of national education.

The implementation of effective learning strategies relies heavily on the use of diverse media and innovative pedagogical approaches that are tailored to students' characteristics. Putri, Astuti, and Permatasari (2023) argue that the application of the Project-Based Learning (PjBL) model—which emphasizes active student involvement in completing real-world projects—has proven effective in increasing learning motivation as well as students' collaborative, critical, creative, and communicative skills, in accordance with the mandates of the *Kurikulum Merdeka*. Additionally, efforts to reduce the dominance of lecture-based methods have been shown to create a more participatory and interactive classroom atmosphere. Similarly, Munawarah, Bukhari, and Fitri (2022) emphasize that the use of various types of learning media—such as graphic, print, visual, LCD, and video media—adapted to the needs and characteristics of students, can enhance conceptual understanding and learning absorption. Thus, the integration of project-based strategies and the appropriate use of learning media are key to creating meaningful, contextual, and relevant education for today's learners, including those in primary education settings like SDIT Al-Marjan in Bengkulu City.

In the context of digital literacy, improving the competencies of both teachers and students in utilizing information technology is seen as essential for the success of modern learning. As highlighted by Asari, Kurniawan, Ansor, and Putra (2019) and Lakapu, Tanggur, and Benu (2025), digital literacy extends beyond operational skills in using technology; it also involves critical thinking, online collaborative skills, and ethical awareness regarding the use of digital platforms. Platforms such as e-learning, Google Classroom, Zoom, and social media like Facebook and WhatsApp have been recommended as effective tools in supporting the *Kurikulum Merdeka*—provided they are accompanied by strong digital character education. Therefore, students must be trained to interact ethically, responsibly, and critically in the digital space. In the case of SDIT Al-Marjan, the integration of digital technology into instructional strategies must be designed systematically, considering teachers' digital pedagogical readiness and students' ability to access and utilize technology productively and safely.

Aligned with the development of social media, Zazin and Zaim (2019) stress that Islamic education must be able to reach Generation Z through media

that are embedded in their daily lives—namely, the digital world. The internet has become a primary space for shaping values and behaviors among today's youth, making it imperative that Islamic values be reinforced through the strategic use of social media. In this regard, educators at SDIT Al-Marjan are encouraged to optimize social media as a tool for conveying Islamic messages, building Islamic character, and strengthening ethical digital communication among students. Arfandi (2020) also showed that the use of visual, audio, and audiovisual media in Islamic Religious Education can enhance learning effectiveness, provided that media selection aligns with instructional goals and the pedagogical competencies of teachers. Furthermore, Nata (2018) emphasized that innovation in curriculum and instructional methods in Islamic education is essential to meet the challenges of the millennial era, with a focus on fostering digital literacy, critical thinking, and spiritual values. Therefore, a synergy between technological innovation and religious value reinforcement is considered necessary for designing learning that is contextual and relevant in the digital disruption era.

On the other hand, parental involvement in supervising children's use of digital media plays a crucial role in creating a healthy and productive learning ecosystem. The Repository of Universitas Jenderal Soedirman (2022) identifies three models of parental mediation—restrictive mediation (limiting access), monitoring mediation (supervising usage), and active mediation (engaging in discussions about content)—as essential for guiding children's interactions with digital media, including platforms such as YouTube. These models aim not only to prevent exposure to harmful content but also to build critical digital literacy among children. In the context of SDIT Al-Marjan in Bengkulu City, this aspect is increasingly relevant, given the high level of student interaction with digital media. Therefore, collaboration between schools and parents in guiding the use of technology is expected to foster a healthy digital culture—one that supports academic achievement while also strengthening Islamic character amidst the flood of digital information.

From a curriculum development strategy perspective, a strategic management approach is a vital instrument to ensure that the curriculum remains adaptive to the dynamics of the times. Humairoh and Zahrudin (2024) explain that the use of SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) provides a strong foundation for designing curricula that are responsive to student needs and global developments. A well-

developed curriculum must not only align with formal academic demands but also internalize real-life values, as emphasized by Azis, Kamaruddin, and Ahmadin (2025). The implementation of educational technology in elementary schools, as outlined by Matondang et al. (2024), requires the active role of teachers in utilizing digital media to enhance learning effectiveness, including in Civic Education (PKN). Therefore, digital literacy training for teachers has become an urgent need, as demonstrated by Mutmainah et al. (2024) through a training program at Pondok Pesantren Al-Marjan, which aims to strengthen educators' pedagogical competencies and digital literacy. Through this collaborative effort, schools are expected to shape a generation that is not only academically competent but also digitally literate and morally upright.

Of course, the implementation of digital learning within the framework of the *Kurikulum Merdeka* is not without its challenges. Hairunisa, Setiawan, and Waluyo (2023) highlight that a lack of supporting infrastructure, low levels of technological literacy among teachers, and difficulties in designing and implementing digital learning media are among the main obstacles to effective digital instruction. To address these issues, a series of systematic strategies are needed, including continuous training programs based on teachers' needs, the optimization of personal device usage (Bring Your Own Device/ BYOD), the formation of professional learning communities among teachers, and the adaptation of simple yet effective instructional media. These strategies aim not only to enhance teachers' technological competencies but also to build an innovative and sustainable learning ecosystem within schools.

Based on the findings of various studies, SDIT Al-Marjan in Bengkulu City possesses strategic potential to continue developing its curriculum by adopting innovative strategies and expanding the use of creative, technology-based learning media. Additionally, active parental involvement in supporting children's digital literacy serves as a reinforcing factor for the success of learning programs. With a comprehensive approach that includes teacher capacity-building, adaptive curriculum development, optimal use of technology, and synergy between schools and families, SDIT Al-Marjan is expected to deliver learning that is not only effective and aligned with contemporary needs but also capable of producing graduates who are academically excellent, spiritually grounded, and morally exemplary, in accordance with the vision of modern Islamic education.

D. Conclusion

Based on the discussion presented, it can be concluded that the development of learning strategies and media at SDIT Al-Marjan in Bengkulu City must align with the demands of 21st-century education, particularly in facing the digital era and the implementation of the *Kurikulum Merdeka*. The use of creative and innovative media, the application of Project-Based Learning (PjBL), and the integration of digital technologies such as e-learning, Google Classroom, Zoom, and social media are essential factors in enhancing learning effectiveness. Digital literacy for both teachers and students must be continuously strengthened through ongoing training and the establishment of professional teacher communities. Moreover, parental involvement through the implementation of parental mediation models is crucial in managing students' interaction with digital media.

Support for curriculum development based on SWOT analysis and innovation in Islamic education is also necessary to ensure that learning at SDIT Al-Marjan remains adaptive to contemporary changes while grounded in Islamic values. With an integrative approach, SDIT Al-Marjan holds great potential to produce a generation that is academically excellent, morally upright, and digitally competent in the modern era.

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