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Enhancing Al-Qur'an-Hadith Teachers' Competence through Assistance in Developing TP, ATP and KKTP for Phase A; PAR at MI Ma'arif Ponorogo

Basuki Basuki¹, Sugiyar Sugiyar², and Muhamad Asvin Andur Rohman³

¹Department of Islamic Education, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo, Indonesia

²Department of Islamic Education, Faculty of Tarbiyah and Teacher Training, Sunan Giri Islamic Institute, Ponorogo, Indonesia.

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ABSTRACT

This study aimed to enhance the competence of Al-Qur'an-Hadith teachers in developing Learning Objectives (TP), Learning Objectives Sequences (ATP), and Learning Objective Achievement Criteria (KKTP) for Phase A (Class I and II) in accordance with the Regulation of the Director General of Islamic Education Number 3302 of 2024. The research employed a Participatory Action Research (PAR) approach involving three cycles: planning, implementation, observation, and reflection. The participants were Al-Qur'an-Hadith teachers at MI Ma'arif Ponorogo. Data were collected through observations, interviews, and document analysis, and were analyzed qualitatively. The findings reveal that structured assistance significantly improved teachers' understanding, skills, and confidence in formulating TP, ATP, and KKTP. Moreover, collaborative reflection within the PAR cycles fostered active participation, peer learning, and the production of curriculum documents that met national standards. The study concludes that participatory assistance is an effective strategy for improving teacher competence in curriculum development, and can serve as a replicable model for similar educational settings.

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Corresponding Author:

Basuki Basuki
basuki@iainponorogo.ac.id

1. INTRODUCTION

Teachers are a key factor in the success of the learning process (Ulum, Riyanto, & Setyowati, 2024), including in the subject of Al-Qur'an-Hadith at Madrasah Ibtidaiyah (MI). Improving teacher competence, particularly in lesson planning, has become an important requirement in the era of

implementing the Merdeka Curriculum (Mujiyanto, 2024).²¹ One of the main components of lesson planning is the formulation of Learning Objectives (LO), Learning Objective Sequence (LOS), and Learning Objective Achievement Criteria (LOAC), which must be developed following the latest regulatory guidelines.⁸ Based on the Decision of the Director General of Islamic Education No. 3302 of 2024 (Rokhmad, 2024),²³ teachers are required to be able to develop learning tools that align with learning outcomes and the characteristics of students at each phase.

Preliminary research results on March 1, 2025, indicated that 25 out of 35 Al-Qur'an Hadith teachers experienced challenges in formulating TP, ATP, and KKTP in accordance with established standards. The issue's root was identified as a combination of three factors: a limited understanding of the new regulations, inexperience in developing achievement-based learning tools, and a lack of continuous technical assistance.

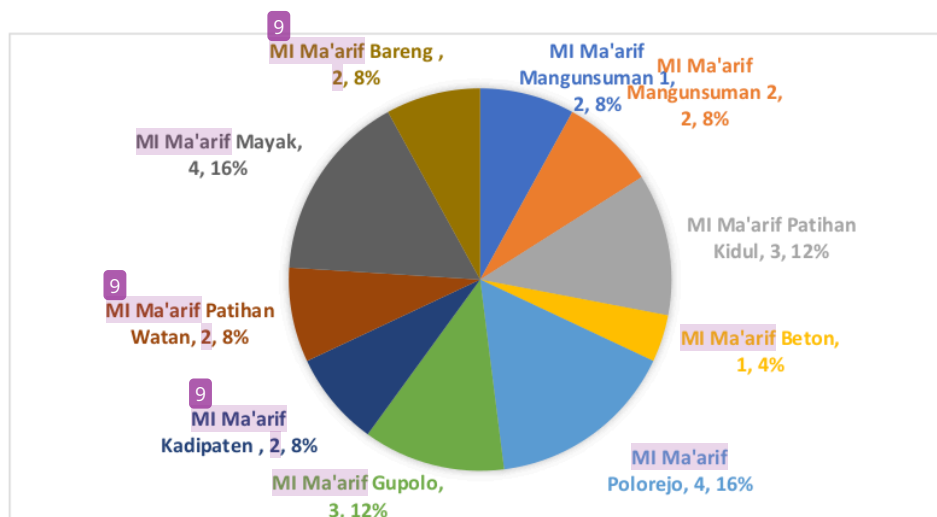


Figure 1. Al-Qur'an Hadith Teacher PAR Mentoring Participant

Ali and Susilawati found similar results regarding teachers' competence in formulating TP, ATP, and KKTP. Seventy teachers experienced difficulties, six experienced severe difficulties, 56 experienced absolutely no difficulties, 91 experienced zero difficulties, and 77 were neutral (Ali & Susilawati, 2024).

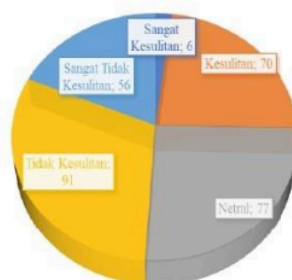


Figure 2. Diagram of Teacher Difficulties in Formulating TP, ATP, and KKTP

Teachers' difficulties in formulating TP, ATP, and KKTP should be thoroughly researched and addressed through ongoing mentoring. Otherwise, these challenges may impact teacher competence (Suryani, 2023). Additionally, they will affect the quality of instructional planning documents, which

may not fully reflect the principles of the Merdeka Curriculum (Mujiyanto, 2024), particularly in terms of content, competency sequencing, and criteria for mastery.

In response to these findings, the research⁸ team, which also serves as faculty members at UIN Kiai Ageng Muhammad Besari Ponorogo and Faculty of Tarbiyah and Teacher Training, Sunan Giri Islamic Institute, Ponorogo, Indonesia, initiated a community service project (RI, 2005) involving mentorship for 25 Quran and Hadith teachers who were experiencing challenges in formulating TP, ATP, and KKTP using the Participatory Action Research (PAR) model. This model involves teachers actively participating in the planning, implementation, reflection, and continuous improvement process¹.

The introduction should briefly place the study in a³ broad context and highlight why it is important. It should define the purpose of the work and its significance. The current state of the research field should be reviewed carefully, and key publications cited. Please highlight controversial and diverging hypotheses when necessary. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research. References should be cited as (Kamba, 2018) or (Marchlewska, Cichocka, Łozowski, Górski, & Winiewski, 2019) or⁵ (Cichocka, 2016; Hidayat & Khalika, 2019; Ikhwani, 2019; Madjid, 2002) or (Miller & Josephs, 2009, p. 12) or Rakhmat (1989). See the end of the document for further details on references. Technical terms should be defined. Symbols, abbreviations, and acronyms should be defined the first time they are used. All tables and figures should be cited in numerical order.

2. METHODS

This study employed a Participatory Action Research (PAR) approach (McIntyre, 2008), emphasising collaboration between researchers and teachers as research subjects. PAR was selected for its ability to facilitate a participatory, reflective, and sustainable mentoring process, aimed at enhancing the competencies of Al-Quran-Hadith educators. Because with the Participatory Action Research (PAR) approach, teachers will be systematically (Manfra, 2019) guided in developing learning tools.

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).

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 Kurikulum Merdeka, 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, Huberman, & Saldana, 2014). The validity of findings was ensured through triangulation of sources and techniques.

20 3. FINDINGS AND DISCUSSION

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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) are as follows.

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

Phase	Element		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.

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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)

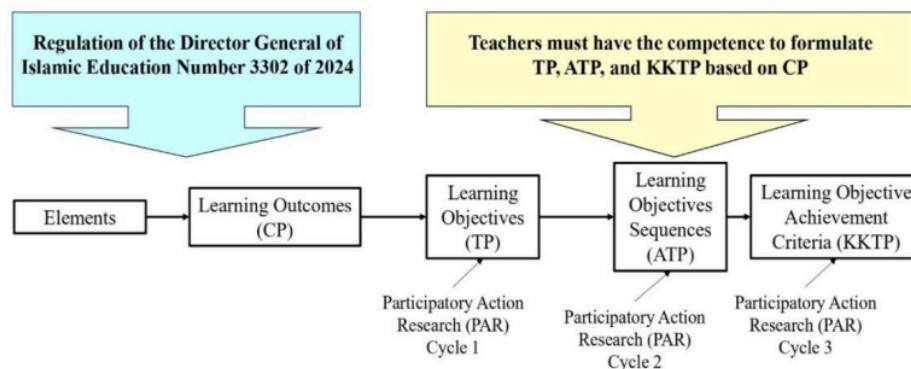


Figure 3. Research Framework Formulating TP, ATP, and KKTP based on CP

3.1. Cycle 1. Developing Learning Objectives (TP)

3.1.1. Finding

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
			A.E1.CP1.TP2	Getting to know the Hijaiyah letters in sequence along with their pronunciation marks
			A.E1.CP1.TP3	Recognize ghunnah reading 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.E1.CP1.TP4	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.

3.1.2. Discussion

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.

3.2. Cycle 2. Designing Learning Objective Sequences (ATP)

3.2.1. Finding

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-Ikhlâs
	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 Quraish
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
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

TP	Code	ATP for Class II
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.

3.2.2. Discussion

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, Wardhani, & Fatchurhohman, 2024). Through FGD and PAR, solutions to these challenges can be sought to develop ATP systematically.

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

3.3.1. Finding

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 kasrataan punctuation correctly and correctly.
		1.1.9	Students are able to pronounce 29 hijaiyah letters with dhammataan 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.

Code	ATP	Code	KKTP
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
		2 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
		2 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
		2 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
		2 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

Code	ATP	Code	KKTP
1.9	Understand the citation, 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 citation, 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	Understand the hadith about cleanliness	1.13.1	Students are able to read hadith about cleanliness appropriately and correctly
		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

Code	ATP	Code	KKTP
		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
		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,	2.7.1	Students are able to recite surah al-Ashr appropriately and correctly

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

Code	ATP	Code	KKTP
	meaning, 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

3.3.2. Discussion

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.

4. CONCLUSION

Through three cycles of PAR, teachers at MI Ma'arif Ponorogo significantly improved their competence in formulating TP, structuring ATP, and developing KKTP for Phase A. This improvement was achieved through a combination of collaborative workshops, reflective practices, and iterative revisions.

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