

# Implementation of the Independent Curriculum in Islamic Religious Education Subjects

**Istifaroh**

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## Abstract

*An independent curriculum is a curriculum that incorporates intracurricular activities to ensure that students have sufficient time to investigate content and that teachers are free to choose the learning resources that best suit the interests and needs of their students. The implementation of an independent curriculum in Islamic religious education subjects is the subject of this research. The problem in this study is how is the implementation of an independent curriculum in Islamic religious education subjects and what factors influence it?. This research is a qualitative research with a literature review approach. Research shows that teachers can successfully apply an independent curriculum to Islamic religious education subjects by creating effective learning tools, carrying out learning in accordance with learning planning, evaluating students, and following up students who have not followed the learning process correctly. The implementation of the independent curriculum in Islamic religious education subjects is influenced by several factors, including human resources, infrastructure, and the environment. As a result, the process is constantly evolving.*

**Keywords:** implementation of independent curriculum, Islamic religious education

## A. Introduction

In order to educate the nation's life, national education aims to develop the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, and independent, as well as become responsible citizens (*Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, n.d.). In addition, it also serves to develop abilities and form a dignified national disposition and civilization. Every educational activity in Indonesia aims to fulfill the educational objectives outlined in this law. General education must also be based on Pancasila and the 1945 Constitution of the Republic of Indonesia which was formed with strict traits, community culture and can actually accept and keep up with the demands of the times. Meanwhile, outlined the main state objectives in the preamble to the 1945 Constitution clearly call for an intelligent nation. This is the foundation of state law, which is the basis for the requirement that all regions of Indonesia obtain the same and equitable education (Ardiyan et al., 2022, p. 6210)

Based on this, the education system in Indonesia has undergone various changes ranging from curriculum changes, development of teaching and learning process systems, utilization of education system infrastructure, and even improving the quality of teachers as educators. Covid-19 poses a number of significant learning challenges due to curriculum changes so that many schools experience uncertainty in 2021. Because many schools are unfamiliar with the latest curriculum, they stick to the 2013 curriculum, and only a few schools have adopted an independent curriculum. Since the 2021/22 school year, nearly 2,500 Driving School Program (PSP) schools and 901 Central Vocational High Schools (SMK PK) have implemented an independent curriculum as part of learning with a new paradigm. This curriculum is used for elementary and elementary schools in grades I and IV, junior high schools and junior high schools in class VII, high schools and high schools for smk class X, and TK-B (Government Policy Regarding the Independent Curriculum, n.d.).

The similarities and differences between previous research and this study include:

First, Lince Leny in his research entitled "Implementation of the Independent Curriculum to Increase Learning Motivation in Vocational High Schools Center of Excellence" concluded that the implementation of an independent curriculum in order to motivate vocational participants is carried out through a process in which teachers act as facilitators, mediators, and motivators for participants to take part in vocational. The teacher acts as a role model for group activities and contributes to the desired outcome. Effectiveness is shown by the fact that 10% of the population accepts it while the constraints are First, the limited facilities and infrastructure in schools so that it will hinder learning, Secondly the assessment of the independent curriculum which still confuses teachers so that it has an impact on student learning outcomes. To ensure that the vocational book learning process is successful, instructors use local terminology (Lince, 2022, p. 12).

Second, Restu Rahayu, et al. in their research entitled "Implementation of the independent learning curriculum in Mobilizing Schools" explained that driving schools use an independent curriculum created by Nadiem Makarim, namely that students are given the freedom to export their skills and interests. The use of an independent curriculum has an impact on schools. Teachers are better able to teach creatively and understand the interests, abilities, needs, and abilities of their students. The educational experience of free education plans in driving schools refers to the profile of Pancasila learners, which aims to produce skilled graduates and uphold character values. In schools, implementing an independent curriculum is not as easy as tossing a coin. There are many obstacles that must be overcome, especially gaining the interest of school residents who are willing to change. Principals must be able to mobilize, direct, and inspire teachers to change for better education as school leaders. Interrupted (Rahayu et al., 2022, p. 6318).

Third, the Journal entitled "Implementation of the independent learning curriculum in building student character in Islamic religious education subjects" by Evi Susilowati concluded that the implementation of the independent learning curriculum in PAI subjects has not fully gone well. Therefore, it takes extra effort

from the principal and teachers and all stake holders. There are several obstacles faced, including some teachers still do not fully understand what independent learning is, it is difficult to get rid of old habits, some teachers are still dominant in using the lecture method and students listen. In making teacher modules, it is also still difficult. The unavailability of modules in the independent learning platform is an obstacle for teachers to make modules. Finally, in the assessment of students, teachers also still do not fully understand how to apply assessments to each student (Susilowati, 2022, p. 130).

In the research entitled the implementation of the independent curriculum in Islamic religious education subjects, it is more focused on analyzing the implementation of the independent curriculum in Islamic religious education subjects and identifying the factors that influence it. Meanwhile, previous research discussed the implementation of an independent curriculum to increase learning motivation, the implementation of an independent curriculum in driving schools, and the implementation of an independent curriculum in building student character.

## **B. Discussion**

### 1. Implementation of the Independent Curriculum in Islamic Religious Subjects

#### a. Definition of Independent Curriculum

The term curriculum (Yusuf, 2018) was used for the first time in the world of sports in the greek era kuna which comes from the words curir and curere. At that time the curriculum was defined as the distance that a runner had to travel. People term it a race or a place to run from start to finish. Furthermore, the term curriculum is used in the world of education. Educational experts have different interpretations of the curriculum. Nevertheless, in those different interpretations, there are also similarities. The similarity is that the curriculum is closely related to efforts to develop students in accordance with the goals to be achieved. The curriculum is intended for students, as Murray Print quoted by Vienna Sanjaya who revealed that the curriculum includes:

- 1) Planned learning experiences;
- 2) Offered within an educational institution/program;
- 3) Represented as a document; and
- 4) Includes experiences resulting from implementing that document (Wina, 2011, p. 3).

One of Indonesia's many curricula is an independent curriculum that adheres to national standards of education. The main objective of the independent curriculum is to diversify the human population to produce, create, and create products (Mariana & Helmi, 2022, p. 1916) Therefore, teacher pressure on the importance of performance because the knowledge disseminated becomes motivation for students. However, in the independent curriculum, there is a teacher assigned to a separate school. In terms of curriculum, there are several encouraging things, one of which is the curriculum-specific utilization program developed by the center. In this case,

the implementers of the teaching program are teachers and students. The principles of the curriculum are as follows:

- 1) Students have a central position to develop in order to become people of faith and piety in God Almighty. To support this achievement, the development of student competencies is adjusted to the needs, potentials, developments, interests of students and environmental demands.
- 2) Diverse and unified. The curriculum is developed by taking into account the diversity of student characteristics, regional conditions, levels and types of education without distinguishing religion, ethnicity, culture and customs, gender and socioeconomic status. The curriculum includes the substance of the mandatory content component, local content, integrated self-development, arranged in meaningful and appropriate linkages and continuity between substances.
- 3) Science, technology, and art are developing dynamically. The content of the curriculum encourages students to utilize and follow and make appropriate use of the development of science, technology and culture.
- 4) Relevant to the needs of life. Curriculum development is carried out by involving stakeholders to ensure the relevance of education to the needs of social life, the business world, and the world of work.
- 5) Thorough and continuous. The substance of the curriculum covers the entire dimension of competence, scientific fields of study and subjects that are planned and presented in a continuous manner between all levels of education.
- 6) Lifelong learning. The curriculum is directed at the process of developing, cultivating and empowering learners that lasts throughout life.
- 7) Balanced between national and regional interests (Research Team of the Makasar Religious Research and Development Center, 2010, p. 170) Curriculum to build the life of society, state and nation.

b. Principles in the implementation, guidance and development of the curriculum

The principles in the implementation, guidance and development of the curriculum according to Nana Sujana cited by Abdul Khobir are philosophical, socio-cultural and psychological principles. First, philosophical is used as a determinant of the direction in which education will be taken. Second, socio-culture is used to anticipate the conditions that will occur and adjust to the current conditions of the elements of society. Third, psychological is useful to know psychological elements related to education because education has to do with human behavior (Abdul, 2011, p. 108).

c. Stages in the implementation of an independent curriculum

The stages of curriculum implementation are not regulated by the government or set as standards. This stage is intended to help educators and educational units set goals for implementing an independent Curriculum. This stage of implementation is designed so that every educator can confidently strive to implement an independent curriculum because the readiness of educators and educational units is different. Self-confidence is the belief that educators can continue to learn and improve their skills in order to provide the

best education and curriculum implementation to students. For educators, the capacity to continue learning is an important asset ("Stages of Implementation of the Independent Curriculum," n.d., p. 1). The stages in implementing an independent curriculum are as follows:

1) Planning

In this planning stage, abilities are needed (Tachjan et al., 2006, p. 52) which include: the ability to use and develop teaching tools, design the operational curriculum of educational units, create a line of learning objectives, design projects to improve the profile of Pancasila learners, plan the learning process and assessment. ("Stages of Independent Curriculum Implementation," n.d.)

2) Implementation

When the independent curriculum of Islamic religious education subjects is well implemented, teachers will be able to teach students the most basic and important material without having to deal with other less important materials (Martin & Simanjorang, 2022, p. 131). The very broad topic of Islamic religious education will be reduced to several segments that students must pass freely and charmingly forward as well as top to bottom and on track. Because Islamic Religious Education covers a variety of topics, important materials such as faith, Islam, and ihsan that every student must practice and develop. Akidah, Qur'an and Hadith, Jurisprudence, Morals, and History of Islamic Culture are the most important teaching materials to be taught to students, even if fardu 'ain is chosen and beneficial to society as a whole (Rifa'i et al., 2022, p. 1011). Penerapan kurikulum merdeka dalam rencana pembelajaran yang dikenal dengan modul pengajaran sesuai dengan pedoman pembelajaran, penilaian pendidikan dasar dan menengah, dan penilaian pembelajaran diharapkan dapat mengukur aspek holistic (Numertayasa et al., 2022, p. 468).

3) Evaluation

Educators must develop authentic assessments that are able to assess the entire learning process of Islamic religious education in order to be able to form a perfect human being. The assessment must also meet the objectives of Islamic religious education as well as the characteristics of authentic assessment. If educators are able to assess the entire learning process not just midterm exams (UTS) or end-of-semester exams (UAS), then the evaluation of Islamic religious education learning can be effective. However, educators must also be able to assess the moral development of students and their ability to adhere to Islamic teachings to the fullest. The final stage of the 'aqliya and qalbiya process is the concept of Islamic zakat. It is hoped that the evaluation of their learning includes all aspects of Islamic religious science, such as: Islamic religious skills, Islamic religious passion, and habituation and practice of the Islamic religion which will result in the creation of a meaningful life and can help them succeed in the current global competition (Arifin et al., 2021, p. 76).

d. Independent Curriculum Structure

The structure of the independent curriculum in primary and secondary education consists of two main components, namely: intracurricular learning and projects to strengthen the profile of Pancasila students.

Learning outcomes are mentioned in each subject's intracurricular learning activities. The Pancasila student profile which refers to the Graduate Competency Standards is the focus of profile strengthening project activities. The annual study load for each load or subject is set by the government in units of Lesson Hours (JP). In one school year, the education unit can flexibly allocate time each week. The education unit adds to the local content typical of the region created by the local government. Through three options, the education unit can add additional content according to the characteristics of the educational unit is to include other subjects in it, strengthen the profile of Pancasila students by integrating it into the project theme, and / or develop stand-alone subjects. The following is the structure of the primary and secondary education curriculum:

1) Curriculum structure of SD/MI/other equivalent forms

The curriculum structure of SD/MI/other equivalent forms is divided into three stages. First, classes I and II stage A, second, class III and IV stage B; and third, Classes V and VI phase C. SD/MI can use subject-based or thematic approaches to organize learning content (Herdiansyah, n.d.). Divided in half, the proportion of equivalent learning load in elementary schools, mi, and other forms is extracurricular teaching and projects to raise the profile of assigned Pancasila students to about 20% of the annual study load. Both in terms of workload and duration, the implementation of the Pancasila student profile improvement project is flexible. The project must refer to the achievements of the Pancasila student profile in terms of content; It does not need to be associated with the learning outcomes of a particular subject. The project can be implemented by summing up the number of project class hours assigned to it, raising the profile of Pancasila students of all subjects. The total amount of time allocated to each project does not have to be the same. Struktur Kurikulum SMP/MTs/bentuk lain yang sederajat.

2) Curriculum structure of SMP/MTs/other equivalent forms (Herdiansyah, n.d.)

The curriculum structure of SMP/MTs/other equivalent forms consists of 1 (one) phase, namely Phase D. Phase D, namely for class VII, class VIII, and class IX. The curriculum structure of SMP/MTs is divided into 2 (two), namely: a. intracurricular learning; and b. the Pancasila student profile strengthening project is allocated around 25% (twenty-five percent) of the total JP per year. The implementation of the Pancasila student profile strengthening project is carried out flexibly, both in content and in terms of implementation time. In terms of content, profile projects must refer to the achievements of the Pancasila student profile according to the student phase, and should not be related to learning outcomes in subjects. In terms of implementation time management, projects can be implemented by summing the allocation of project class hours from all subjects and the total amount of implementation time of each project does not have to be the same.

### 3) Curriculum Structure of SMA / MA / other equivalent forms

The curriculum structure of SMA / MA / other equivalent forms consists of 2 (two) Phases, namely: a. Phase E for class X; and b. Phase F for class XI and class XII. The curriculum structure for SMA / MA / other equivalent forms is divided into 2 (two), namely; a. intracurricular learning; and b. the Pancasila student profile strengthening project is allocated around 30% (thirty percent) of the total JP per year.(Herdiansyah, n.d.).

The implementation of the Pancasila student profile strengthening project is carried out flexibly, both in content and in terms of implementation time. In terms of content, profile projects must refer to the achievements of the Pancasila student profile according to the student phase, and should not be related to learning outcomes in subjects. In terms of implementation time management, projects can be implemented by summing the allocation of project class hours from all subjects and the total amount of implementation time of each project does not have to be the same.

Phase F for class XI and class XII, the structure of the subjects is divided into 2 (two) main groups, namely: a. General subject group. Each high school / MA / other equivalent form is obliged to open or teach all subjects in this group and must be followed by all high school / MA / other equivalent forms of students. b. Elective subject group. Each SMA / MA / other equivalent form is required to provide at least 7 (seven) subjects.

### 4) Curriculum Structure of SMK/MAK Changes

The curriculum structure of SMK/MAK begins with the rearrangement of the SMK/MAK Expertise Spectrum. The Spectrum of Expertise is a list of SMK expertise fields and programs that are compiled based on the needs of the world of work which include: the business world, the industrial world, state-owned enterprises / regional-owned enterprises, government agencies or other institutions as well as the development of science, technology, arts and culture. The SMK / MAK Expertise Spectrum is a reference for the preparation of curriculum structures as well as the opening and implementation of fields and expertise programs at SMK / MAK. Each skill program consists of a minimum of 1 (one) skill concentration. The concentration of expertise held in a 3 (three) year program or a 4 (four) year program is further regulated in the decision of the leader of the main unit in charge of curriculum, assessment, and books (Herdiansyah, n.d.).

The curriculum structure regulates the learning load for each content or subject in annual class hours (JP) and/or per 3 (three) years or per 4 (four) years or known as the block system. Therefore, education units can manage learning flexibly where the allocation of time each week is not always the same in 1 (one) year. The curriculum structure of SMK / MAK is divided into 2 (two), namely: a. intracurricular learning; and b. the Pancasila student profile strengthening project which is allocated around 30% (thirty percent) of the total JP per year.

The implementation of the Pancasila student profile strengthening project is carried out flexibly, both in content and in terms of implementation time. In terms of content, profile projects must refer to the achievements of the

Pancasila student profile according to the student phase, and should not be related to learning outcomes in subjects. In terms of implementation time management, projects can be implemented by summing the allocation of project class hours from all subjects and the total amount of implementation time of each project does not have to be the same.

Table. 1 Time Allocation of Islamic Religious Education Subjects

| No | School                         | Class        | Intracurricular allocation per year (week) | Project Allocation to Strengthen Pancasila Student Profile | Total JP Per Year |
|----|--------------------------------|--------------|--|--|-------------------|
| 1  | SD/MI/other equivalent forms   | I to VI      | 108 (3)                                    | 36   | 144               |
| 2  | SMP/MTs/other equivalent forms | VII and VIII | 72 (2)                                     | 36   | 108               |
|    |                                | IX           | 64 (2)                                     | 32   | 96                |
| 3  | SMA/MA/other equivalent forms  | X and XI     | 72 (2)                                     | 36   | 108               |
|    |                                | XII          | 64 (2)                                     | 32   | 96                |
| 4  | SMK/MAK                        | X and XI     | 90   | 18   | 108               |
|    |                                |              | 36   | 18   | 54                |

#### e. Learning Evaluation

Evaluation of learning (Baharuddin, 2021, p. 199) there are three kinds of are: Tests to measure and evaluate the level of learning success can be done through learning achievement tests. Based on its purpose and scope, learning achievement tests can be classified into 3 types, namely:

##### 1) Formative Test

Formative tests are used to measure one or more specific subjects and aim to obtain an idea of the student's absorption of the subject. Test results can be used to improve the learning process on the material and in a certain time.

##### 2) Sub-summative Test

The sub-summative test includes a number of teaching materials that have been taught over a period of time. The goal is to obtain student absorption sheets in order to improve student achievement results. Sub-summative test results can be used to improve the learning process and are taken into account in determining report card scores.

##### 3) Summative Test

Summative tests are held to measure students' absorption of subject matter that has been taught for one or two semesters of the learning year. Tujuannya is the goal is to establish the level or extent of student learning success in a certain period of learning. The results of the summative test are used for grade advancement, compiling rankings or as a measure of school quality (Pupuh & Sobry, 2020, p. 114).

f. Differences between the Independent Curriculum and the 2013 Curriculum

Table. 2 Differences between the Independent Curriculum and the 2013 Curriculum

| No. | Differentiator             | SD/SDLB/MI  |   | SMP/SMPLB/MTs   |   | Tingkat SMA/SMALB/MA  |   |
|-----|----------------------------|---|---|---|---|---|---|
|     |                            | Merdeka Curriculum  | Curriculum 2013   | Merdeka Curriculum  | Curriculum 2013   | Merdeka Curriculum  | Curriculum 2013   |
| 1.  | <b>Basic Framework</b>     | 1. The main foundation design of the Independent Curriculum is the objectives of the National Education System and National Education Standards | The main foundation design of the 2013 Curriculum is the objectives of the National Education System and National Education Standards | 1. The main foundation design of the Independent Curriculum is the objectives of the National Education System and National Education Standards | The main foundation design of the 2013 Curriculum is the objectives of the National Education System and National Education Standards | 1. The main foundation design of the Independent Curriculum is the objectives of the National Education System and National Education Standards | The main foundation design of the 2013 Curriculum is the objectives of the National Education System and National Education Standards |
|     |                            | 2. Developing a Pancasila student profile for students  |   | 2. Developing a Pancasila student profile for students  |   | 2. Developing a Pancasila student profile for students  |   |
| 2.  | <b>Intended competence</b> | 1. Learning outcomes arranged by phase  | 1. Basic Competencies (KD) in the form of scope and sequence  | 1. Learning Outcomes arranged by phase  | 1. Basic Competencies (KD) in the form of scope and   | 1. Learning Outcomes arranged by phase  | 1. Basic Competencies (KD) in the form of scope and   |

| No. | Differentiator | SD/SDLB/MI   |  | SMP/SMPLB/MTs  |   | Tingkat SMA/SMALB/MA   |   |
|-----|----------------|--|--|--|---|--|---|
|     |                | Merdeka Curriculum   | Curriculum 2013  | Merdeka Curriculum   | Curriculum 2013   | Merdeka Curriculum   | Curriculum 2013   |
|     |                |  | (scope and sequence) are grouped into four Core Competencies (KI) namely: Spiritual Attitudes, Social Attitudes, Knowledge, and Skills |  | sequence (scope and sequence) are grouped into four Core Competencies (KI) namely: Spiritual Attitudes, Social Attitudes, Knowledge, and Skills |  | sequence (scope and sequence) are grouped into four Core Competencies (KI) namely: Spiritual Attitudes, Social Attitudes, Knowledge, and Skills |
|     |                | 2. Learning Outcomes are expressed in paragraphs that combine knowledge, attitudes, and skills to achieve, strengthen, and improve | 2. KD is expressed in the form of points and is sorted to achieve the organized KI per year  | 2. Learning Outcomes are expressed in paragraphs that combine knowledge, attitudes, and skills to achieve, strengthen, and | 2. KD is expressed in the form of points and is sorted to achieve the organized KI per year   | 2. Learning Outcomes are expressed in paragraphs that combine knowledge, attitudes, and skills to achieve, strengthen, and | 2. KD is expressed in the form of points and is sorted to achieve the organized KI per year   |

| No. | Differentiator              | SD/SDLB/MI  |  | SMP/SMPLB/MTs   |   | Tingkat SMA/SMALB/MA   |   |
|-----|-----------------------------|---|--|---|---|--|---|
|     |                             | Merdeka Curriculum  | Curriculum 2013  | Merdeka Curriculum  | Curriculum 2013   | Merdeka Curriculum   | Curriculum 2013   |
|     |                             | competencies  |  | improve competencies  |   | improve competencies   |   |
|     |                             | 3. Elementary/equivalent consists of: Phase A (generally equivalent to class I and II elementary school), Phase B (generally equivalent to class III and IV elementary school), and Phase C (generally equivalent to class V and VI elementary school). | 3. KD in KI 1 and KI 2 is only found in the subjects of Religious and Ethical Education and Pancasila and Citizenship Education. | 3. Junior high school/equivalent consists of one phase, namely Phase D (generally equivalent to class VII, class VIII and class IX junior high school). | 3. KD in KI 1 and KI 2 is only found in the subjects of Religious and Ethical Education and Pancasila and Citizenship Education | 3. High school/equivalent consists of:<br>a. Phase E (generally equivalent to class X high school),<br>b. Phase F (generally equivalent to class XI and XII high school) | 3. KD in KI 1 and KI 2 is only found in the subjects of Religious and Ethical Education and Pancasila and Citizenship Education |
| 3.  | <b>Curriculum Structure</b> | 1. The curriculum structure is divided into 2 (two) main  | 1. Class Hours (JP) are set per week. The unit manages   | 1. The curriculum structure is divided into 2 (two) main  | 1. Class Hours (JP) are set per week. The unit  | 1. The curriculum structure is divided into 2 (two) main   | 1. Class Hours (JP) are set per week. The unit  |

| No. | Differentiator | SD/SDLB/MI  |  | SMP/SMPLB/MTs   |  | Tingkat SMA/SMALB/MA  |  |
|-----|----------------|---|--|---|--|---|--|
|     |                | Merdeka Curriculum  | Curriculum 2013  | Merdeka Curriculum  | Curriculum 2013  | Merdeka Curriculum  | Curriculum 2013  |
|     |                | learning activities, namely: a. regular or routine learning which is an intracurricular activity; and b. a project to strengthen the profile of Pancasila students. | the allocation of learning time regularly every week in each semester, so that in each semester students will get a score of learning outcomes for each subject. | learning activities, namely: a. regular or routine learning which is an intracurricular activity; and b. project to strengthen the profile of Pancasila students. | manages the allocation of learning time regularly every week in each semester, so that in each semester students will get a score of learning outcomes for each subject. | learning activities, namely: a. Regular or routine learning which is an intracurricular activity; and b. Project to strengthen the profile of Pancasila students. | manages the allocation of learning time regularly every week in each semester, so that in each semester students will get a score of learning outcomes for each subject. |
|     |                | 2. Class Hours (JP) are set per year. Education units can flexibly manage the allocation of learning time to  | 2. The education unit is directed using an integrative thematic-based learning   | 2. Class Hours (JP) are set per year. Education units can flexibly manage the   | 2. The education unit is directed using a subject-based learning   | 2. Class Hours (JP) are set per year. Education units can flexibly manage the   | 2. Education units are directed using a subject-based learning   |

| No. | Differentiator | SD/SDLB/MI  |                      | SMP/SMPLB/MTs  |                      | Tingkat SMA/SMALB/MA   |                     |
|-----|----------------|---|----------------------|--|----------------------|--|---------------------|
|     |                | Merdeka Curriculum  | Curriculum 2013      | Merdeka Curriculum   | Curriculum 2013      | Merdeka Curriculum   | Curriculum 2013     |
|     |                | achieve the set JP  | organizing approach. | allocation of learning time to achieve the set JP  | organizing approach. | allocation of learning time to achieve the set JP  | organizing approach |
|     |                | 3. Education units can use subject-based, thematic, or integrated learning organizing approaches    |                      | 3. Education units can use subject-based, thematic, or integrated learning organizing approaches |                      | 3. Education units can use subject-based, thematic, or integrated learning organizing approaches                     |                     |
|     |                | 4. The subject of IPAS (Natural and Social Sciences) is a combination of science and social studies |                      | 4. Informatics subjects are compulsory subjects  |                      | 4. Science and social studies subjects in Class X of high school have not been separated into more specific subjects |                     |
|     |                | 5. English is an elective subject, depending on the readiness of                                    |                      | 5. Education units or students can choose at least   |                      | 5. Education units or students can choose at least   |                     |

| No. | Differentiator | SD/SDLB/MI   |                 | SMP/SMPLB/MTs   |                 | Tingkat SMA/SMALB/MA   |                 |
|-----|----------------|--|-----------------|---|-----------------|--|-----------------|
|     |                | Merdeka Curriculum   | Curriculum 2013 | Merdeka Curriculum  | Curriculum 2013 | Merdeka Curriculum   | Curriculum 2013 |
|     |                | the education unit   |                 | one of 5 (five) subjects of Art and Crafts: Music Arts, Fine Arts, Theater Arts, Dance, or Prakarya |                 | one of the five subjects of Art and Crafts: Music Arts, Fine Arts, Theater Arts, Dance, or Prakarya  |                 |
|     |                | 6. Educational units or learners may choose at least one of four Arts and Culture subjects: Music, Fine Arts, Theatre Arts, or Dance |                 |   |                 | 6. In class X learners study general subjects (there are no elective subjects yet). Learners choose subjects according to their interests in classes XI and XII. Learners choose subjects from available |                 |

| No. | Differentiator  | SD/SDLB/MI   |   | SMP/SMPLB/MTs  |   | Tingkat SMA/SMALB/MA   |                 |
|-----|-----------------|--|---|--|---|--|-----------------|
|     |                 | Merdeka Curriculum   | Curriculum 2013   | Merdeka Curriculum   | Curriculum 2013   | Merdeka Curriculum   | Curriculum 2013 |
|     |                 |  |   |  |   | subject groups   |                 |
|     |                 |  |   |  |   | 7. Learners write scientific essays as a condition of graduation   |                 |
| 4.  | <b>Learning</b> | 1. Strengthening differentiated learning according to the stage of student achievement   | 1. The learning approach uses one approach, namely the scientific approach for all subjects                                       | 1. Strengthening differentiated learning according to the stage of student achievement                                     | 1. The learning approach uses one approach, namely the scientific approach for all subjects                                 | 1. Strengthening differentiated learning according to the stage of student achievement                                     |                 |
|     |                 | 2. A combination of intracurricular learning (about 70-80% of class hours) and co-curricular learning through a project to strengthen the profile of Pancasila | 2. In general, learning is focused only on intracurricular (face-to-face), for co-curricular is allocated a maximum learning load | 2. A combination of intracurricular learning (about 70-80% of class hours) and co-curricular learning through a project to | 2. In general, learning is focused only on intracurricular (face-to-face), for co-curricular learning load a maximum of 50% | 2. A combination of intracurricular learning (about 70-80% of class hours) and co-curricular learning through a project to |                 |

| No. | Differentiator   | SD/SDLB/MI   |  | SMP/SMPLB/MTs  |   | Tingkat SMA/SMALB/MA   |   |
|-----|------------------|--|--|--|---|--|---|
|     |                  | Merdeka Curriculum   | Curriculum 2013  | Merdeka Curriculum   | Curriculum 2013   | Merdeka Curriculum   | Curriculum 2013   |
|     |                  | students (about 20-30% of class hours)   | of 50% outside of face-to-face hours, but it is not required in the form of specially planned activities, so that it is generally left to the creativity of the teacher. | strengthen the profile of Pancasila students (about 20-30% of class hours)   | outside of face-to-face hours, but is not required in the form of specially planned activities, so it is generally left to the creativity of the teacher. | strengthen the profile of Pancasila students (about 20-30% of class hours)   |   |
| 5.  | <b>Valuation</b> | 1. Strengthening the formative assessment and the use of assessment results to design learning according to the stage of student achievement | 1. Formative and summative assessments by educators serve to monitor learning progress, monitor learning   | 1. Strengthening the formative assessment and the use of assessment results to design learning according to the stage of student achievement | 1. Formative and summative assessments by educators serve to monitor learning progress, monitor learning  | 1. Strengthening the formative assessment and the use of assessment results to design learning according to the stage of student achievement | 1. Formative and summative assessments by educators serve to monitor learning progress, monitor |

| No. | Differentiator | SD/SDLB/MI   |   | SMP/SMPLB/MTs  |   | Tingkat SMA/SMALB/MA   |  |
|-----|----------------|--|---|--|---|--|--|
|     |                | Merdeka Curriculum   | Curriculum 2013   | Merdeka Curriculum   | Curriculum 2013   | Merdeka Curriculum   | Curriculum 2013  |
|     |                |  | outcomes, and detect the need for continuous improvement in student learning outcomes |  | outcomes, and detect the need for continuous improvement in student learning outcomes |  | learning outcomes, and detect the need for continuous improvement in student learning outcomes |
|     |                | 2. Strengthening the implementation of authentic assessments, especially in the project of strengthening the profile of Pancasila students | 2. Strengthen the implementation of authentic assessments in each subject             | 2. Strengthening the implementation of authentic assessments, especially in the project of strengthening the profile of Pancasila students | 2. Strengthen the implementation of authentic assessments in each subject             | 2. Strengthening the implementation of authentic assessments, especially in the project of strengthening the profile of Pancasila students | 2. Strengthen the implementation of authentic assessments in each subject                      |
|     |                | 3. There is no separation between the assessment of  | 3. Assessment is divided into an assessment of attitudes,                             | 3. There is no separation between the assessment of  | 3. Assessment is divided into an assessment   | 3. There is no separation between the assessment of  | 3. Assessment is divided into an assessment  |

| No. | Differentiator                            | SD/SDLB/MI   |  | SMP/SMPLB/MTs  |  | Tingkat SMA/SMALB/MA   |  |
|-----|---|--|--|--|--|--|--|
|     |   | Merdeka Curriculum   | Curriculum 2013                                  | Merdeka Curriculum   | Curriculum 2013                                  | Merdeka Curriculum   | Curriculum 2013                                  |
|     |   | attitudes, knowledge, and skills   | knowledge, and skills                            | attitudes, knowledge, and skills   | of attitudes, knowledge, and skills              | attitudes, knowledge, and skills   | of attitudes, knowledge, and skills              |
| 6.  | <b>Government-Provided Teaching Tools</b> | 1. Textbooks and non-text books<br>2. Examples of teaching modules, flow of learning objectives, examples of projects to strengthen the profile of Pancasila learners, examples of operational curriculum of educational units | Textbooks and non-text books                     | 1. Textbooks and non-text books<br>2. Examples of teaching modules, flow of learning objectives, examples of projects to strengthen the profile of Pancasila learners, examples of operational curriculum of educational units | Textbooks and non-text books                     | 1. Textbooks and non-text books<br>2. Examples of teaching modules, flow of learning objectives, examples of projects to strengthen the profile of Pancasila learners, examples of operational curriculum of educational units | Textbooks and non-text books                     |
| 7.  | <b>Curriculum Kit</b>                     | Learning and Assessment Guides, school operational curriculum  | Curriculum implementation guidelines, Assessment | Learning and Assessment Guides, school operational   | Curriculum implementation guidelines, Assessment | Learning and Assessment Guides, school operational   | Curriculum implementation guidelines, Assessment |

| No. | Differentiator | SD/SDLB/MI   |   | SMP/SMPLB/MTs  |   | Tingkat SMA/SMALB/MA   |   |
|-----|----------------|--|---|--|---|--|---|
|     |                | Merdeka Curriculum   | Curriculum 2013                           | Merdeka Curriculum   | Curriculum 2013                           | Merdeka Curriculum   | Curriculum 2013                           |
|     |                | development guidelines, project development guidelines for strengthening pancasila student profiles, guidelines for implementing inclusive education, guidelines for preparing individualized learning programs, counseling guidance service modules | Guides, and Learning Guides at each level | curriculum development guidelines, project development guidelines for strengthening Pancasila student profiles, guidelines for implementing inclusive education, guidelines for the preparation of Individualized Learning Programs, counseling guidance service modules | Guides, and Learning Guides at each level | curriculum development guidelines, project development guidelines for strengthening Pancasila student profiles, guidelines for implementing inclusive education, guidelines for the preparation of Individualized Learning Programs, counseling guidance service modules | Guides, and Learning Guides at each level |

Diverse learning is a feature of an independent curriculum. To give students time to investigate concepts and develop their competencies. Independent curriculum focuses on important content (Dwi et al., 2022, p. 7). Teachers are better able to be creative in teaching and better understand the interests, skills, needs and abilities of their students. The curriculum taught in schools is based on a Pancasila learner profile designed to emphasize a competent skill level and a distinctive personality. In the event that there is an independent curriculum, it will produce work that is critical, quality, expressive, flexible, and advanced for those who work on projects (Sumarsih et al., 2022, p. 8257)

## 2. Factors Affecting the Implementation of the Independent Curriculum in Islamic Religious Education Subjects

Weimer and Vini's theory cited by Muhammad Ali there are three large groups of variables that can influence the success of the implementation of a program, namely: the ability to implement policies, the logic of policies and the environment in which policies are operated (Muhammad, 2017, p. 65). The factors that influence the application of the curriculum according to Fullan cited by Dinn Wahyudin are nine which are in detail divided into three characteristics. First, the characteristics of the program itself, which include: a. A need is a program to get a response and support essentially having to depart from the needs of both the student and teacher scale. b. Clarity is clarity in its meaning and purpose. c. Complexity which means the level of ease or difficulty of a program to be implemented in the field. d. Quality and applicability means whether the program is indeed of high quality, especially compared to the previous program, as well as the level of its application or usefulness in the field and the community. Second, local characteristics include: a. The school environment is mainly concerned with the conditions, facilities, and supporting equipment in the school. b. The community is the support of the surrounding community, the industrial business world, and so on. c. The principal is primarily concerned with the management system and leadership of the principal. d. Teachers (Suhandi & Robi'ah, 2022, p. 5937) includes response, support, and teacher participation in program implementation. Third, external factors in the form of support from the government in the form of education administrators and support from private institutions that care about the implementation of the program in question (Dinn Wahyudin, 2014, p. 95).

Aslan and Wahyudin quoted Haryanto as saying that here are indicators of changes in Indonesia's current curriculum: First, social relationships are established with social networks due to the rapid growth of technology in today's world. However, technology that has positive and negative effects will also affect human existence. Therefore, one way to reduce these negative impacts is to follow current technological advances. Second, student learning activities are curriculum-based. But not every curriculum change is right for the student environment. This is because educational opportunities for students vary depending on where they live. Therefore, teacher professionalism is the most crucial aspect in curriculum implementation. Third, whenever there is a shift in curriculum, learning tools, media, and teaching materials must adapt to accommodate the shift. Keempat, kurikulum dilaksanakan secara lokal, berwawasan nasional, dan berlandaskan standar global atau regional. Fifth, there is continuity of curriculum between each level of education and the next level. Sixth, curriculum development is essentially socialization with local governments, not the full authority of the

central government. Seventh, The differences between elementary, middle, and high schools should be reflected in the curriculum. Eighth, family and community education must also be included in the curriculum. Curriculum changes should be based on collaboration between the three components (Aslan & Wahyudin, 2020, pp. 184–185).

The influencing factors in implementing the independent curriculum can be broken down into three parts. First, human resources (Hafid & Amran, 2021, p. 407) It consists of teachers, students, principals and the community. Second, infrastructure (Kurniawati, 2022, p. 8) contained in inadequate and supportive school facilities and equipment such as the availability of one class one projector and unstable internet speed. Third, the environment in which there are two factors that influence the learning process, namely the organization and the socio-psychological climate. The organization of classes that are too large will be less effective in achieving learning objectives. Internal socio-psychological climate means that the relationship between the person involved in the school environment is the teacher (Anridzo et al., 2022, p. 8814) with students, teachers with teachers, and school leaders with teachers and students). and External socio-psychological climate is the harmony of the relationship between the school and outside the school, for example the relationship between the school and community institutions, the government, parents of students and so on (Wina, 2011, pp. 201–202).

Qualitative research using literature review was used in this study. By "qualitative" is meant a type of analysis that does not take into account numbers in the process of data analysis and hypothesis formulation. (Moh. Slamet, 2022, p. 195). This study used a literature review. Researchers collect data from various literature such as books, journals, seminar results and then analyzed and given sufficient context.

### C. Conclusion

Educational activities are always in line with the curriculum, so Islamic religious education cannot be implemented effectively without curriculum participation and to realize a good curriculum requires a process, consistent policies and joint commitment. In the implementation of the independent curriculum, it is necessary to observe in advance whether it is suitable for schools to implement an independent curriculum due to differences in location, situation and conditions. If all Islamic religious education teachers already understand and understand about the independent curriculum, it can only be applied to students. Although in implementing the independent curriculum there are still many advantages and disadvantages, we hope that the learning process of Islamic religious education runs perfectly for the better, varied so that the curriculum can be refined as needed. This research still has many shortcomings, especially in research methods, preferably for subsequent researchers to use quantitative research so that the data is clearer and more measurable.

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