


## Implementation of Independent Curriculum in the Subject of Al-Qur'an Hadith at MTsN 1 Baubau

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### A B S T R A C T

This study explores the implementation of the Independent Curriculum in learning the Al-Qur'an Hadith subject at MTsN 1 Baubau. The Independent Curriculum, launched by the Minister of Education, aims to create an innovative learning atmosphere and empower students and teachers to think critically and creatively. The research method used is qualitative with an inductive approach, involving observation, interviews, and documentation. The results of the study indicate that although there are still challenges in implementation, such as the dominance of old methods in teaching, the Independent Curriculum provides opportunities to improve the quality of learning through a more flexible approach, character development, and the use of innovative learning methods. This study emphasizes the importance of careful planning, varied implementation, and ongoing evaluation to achieve relevant and meaningful educational goals.

**Keywords :** *Merdeka Curriculum, Al- Quran, Hadith, Implementation*

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## INTRODUCTION

Education plays a strategic role in shaping the character, intelligence, and skills of students to meet the demands of the 21st century. As global challenges continue to evolve, education systems are required to be adaptive, innovative, and capable of developing human resources who are not only intellectually capable but also morally upright. In response to this, the Indonesian Ministry of Education, Culture, Research, and Technology introduced the Merdeka Curriculum or Independent Curriculum, aiming to transform conventional educational practices into more student-centered, flexible, and competency-based approaches (Ministry of Education and Culture, 2022).

The Independent Curriculum is designed to provide autonomy to educational institutions and educators in developing contextually relevant school-based curricula. It encourages meaningful and enjoyable learning processes that respond to students' individual needs and the socio-cultural realities of their environment. This reform aligns with global trends in learner-centered education and highlights the importance of differentiated instruction, character education, and project-based learning (Khoirurijal et al., 2022; Jufriadi et al., 2022).

A core aspect of the curriculum is the integration of the Pancasila Student Profile, which embodies six key values: faith and devotion, global diversity, mutual cooperation, independence, critical thinking, and creativity. These dimensions serve as the philosophical foundation of all learning activities and are expected to contribute to the holistic development of Indonesian students (Lestari, Asbari & Yani, 2023). Accordingly, every subject, including

Islamic Religious Education, is expected to promote not only knowledge acquisition but also moral and spiritual growth.

The subject of Al-Qur'an Hadith is particularly vital in this regard, as it lays the foundation for students' ethical and spiritual development. However, the teaching of this subject in many madrasahs, including MTsN 1 Baubau, remains dominated by traditional methods such as lectures and rote memorization. These methods often limit student engagement, reduce creativity, and fail to leverage the full potential of modern pedagogical strategies (Hanum, 2021).

With the implementation of the Independent Curriculum, there is an opportunity to renew the approach to Al-Qur'an Hadith learning by incorporating active learning strategies, ICT-based resources, and authentic assessments. These elements are intended to make religious education more relevant, experiential, and impactful for students in the contemporary era (Achmad et al., 2022; Idhartono, 2022). Teachers are encouraged to function as facilitators who guide students in discovering meaning through contextual exploration rather than passive information delivery.

However, transitioning from a teacher-centered to a student-centered learning environment requires comprehensive planning, capacity building, and institutional support. Teachers need to be equipped with the necessary skills to design learning outcomes, flowcharts, and teaching modules aligned with Independent Curriculum standards (Nugrahani, 2008). Moreover, professional development programs and technical guidance are critical to ensuring that educators understand the philosophical and practical differences between the Independent Curriculum and previous models.

Despite these opportunities, several challenges hinder the effective implementation of the Independent Curriculum. These include limited access to training, inadequate learning resources, and resistance to change due to long-established teaching habits (Yamin & Syahrir, 2020). Such challenges must be addressed through collaborative planning, ongoing mentoring, and adaptive leadership at the school level to ensure successful curriculum transformation.

Based on this background, the present study aims to explore the planning, implementation, and evaluation of the Independent Curriculum in the Al-Qur'an Hadith subject at MTsN 1 Baubau. By analyzing the practical experiences, pedagogical strategies, and institutional dynamics involved, this research contributes to a deeper understanding of curriculum reform in Islamic education and offers insights for improving religious instruction within the framework of Indonesia's national education policy.

## METHODS

This study uses a qualitative research method with an inductive approach, which emphasizes the analysis of data that emerges from the field during the data collection process. [cite: 354, 355, 356] Data analysis techniques used include data reduction, data presentation, and drawing conclusions. [cite: 360, 361, 362] The analysis process begins with data collection through observation, interviews, and documentation, then the data is organized into relevant themes. [cite: 357, 358, 359] Furthermore, the data is analyzed, presented in accordance with the research framework, and interpreted comprehensively with honest descriptions. [cite: 360, 361, 362] Systematically, the analysis steps include collecting data from observations, interviews, and relevant documents, as well as organizing all data obtained to answer the problem formulation and produce conclusions. The data collection procedure involves observation, interviews, and documentation.

## FINDING AND DISCUSSION

### Understanding the Independent Learning Curriculum

The Merdeka Belajar Curriculum is a curriculum framework designed by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in response to the need for a more flexible, relevant, and learner-centered education system. This curriculum

provides greater autonomy to educational units and teachers to develop operational school curricula that are appropriate to the context, characteristics of students, and the potential of their respective regions. Thus, it is hoped that learning can be more meaningful and interesting for students, and can accommodate diverse learning needs. The Merdeka Belajar Curriculum is a curriculum framework designed by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in response to the need for a more flexible, relevant, and learner-centered education system. This curriculum provides greater autonomy to educational units and teachers to develop operational school curricula that are appropriate to the context, characteristics of students, and the potential of their respective regions. Thus, it is hoped that learning can be more meaningful and interesting for students, and can accommodate diverse learning needs.

The core of the Independent Learning Curriculum is the understanding that each student has unique characteristics and different learning speeds. Therefore, this curriculum emphasizes differentiated learning, where teachers adjust teaching methods and learning materials to the level of students' abilities and interests. In addition, the Independent Curriculum also encourages the use of holistic assessments, not only focusing on the final results (summative), but also on the learning process (formative) to provide constructive feedback for students and teachers in improving the quality of learning. One of the prominent characteristics of the Independent Learning Curriculum is the focus on essential materials. This curriculum identifies the most important core materials for students to master at each level of education. By prioritizing essential materials, it is hoped that students will have a deeper understanding and not be burdened by too much irrelevant material. In addition, the Independent Curriculum also integrates character development through the Pancasila Student Profile as an important dimension in the learning process.

Project-based learning is one of the approaches that is highly recommended in the Merdeka Belajar Curriculum. Through projects, students have the opportunity to learn actively, collaborate, and apply the knowledge and skills they have acquired in real contexts. This approach not only improves conceptual understanding, but also develops 21st-century skills such as critical thinking, creativity, communication, and collaboration that are essential to facing future challenges. Overall, the Merdeka Belajar Curriculum aims to transform education in Indonesia to be more adaptive, responsive to student needs, and relevant to current developments. By giving teachers and schools the freedom to innovate, and emphasizing in-depth and meaningful learning, this curriculum is expected to produce graduates who are competent, have character, and are ready to face the future.

### **Characteristics of Independent Curriculum**

The main characteristic of the Independent Learning Curriculum lies in its focus on essential materials. This curriculum is designed to prioritize the most basic and relevant materials for the development of student competencies at every level of education. Thus, it is hoped that the allocation of time for learning can be used more effectively for in-depth and contextual understanding, reducing students' cognitive burden due to too much insignificant material. This focus allows teachers to be more flexible in exploring concepts comprehensively and provides greater opportunities for students to actively interact with learning materials. In addition to emphasizing essential materials, the Independent Learning Curriculum also integrates character and competency development holistically. This curriculum is not only oriented towards mastering academic knowledge, but also on forming students' character in accordance with the values of the Pancasila Student Profile. The six dimensions of the Pancasila Student Profile (Faithful, devoted to God Almighty, and noble; Global diversity; Mutual cooperation; Independent; Critical thinking; and Creative) are the foundation for every learning process and activity in schools. The development of 21st century competencies such as critical thinking, creativity, collaboration, and communication are also major concerns in this curriculum.

Flexible and differentiated learning is another central characteristic of the Merdeka Belajar Curriculum. This curriculum gives teachers the flexibility to adjust teaching methods, learning materials, and assessments according to students' needs, interests, and learning development levels. The differentiated learning approach recognizes that each student has a different learning style and pace, so learning is designed to accommodate this diversity. This flexibility also allows teachers to be more responsive to the context of the learning environment and the resources available in their respective schools.

The Merdeka Belajar Curriculum strongly encourages the implementation of project-based learning. Through this approach, students learn through investigation and problem solving that is relevant to real life. Project-based learning not only improves conceptual understanding, but also develops practical skills, collaboration, and problem-solving abilities. Students become more active in the learning process, have autonomy in learning, and are able to relate knowledge to their daily experiences. Finally, the Merdeka Belajar Curriculum emphasizes the use of diverse assessments that are oriented towards improving learning. Assessments are not only carried out at the end of learning (summative), but also continuously during the learning process (formative) to monitor student progress and provide constructive feedback. The results of formative assessments are used by teachers to adjust teaching strategies and provide appropriate support to students. Diagnostic assessments at the beginning of learning are also important to understand students' initial needs and design appropriate learning. This holistic assessment approach aims to improve the quality of learning continuously.

### Understanding Implementation

Implementation is a complex and systematic process that involves translating plans, policies, programs, or ideas into real actions on the ground. More than just following instructions, implementation involves a series of organized and coordinated activities to achieve stated goals. This process involves resource allocation, change management, effective communication between stakeholders, and adaptation to challenges that may arise during implementation. The success of implementation depends heavily on a deep understanding of the goals to be achieved and the context in which the implementation is carried out.

In the context of public policy or programs, implementation often involves interactions between various actors, from policy makers, implementers at the lower level, to target groups. The effectiveness of implementation is greatly influenced by the quality of coordination and collaboration between these actors. The existence of different understandings, diverse interests, or lack of effective communication can be serious obstacles in achieving the expected results. Therefore, a good implementation strategy must be able to bridge these differences and build a shared commitment to achieving goals.

Implementation is also a process of learning and adaptation. Initial plans may need to be adjusted as new information emerges or conditions change on the ground. The ability to monitor progress, identify problems, and make necessary corrections is a crucial aspect of successful implementation. Formative evaluation during the implementation process allows implementers to identify areas for improvement and ensure that actions taken remain relevant and effective in achieving objectives. Furthermore, implementation does not only focus on the technical aspects of implementation, but also involves social and cultural dimensions. Acceptance and participation from target groups and support from the wider community can be determining factors for the success of a policy or program implementation. Therefore, an effective implementation strategy needs to consider the values, norms, and cultural practices that apply in the community where the implementation is carried out. Active involvement of stakeholders from the planning stage to implementation can increase the legitimacy and sustainability of implementation results.

Overall, implementation is a crucial stage that determines whether a plan or policy will succeed in achieving its objectives. It involves more than just mechanical actions, but requires



deep understanding, effective coordination, adaptability, and consideration of the socio-cultural context. Successful implementation will have a direct impact on achieving the goals that have been set and make a real contribution to the expected changes.

### **Independent Learning Curriculum Planning in Al-Qur'an Hadith Subjects at MTsN**

The planning of Al-Qur'an Hadith learning in the Independent Curriculum at MTsN involves a series of comprehensive preparations to ensure effective and relevant learning. This includes preparing a detailed learning plan, searching for various material references to enrich the content, and compiling structured learning tools such as CP (Learning Outcomes), TP (Learning Objectives), and ATP (Learning Objective Flow). The Teaching Module is also developed as an operational guide for teachers in implementing learning in the classroom. In addition to compiling learning tools, Al-Qur'an Hadith teachers are active in developing professionalism through participation in the Independent Curriculum workshop, both online and offline. This workshop aims to equip teachers with a deep understanding of the concept of the Independent Curriculum, including its philosophical and operational differences compared to the 2013 Curriculum. [cite: 51] This understanding includes how to formulate Learning Objectives that are in accordance with the characteristics of students, compiling a logical and systematic Learning Objective Flow, developing contextual Teaching Modules, implementing differentiated learning to accommodate student diversity, and implementing authentic and comprehensive assessments. Throughout the planning process, MTsN strives to design specific and measurable learning objectives, choose varied and innovative learning methods to increase student engagement, and develop holistic evaluation instruments to measure the achievement of student competencies as a whole.

### **Implementation of the Independent Learning Curriculum in Al-Qur'an Hadith Subjects at MTsN**

In the implementation of the Independent Curriculum, there is an emphasis on the application of various innovations in learning methods to improve the effectiveness of learning the Al-Qur'an Hadith. This innovation includes the use of technology such as online learning media, website-based games, and audiovisuals to create an interesting and relevant learning environment for students. In addition, cooperative learning methods such as the use of quartet cards are integrated to encourage interaction and collaboration between students. The discovery learning approach is also applied, where the teacher acts as a facilitator who guides students to find concepts and principles through the investigation process, so that learning becomes more student-centered. The development of social-emotional intelligence is also an integral part of this learning approach. Al-Qur'an Hadith teachers use teaching module books and reference books for the Independent Curriculum as learning resources. The learning methods applied in class vary widely, including discussions to encourage the exchange of ideas, lectures to convey information, card sort for concept classification, reading aloud to practice pronunciation and understanding of texts, performance for practical applications, and quizzes to evaluate understanding. The use of technology is also optimized with the use of LCD, learning videos, Power Point, and Quizziz to support the delivery of material and increase student involvement.

### **Evaluation of the Independent Learning Curriculum in the Al-Qur'an Hadith Subject at MTsN**

Evaluation is a crucial component in the Independent Curriculum, seen as an integral part of the ongoing learning process. Therefore, continuous development of teacher competencies is considered important to improve the quality of evaluation. This includes developing teacher creativity in designing interesting and innovative learning activities, often through training that focuses on the development of learning media. Learning evaluation in this context involves various forms of assessment, including formative evaluation which aims to provide

feedback during the learning process, and summative evaluation which measures the achievement of learning outcomes at the end of a certain period. In addition, evaluation also includes assessment of skill performance, such as memorizing readings, as well as written tests to measure student knowledge. Teachers also apply formative test assessments in the form of groups as a means to analyze learning materials in more depth. It is important to note that Al-Qur'an Hadith teachers stated that they were still in the stage of studying and compiling KKTP (Criteria for Achieving Learning Objectives), which indicates a process of continuous adaptation and development in the implementation of this curriculum.

## CONCLUSION

This study explores the implementation of the Independent Curriculum in learning the Al-Qur'an Hadith subject at MTsN 1 Baubau. The Independent Curriculum aims to create a fun, innovative learning atmosphere, and empower teachers and students to think critically and creatively. The implementation of this curriculum involves comprehensive learning planning, the application of innovative learning methods, and continuous evaluation. The results of the study indicate that the Independent Curriculum brings positive changes in learning the Al-Qur'an Hadith, by emphasizing essential materials, character development, flexible learning, project-based learning, and diverse assessments. The Independent Curriculum brings significant changes in the learning of the Qur'an and Hadith at MTsN, with a focus on careful planning, innovative implementation, and comprehensive evaluation. Planning involves the preparation of detailed learning tools and teacher professional development. Implementation emphasizes varied learning methods and the use of technology, with teachers acting as facilitators. Evaluation is an important component to measure student competency achievement holistically and encourage teacher professional development. The implementation of this curriculum aims to create more meaningful, relevant, and student-centered learning, as well as prepare competent and characterful graduates.

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