

## IMPLEMENTATION OF KURIKULUM MERDEKA IN INTEGRATED ISLAMIC SCHOOL

### IMPLEMENTASI KURIKULUM MERDEKA BELAJAR DI PESANTREN TERPADU

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#### ABSTRACT

Indonesian education continues to develop to produce a competitive and morally upright generation. As a process, the administration of the education curriculum continues to be developed with an independent learning curriculum as its guiding principle. In addition, it is anticipated that learning will be student-centered by prioritizing children's overall growth and development and by encouraging teachers to always be student-centered. This research seeks to collect field-based information on the implementation of independent learning curricula in Islamic senior high schools. The descriptive qualitative method with Rogers' theory of diffusion innovation was used, and data analysis was conducted through interviews and direct observations with the school dean and 27 instructors. The findings of this study indicate that the independent curriculum not only offers new learning experiences to teachers but is also capable of unifying divisions in the learning process with results derived from both the innovation attribute and innovation development process. The subsequent research is an evaluation of the curriculum for independent learning that has been implemented in Senior High Schools or Islamic Senior High Schools.

**Keywords:** *Islamic Education; Independent Learning Curriculum; Integrated Islamic High School*

#### ABSTRAK

Pendidikan Indonesia terus berbenah dalam mencapai generasi bangsa yang mampu bersaing dan berkarakter. Dalam prosesnya kurikulum pendidikan yang saat ini dikembangkan dengan prinsip utama kurikulum merdeka belajar yang diharapkan mampu menerapkan pembelajaran yang berorientasi pada murid dengan memprioritaskan tumbuh kembang anak secara utuh. Penelitian ini bertujuan untuk mendapatkan data dilapangan bagaimana implementasi kurikulum merdeka belajar di Sekolah menengah atas Islam terpadu. Metode yang dipakai adalah metode kualitatif deskriptif dengan teori diffusion innovation by Rogers, analisis data dilaksanakan dengan wawancara dan observasi langsung dengan kepala sekolah, dan guru-guru yang berjumlah 27 responden. Hasil dari penelitian ini ditemukan bahwa kurikulum merdeka bukan hanya memberikan pengalaman yang baru pada guru dalam hal pembelajaran, akan tetapi mampu mempersatukan pengkotak-kotakan dalam proses pembelajaran dengan hasil yang didapat baik dari attribute of innovation, dan innovation development process. Penelitian selanjutnya yang diharapkan adalah evaluasi kurikulum merdeka belajar yang sudah dilaksanakan saat ini di Sekolah Menengah Atas.

**Kata kunci:** *Pendidikan Islam; Kurikulum Merdeka; Sekolah Menengah Islam Terpadu.*



## INTRODUCTION

The Indonesian government consistently gives all areas of education more attention. This is demonstrated by the implementation of numerous government measures in the field of education, including initiatives to make education compulsory, provide financial aid to those in need, and raise the standard of instruction (OECD/ADB, 2015). In other words, the formation of an intelligent and character generation is one of the goals of education in Indonesia. So, an evaluation of implementation of independent curriculum is needed in order to achieve the goal of education.

The elected minister of education and culture, Nadiem Makarim, has initiated a new policy in the world of education, which he calls the independent learning policy. This policy was made against the backdrop of the research results of the Program for International Student Assessment (PISA) in 2019 showing that the assessment results for Indonesian students only occupy the sixth position from bottom. As for mathematics and literacy, Indonesia is in 74th position out of 79 countries. Based on this fact, this breakthrough was initiated by Nadiem (Mustaghfiroh, 2020).

Through independent learning, teachers and students are expected to be independent in thinking so that this can be implemented towards teacher innovation in delivering material to students, not only that students are also facilitated in independent learning because students are facilitated in innovation and creativity in their learning (Sopiansyah Deni, Siti, Yuliati, & Mohamad, 2022).

There are several policies in independent learning, this policy contains four main topics, there are; a) the abolition of the national exam, b) the implementation of national standard school exams whose implementation is handed over to school, c) simplification of the format of the lesson plan (RPP), and d) the zoning system for new student admissions (PSB). This policy brings the big aspirations that the Ministry of Education and Culture wants to achieve with this independent learning policy, the culture formation in educational institutions that are autonomous, unbureaucratic, and innovation development in learning system (J. Syahfitri, 2020, p. 4).

In this case the Government has allocated funds for facilities to improve the quality of education in Indonesia, marked by the many scholarships for underprivileged and outstanding students and scholarships for educators to continue their studies. On the other hand, Indonesia also has a lot of human resources, but the lack of equality of education in Indonesia will cause an educational gap which will impact on social inequality. With the promulgation of "Freedom to Learn" it is hoped that Indonesia will have clear educational directions and goals. This is closely related to government policies and the perspective of educational institutions in interpreting and implementing the independent curriculum. In addition, "Freedom to Learn", it is hoped that Indonesia will have clear educational directions and goals. This is closely related to government policies and the perspective of educational institutions

in interpreting and implementing the independent curriculum.

In general, the curriculum is a set of learning plans that concern objectives, content, teaching materials, and methods used as guidelines for implementing teaching and learning activities. (Ministry of National Education, 2003: 3). The vocabulary comes from the Latin "curriculum" which means teaching material, and some say "courier" from French. In Arabic, some use the vocabulary "Al-manhaj" for curriculum vocabulary. In the context of curriculum education means the bright path or the bright path that teachers and students pass through to develop knowledge, skills, attitudes and values in their lives. (Rahmat Hidayat, 2016: 54). While management is a process of utilizing all resources through the help of other people and working with them, so that common goals can be achieved effectively, efficiently and productively. (Grace Hidayat, 2016: 11).

According to Rahmat Hidayat (2016: 56) there are principles and functions of curriculum management;

1. Productivity is the results to be obtained in curriculum activities and an aspect that must be considered in curriculum management.
2. Democracy is the implementation of curriculum management that must be based on democracy, which places managers, implementers and students in the proper position in carrying out their duties with full responsibility to achieve curriculum goals.
3. Cooperative is to obtain the expected results in curriculum management activities, as well as the need for

positive cooperation from the various parties involved.

4. Effectiveness and efficiency are a series of curriculum management activities that must consider the effectiveness and efficiency of achieving the goals of the curriculum, which in turn provide useful results with relatively short costs, effort and time.
5. Leading to the vision and mission, goals and objectives of establishing the curriculum, in this case the curriculum management process must be able to strengthen and direct the vision, mission and objectives of the curriculum.

From the description above, the most important principle in the preparation of Islamic Education curriculum management must be based on the values of Islamic teachings contained in the Qur'an and Hadith (Ade Imelda). The Qur'an and Hadith must be the basic framework on preparing the Islamic Education curriculum. The preparation of the Islamic Education curriculum must be based on assumptions about the nature of society, the nature of the human person and the nature of religious education itself. There are four bases in the process of developing the Islamic Education curriculum, there are;

- a. Religious basis, curriculum development based on Islamic values;
- b. Basic Philosophy, curriculum development must contain a truth;
- c. Psychological basis, preparation of a psychological curriculum for student development;
- d. Sociological basis, the preparation of the curriculum must have implications for the delivery of

cultural development, the process of individual socialization, and the reconstruction of society (Islam, Fauzi, & Hosna, 2022).

In other words, the curriculum is a training program that includes a variety of teaching materials and learning experiences that are planned, and systematically designed based on standards that serve as guidelines in learning to achieve the educational goals of teachers and students (Dakir, 2010; 2). Moreover, a good curriculum consists of; coherent planning and coordination, effective language policies and programs, good time management, procurement and dissemination of books that promote high writing, use of assessment to improve teaching and learning (Syafei, 2019).

It can be concluded that learning management is a curriculum as an educational plan that has a very strategic position in all fields of education business. It gives the important role of the curriculum in education and the development of students' lives, then curriculum preparation cannot be made without a strong foundation.

While curriculum management activities are related to two things, there are: (a) related to the teacher's task, and (b) related to the learning process. Activities related to the teacher's duties include:

- a. The division of learning tasks, the division of tasks is usually carried out in a teacher meeting at the beginning of the learning year or towards the start of a new semester.
- b. Division of duties to foster extracurricular activities. Extracurricular activities or additional

activities outside the applicable curriculum, such as scout activities, cooperatives, school health units, sports, arts, and others (Islam, Absor, & Hs, 2020).

While in activities related to the process of implementing learning include;

- a. Preparation of learning schedules. The learning schedule is an elaboration of all learning programs in schools, the learning schedule is a guideline for the teacher that he will teach in which class, what day, and what time.
- b. Preparation of learning programs, the activities of compiling this learning program include; (a) calculating the number of subject matter and sub-topics that must be delivered within a certain period of time (semester or quarter); (b) calculating the number of hours available according to the applicable curriculum; (c) calculating the effective number of hours in a semester or quarter based on the applicable academic calendar; (d) make a lesson plan for a certain period of time (one semester or quarter). (d) making a lesson plan for a certain period of time (one semester or quarter).
- c. Completing class progress lists to describe class progress in mastering subject matter.
- d. Classroom management activities are efforts made by the teacher in implementing the learning process so that learning objectives can be achieved effectively and efficiently. It concerns learning strategies, media utilization, seating, and so on.

- e. Accomplishment of evaluation in learning outcomes. Evaluation of learning outcomes is useful on getting feedback for teachers about the achievement in learning objectives.
- f. Reporting learning outcomes. Learning outcomes obtained by students must be reported to students' parent or students' guardian, this report can be called report book.
- g. Guidance and counseling activities. Guidance and counseling activities are aimed at all students at school without exception. Guidance and counseling are not only for problematic students but for all students, including high achieving students (Syafarudin & Amirudin, 2017, Page 46).

Guidance and counseling are humanism theory. Humanism theory is a learning concept that looks more at the side of the development of human personality. This theory focuses on the human potential to search for and discover abilities and develop those they have (Kameen & Route, 2000). This theory is very concerned with the content being learned rather than the learning process. This learning theory talks more about educational concepts to form human beings who aspire and aims to humanize humans themselves and the learning process in the most ideal form.

Based on this theory the purpose of learning is to humanize humans, which means that each person's behavior is determined by the person and human understanding of their environment and themselves. According to the educators of this theory, the preparation and

presentation of subject matter must be in accordance with the feelings and concerns of the students. (Hendri, 2020).

Meanwhile, constructivist learning theory is a learning theory that places more emphasis on processes and freedom in exploring knowledge and efforts in constructing experiences. Even in the learning process, it gives students the opportunity to express their ideas in their own language, to think about their experiences so that students become more creative and imaginative and can create a conducive learning environment. According to constructivism learning theory, knowledge cannot simply be transferred from the teacher's mind to the student's mind. This means that students must be mentally active in building their knowledge structure based on their cognitive maturity. In other words, students are not expected to be small bottles ready to be filled with various knowledge according to the will of the teacher. (Hendri, 2020).

The humanistic principle behind the "Merdeka Belajar" concept and its goals will help students' talents advance. Administrative duties that restricted teachers' inventiveness have been removed. The goal of humanistic learning theory is to make people more likeable (Juita & Yusmaridi, 2021). In addition, the four main themes covered by this meaning-centered approach to personality are (a) Human nature and condition, (b) personal growth and actualization, (c) the dynamics and structure of personality based on existential givens, and (d) the human context and positive community. This approach to personality takes into

account both negative and positive existential givens (Purswell, 2019).

Moreover, Social constructivism places a strong emphasis on the sharing of worldviews among individuals who are eager to uphold and support one another's identities. This implies that viewpoints and adopting them are critical learning processes. Additionally, it is crucial to build common meaning. Learning is defined as a process that involves social interaction, context, constructive feedback, self-regulation, and reflection.

In addition, the idea emphasizes three separate types of learning functions (preparatory, executive, and closure) as building blocks that can be employed in three different ways: in led contexts, in self-directed learning, and in circumstances when learning is just a byproduct of other activities. Learning functions are psychological actions and processes that people, whether consciously or unconsciously, carry out when learning. Three alternative ways to organize the same learning processes are referred to as the three ways to learn (guided, self-directed, and subconsciously). We outline the success parameters for each of these three learning strategies. For each of the three learning methods, different self-directed learning skills are required. Executive learning functions make up the majority of learner control skills in guided contexts. The ability to learn independently (Islam & Ii, 2017).

The independent learning policy is contained in Circular Letter Number 1 of 2020 based on considerations of the Decree of the Minister of Education and Culture Number 43 of 2019. The

Freedom to Learn Policy is a realistic step to realize the implementation of a democratic, systematic, open and multi-meaning education. In this case the Freedom to Learn policy addresses the interests of every learner to develop into completely human being.

In other words, independent Learning as a new policy in the world of education is seen as being able to provide ample space for students in fulfill their self-development needs through education. The Circular Letter as the operational basis for Education in the disruption era mentioned above also covers the endeavor to empower all potentials in the implementation of education (Islam, Hasanah, & Fadilah, 2021).

One of them is educators or teachers who have been crammed with administrative tasks that were quite misleading, even to the point of reducing the time space for fulfilling the substance of their duties and responsibilities, they will be empowered by balancing administrative workload with the proper duties and responsibilities. The independent learning policy seeks to best utilize infrastructure by empowering an IT culture that is increasingly influential and offers multiple benefits. This wish carries the equal maqoshidi in the opportunity to get access on education for all nations' citizens anywhere and anytime.

According to Munif, a person's intelligence cannot be limited to indicators in formal tests in general, because a person's intelligence is not static, but dynamic/always developing. According to Gardner, as quoted by Munif, intelligence can be seen from a person's habits, it called repetitive

behavior habits. In other words, current intelligence only assesses someone's intelligence at that time, not a month, a year, or even ten years later. It can be concluded that a person's intelligence comes or sources from someone's habits that have creativity value and someone's ability/habit in addressing and solving problems (problem solving) (Chatib, 2012, p. 71).

Individual student differences are the main thing that must always be known by educators in determining the learning process, and in practice in our education system these individual student differences often become a problem. This is because the education system tends to generalize the standard of intelligence among students. Where the intelligence of students is still measured by the same parameters, namely cognitive aspects only (Chatib, 2012, p. 12).

Ki Hadjar Dewantara was determined to spread his passion for education to the younger generation in an effort to educate young people, which was the main requirement in freeing himself from the clutches of the colonialists. According to him, education that is based on national culture can avoid stupidity where education that existed during the colonial period not only did not educate people but also taught people to depend on fate and be passive.

Generation who are free, independent, and hardworking must be prepared for the desire for independence, so that in the end the younger generation will become a nation that is independent and aware of independence. The development of education today is not only preparing young people who are independent,

but also preparing young people who are ready to compete with other countries globally. Therefore, the new curriculum management must support this to happen (Usman, 2016).

Outcome-Based Education (OBE) is currently a major requirement in education management along with the development of Industry 4.0 which then gave rise to Education 4.0. The definition of curriculum in the Industrial Revolution 4.0 era will be faced with more complicated challenges. Therefore, the curriculum must be defined as the evolving document or documents that are constantly changing. For example, the courses may be the same but the content of the curriculum must be continuously refined, a person's competency is an ability that is described as a lifelong learner's adaptability (Ajefri, 2017).

One of the orientations of the independent learning curriculum is OBE. OBE is an educational process that focuses on achieving specified concrete outcomes (result-oriented knowledge, abilities and behaviors). The OBE process involves structuring curriculum, assessment, and reporting practices in education that reflect higher levels of learning and mastery achievement rather than credit accumulation. Conceptual changes can be seen from several changes including; the skill of memorizing texts becomes a disciplined attitude, the replacement of textual, normative and absolutist methods to historical thinking, empirical and contextual thinking methods, thinking concept is more about processes or innovation methodologies, patterns of curriculum development by all groups, both school

leaders, teachers, and student needs for graduate (Fuad, 2017).

A curriculum development policy is needed that takes into account the linkages with the vision and mission (mandate) of tertiary institutions to develop this curriculum, the development of knowledge and stakeholders need; there are development curriculum guidelines; implementation curriculum guideline that includes curriculum monitoring and review that takes into account feedback from stakeholders, achievement of strategic issues to ensure suitability and the renewal (Husaini & Hidayat, 2019).

The concept of "Independent Learning" was researched, and actually has not determined the direction of educational goals in our country. The research found the concept of independent learning brings direction to be able to contribute properly in demanding economic improvement for students so that they can learn freely. Once again, that education in our country does not demand anything for it, but is divided into several parts which result in social problems in Indonesia not being completely resolved (Juita & Yusmaridi, 2021).

The independent learning curriculum has become a hot topic of conversation in the public sphere. This program is realized by the existence of a policy that since 2021 the National Examination has been abolished and replaced with an assessment system (Minimum Competency Assessment) and characteristic surveys (Wibawa, 2019. P.32).

## **METHOD**

This study used a descriptive qualitative research analysis using the Diffusion Innovation theory by Everett Rogers, where the process of the Independent Learning curriculum concept has been communicated and used in the research period through the social system in schools, as well as the acceptance and use of the Independent Learning Curriculum in madrasah. and Islamic schools in the teaching and learning process. in this research has been done, among others; 1) Analysis and exploration of the problems of the Independent Curriculum in Schools. 2) Articulation of the way out. 3) Reflection on output and experience, so as to produce a concept that is able to provide maximum feedback on the independent curriculum program in Madrasah and Islamic schools.

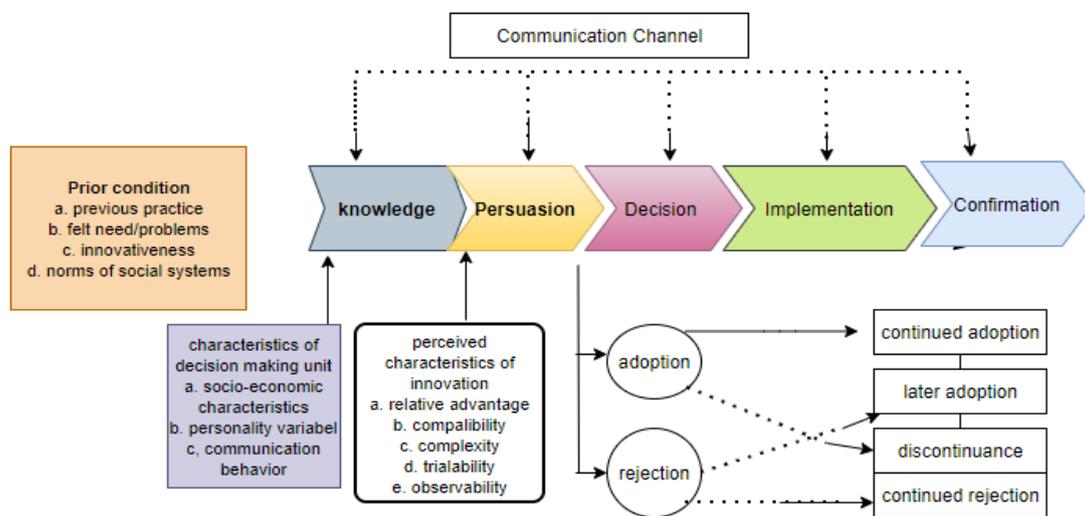
Data analysis used a Likert scale which used answers to statements submitted by researchers which were explained in an interpretive manner where 3 components of Rogers' innovation were given including; attribute of innovation, the innovation development process, and type of innovation decision to 27 respondents of teachers and head master.

The type of data in this study is qualitative data where the primary data source is obtained directly from the sources there are teachers and school principals at SMAIT (Integrated Islamic Senior High School) Miftahul Khoir Bandung. This research was conducted at SMAIT Miftahul Khoir Bandung as social individuals who correctly understand the process of social change which is more accurate on the dissemination of new ideas, it is Independent Learning program was

followed from time to time through the structure of the social learning system.

Data collection techniques using observation, and documentation both to the headmaster and teachers before and after learning, as Cresswell's opinion in Prawira(Prawira & Rachmawati, 2022). This study employed qualitative data analysis methods, emphasizing a methodical justification of the findings of the investigation. Data were obtained through a survey using purposive sampling of 27 teachers at SMAIT

Miftahul Khoir Bandung, and interviewee has been done by google form. Data analysis uses the diffusion of innovation using a Likert scale which is distributed to participants due to the Likert scale is a popular instrument in qualitative research for assessing people's attitudes, views, and beliefs. An istrument based on diffussion innovation theory by Rogers, (Marlina & Cahyono, 2022) uses several stages of communication as illustrated in the figure 1 below,



**Figure. 1 communication channel**  
 Source: diffusion innovation by Rogers

Stage 1 knowledge; Socialization to Madrasah Schools or Islamic Schools, especially teachers within the span of the teaching and learning process in using the Independent Learning Curriculum. Stage 2 Persuasion; Explaining the learning of the Free Learning Curriculum to the teacher in the teaching and learning process, as well as learning and assessment procedures. Stage 3 Decision; In this stage researchers and policy makers and teachers jointly make a joint

decision regarding the Independent Learning program which is carried out in the teaching and learning process in madrasah schools or in other Islamic schools. Stage 4 Implementation; Utilization of Independent Learning curriculum for social students during the teaching and learning process. Stage 5 Confirmation; The decision where the Independent Learning program is used can be continued or suspended until the approachment that suits the need of learning is found.

## RESULTS AND DISCUSSION

The principles and function of curriculum management by Rahmat Hidayat are; productivity, democracy, cooperative, effectiveness and efficiency, and the last leading to the vision and mission.

If you wish to claim that an institution has a strong curriculum, these concepts must be put into practice there. So, these curriculum management concepts and functions offer a framework for creating and overseeing a curriculum that is successful, democratic, cooperative, productive, efficient, and in line with the school's vision and goal.

The objective of this study is to seek the implementation of *Kurikulum Merdeka* at Islamic senior high school of Miftahul Khoir Bandung. As a result, guidance is still needed to get teachers to accept using autonomous learning so that the necessary outcomes can be produced.

Curriculum management that has been implemented in Integrated Islamic Senior High Schools of Miftahul Khoir includes;

1. **Intracurricular Curriculum Structure.** The intracurricular curriculum structure at SMAIT Miftahul Khoir Bandung consists of the curriculum structure of Phase E for class X and Phase F for class XI. Learning in schools includes intracurricular allocations and project allocations for strengthening the Pancasila Student Profile.

The intracurricular curriculum in the 2022/2023 school year in phase E is allocated for 36 weeks in one school year consisting of 1584 hours of lessons. While the curriculum structure in Phase F is allocated for 36 weeks with a total of 720-900 study hours. Meanwhile, learning management system at SMAIT Miftahul Khoir consists of four systems, there are:

a. **Regular System**

The implementation of the regular learning system in question is the implementation of learning that occurs routinely every week with a certain time allocation by fulfilling the time allocation provided per year.

**Tabel 1**

The theme of the Project for Strengthening Pancasila Class X

Project	Project theme	Implementation	Target Elements of the Pancasila Student Profile
I	Sustainable Lifestyle	Oktober 2022	Worked together Critical Reasoning
II	Conservation of the Environment/Natural Resources	Februari 2023	Independent Creative
III	Entrepreneurship	April 2023	Faith, Fear of God Almighty Diversity Global

b. Block System

The implementation of the block system in question is that the implementation of learning occurs at a certain time and month allocation while still fulfilling the learning allocation per year. Each year learning activities are divided into 2 blocks, namely block 1 from July to November 2022 and block 2 from December 2022 to May 2023.

c. Colaboration system

The collaboration system in this matter is the implementation of learning by collaborating learning activities on certain subjects with learning objectives that are in accordance with learning outcomes that intersect.

d. Moving class

Moving class at SMAIT Miftahul Khoir organizes a moving class system where each subject teacher is ready to teach in a predetermined classroom according to the subject they are teaching.

e. Curricular Project for Strengthening Pancasila Student Profiles.

The main themes in the project to strengthen the Pancasila Student Profile in the 2022/2033 academic year in class X are Sustainable Lifestyles, environmental and natural resource conservation, and entrepreneurship. While in class XI there are; developing the body and soul, and technology.

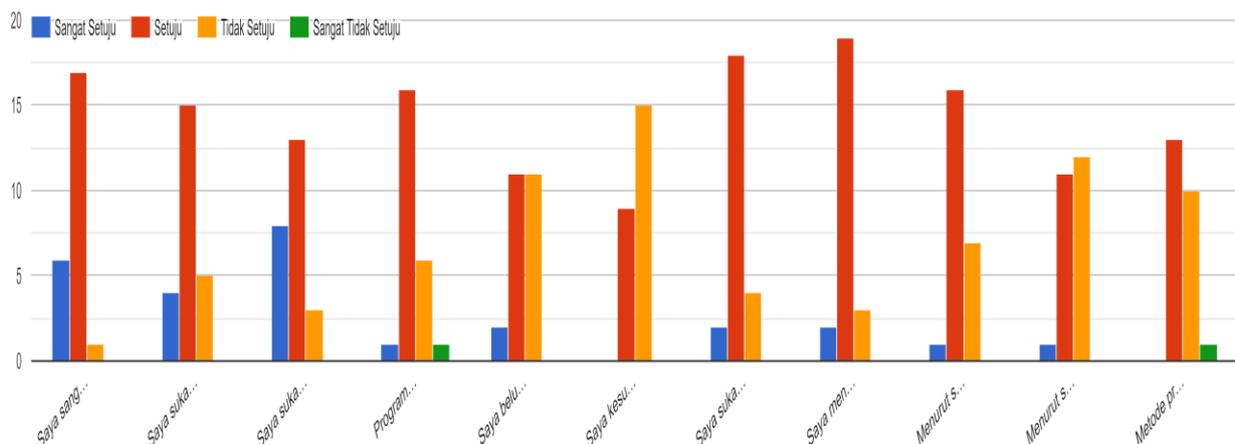
2. Extracurricular

The extracurricular group consists of sports, arts and academics. The sports group consists of futsal and archery, the arts group consists of multimedia extracurriculars, and the academic group consists of youth scientific work.

Three Components of Innovation by Rogers produced in this research are:

a. Attributes of Innovation

Attribute of Innovation



**Figure 2**  
Attribute of Inovation

From the Figure 2 above it can be concluded that both the school principal, KEMENAG and teachers agree with the curriculum launched by KEMENDIKBUD on Independent Learning by 70%. However, there were 5% of teachers who disagreed with the statement "The independent learning curriculum during Covid-19 makes it easier for educators in the learning

process". This means that during a pandemic, the learning process using Merdeka Learning still felt difficulties related to direct supervision. Then some 25% of respondents stated that "The current independent learning curriculum method confuses me, because learning in Islamic schools is very different in practice".

b. Innovation Development

The Innovation Development Process

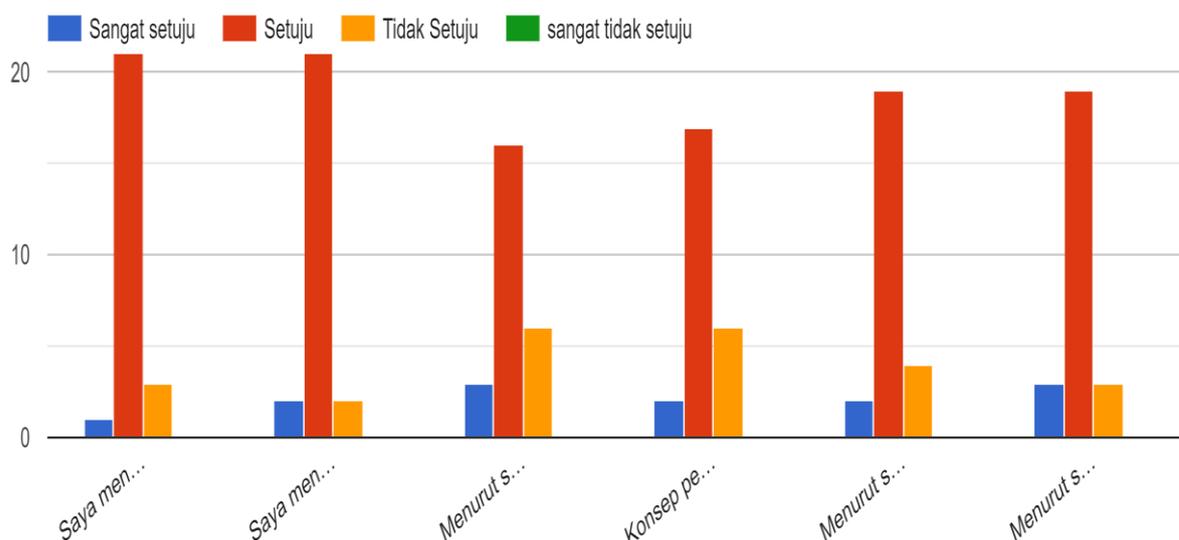


Figure 3  
Innovation Development Process

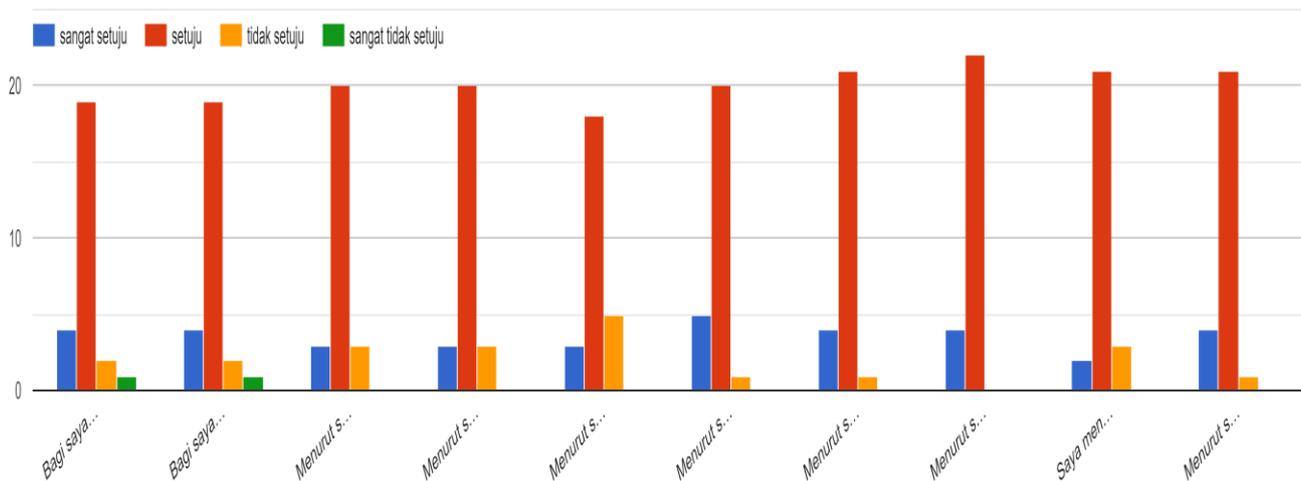
From the figure 3, it can be concluded that 90% of respondents stated that "Approved of independent learning curriculum because it can be solved educational problems in Islamic schools today". then 80% of respondents also stated that "Agree with independent learning curriculum, because those who usually only rely on teachers in teaching and learning tasks, learn equally and give assessments by

office holders". but 62% of respondents stated that "the independent learning curriculum in madrasah is still lacking attention from policy makers, especially the ministry of religion". and 65% of respondents stated that "the concept of development used in the independent learning curriculum in Madrasah is currently not much". 89% of respondents stated that "the independent learning curriculum in

Islamic schools is able to provide a way out in this new normal era"

c. Type of Innovation Decision

Type of Innovation Decision



**Figure 4**  
 Type of Innovation Decision

From the figure 4, it can be said that the independent learning curriculum that has been initiated by the Ministry of Education and Culture, on average, respondents expressed agreement with the understanding of independent learning, which contains, among others;

- 1) The independent learning curriculum in Islamic school made me understand the true characteristics of education;
- 2) The independent learning curriculum in Islamic school allows me to know the true indicators of educational success;
- 3) The independent learning curriculum in Islamic schools currently allows me to be able to work and share views fairly with stakeholders;

- 4) The independent learning curriculum in Islamic schools provides a process of change both internally and externally;
- 5) The independent learning curriculum in Islamic school made me understand the national education platform well;
- 6) The independent learning curriculum in Islamic school makes me more prepared in educating my students;
- 7) The independent curriculum of studying in Islamic school gave me the opportunity to develop a good and flexible curriculum;
- 8) The independent curriculum of learning in Islamic school helps me further upgrade myself with current educational technology;

9) The independent learning curriculum in Islamic schools does not compartmentalize students;

10) The independent learning curriculum in Islamic schools can be used anytime and by anyone because it is easy and helps in self-development for stakeholders, educators and students.

From the explanation above, it can be concluded that in terms of the attribute of innovation, the Merdeka Learning curriculum in learning for madrasah and Islamic school students is based on compliance with students' standards needs and technology

acceptance. In independent learning, it may also be seen from two categories of diffusion innovation theory, there are; attribute of innovation and innovation development research.

Acceptance of diffusion innovation theory by office holders and students in the Managerial independent learning curriculum is carried out through the following stages; a) attribute of innovation (relative advantage, compability, complexity, trialability, and observability), and b) innovation development research. In accepting the attribute of innovation, it is generated as shown in figure 5 below;

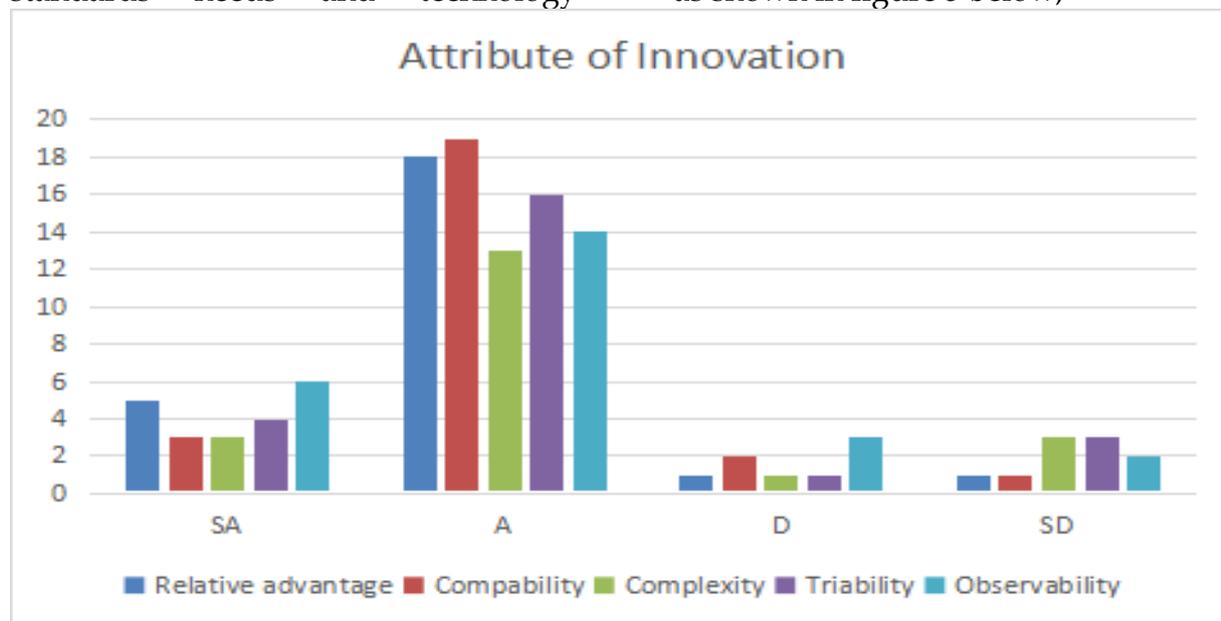


Figure 5  
Attribute of innovation Prosentase

Relative advantage, 67% of respondents stated agreed that the *Kurikulum Merdeka* in Islamic schools has advantages in understanding students.

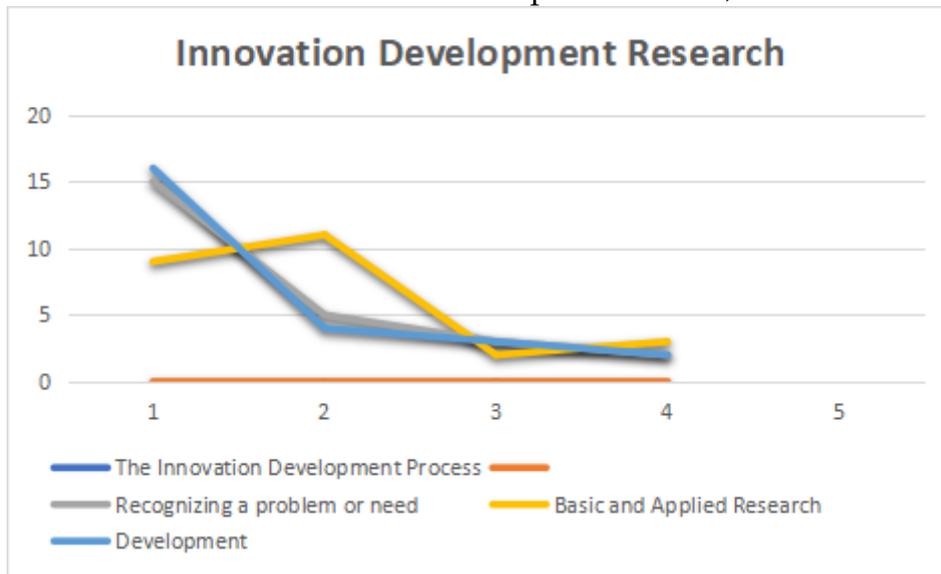
1. Compatibility; 79% of respondents said they agreed that the *Kurikulum Merdeka* is an appropriate approach in current conditions, with new experiences.

a. complexity; 70% of respondents disagree if the *Kurikulum Merdeka* is complicated, however it's very easy to learn.

b. trialability; 89% of respondents agreed that the *Kurikulum Merdeka* could be adopted in schools throughout Indonesia.

2. Observability; 76% of respondents agreed that the *Kurikulum Merdeka* was not difficult to understand.

Whereas in Innovation of Development Research as shown in the picture below;



**Figure 6**  
 The result of Innovation Development Reserch

Stimulating research and development activities designed to create an innovation to solve problems/needs, as many as 66% stated that the *Kurikulum Merdeka* in Madrasah or Islamic schools can solve compartmentalized problems in the learning process.

1. In terms of technology, the tool has (1) material aspects (equipment, product, etc.), and (2) software aspects, which consist of knowledge, skills, procedures, and/or principles that form the basis of information, as much as 75% of respondents stated that material aspects were clear in the *Kurikulum Merdeka*, and curriculum simplification.
2. Development of innovation by putting new ideas in the form of an *Kurikulum Merdeka* can be adopted in all areas of activity and schools as much as 86%.

## CONCLUSIONS

Based on the findings and data analysis in this study, in accordance with the research objectives which wish to describe the implementation of the *Kurikulum Merdeka*, the researchers can say that the im *Kurikulum Merdeka* has provided new experiences for teachers in Indonesia, especially in Integrated Islamic Schools. This is based on the acceptance of an independent curriculum by teachers in madrasah schools. Both in intracurricular, co-curricular, and extracurricular activities. Likewise in the application of the Pancasila student profile. So that the *Kurikulum Merdeka* in SMA is not only to direct the center of students, but also to provide freedom of space for project-based assignments and selection of majors according to the wishes of students. However, it was also found that the *Kurikulum Merdeka* still needed to be disseminated to all

## Tatar Pasundan

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school policy stakeholders. Therefore, this research still requires further research to evaluate the *Kurikulum*

*Merdeka* that has been implemented so that it provides more benefits for all academics.

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