International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Implementation of the Independent Curriculum in the Madrasah Aliyah Pilot Project at Musi Banyuasin Regency

Joharni[1]
[1]Universitas Islam Negeri Raden Fatah Palembang
Zainal Berlian[2]
[2]Universitas Islam Negeri Raden Fatah Palembang
Mgs. Nazarudin[3]
[3]Universitas Islam Negeri Raden Fatah Palembang

Corresponding Author: *hardi_6087@gmail.com*

Abstract

The implementation of the Independent Curriculum in the Industry 4.0 era demands educational reforms that foster data, technical, and human literacies alongside moral independence. This study analyzes the management, supporting factors, and obstacles of the Independent Curriculum in Madrasah Aliyah (MA) Pilot Projects in Musi Banyuasin Regency. Employing a qualitative descriptive design, data were collected through in-depth interviews, participatory observations, and documentation involving Waka Kurikulum, madrasah heads, and students. Findings reveal that successful implementation hinges on strong synergy among curriculum coordinators, teachers, and educational stakeholders. The Waka Kurikulum plays a pivotal role in cultivating dynamic, interactive learning environments and designing creative, inclusive assessments that holistically measure student competencies. However, significant challenges persist, including a lack of implementation references, unfamiliarity among teachers and students, and constraints in funding and facilities. These barriers highlight the urgent need for targeted training, resource optimization, and comprehensive curriculum socialization. Ultimately, this research offers strategic insights for optimizing school-level curriculum management. By addressing these obstacles through collaborative leadership and adaptive pedagogy, madrasahs can enhance the Independent Curriculum's effectiveness, ensuring graduates are well-prepared to navigate contemporary academic and professional demands.

Keywords: Independent Curriculum; Pilot Project; Madrasah

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

INTRODUCTION

Education is one of the strategic sectors in the development of a country (Shelina &; Panjaitan, 2023). Quality education can help create a smart and highly competitive society (Podder et al., 2022). To achieve this, it is necessary to have a curriculum that is well designed and in accordance with the needs of students and the demands of the times.

The replacement of the 2013 Curriculum with the Merdeka Curriculum is an initiative of the Indonesian government to continue to improve the quality of education in Indonesia (Elitasari et al., 2023). The Merdeka Curriculum provides freedom to teachers and students to develop more creative and innovative learning, so it is expected to increase the interest and motivation of students in learning. The Merdeka Curriculum is designed to be able to adapt to the demands of the times and the increasingly diverse needs of students. This curriculum also pays attention to the increasingly rapid development of technology and information (Aegustinawati &; Sunarya, 2023).

The Merdeka Curriculum places competence as the main focus in the learning process. This curriculum emphasizes the development of competencies and skills that are relevant to the needs of the world of work, so that school graduates can be better prepared to face the world of work. The Merdeka Curriculum provides space for students to actively participate in the learning process. This curriculum emphasizes collaborative and interactive learning, so it is expected to increase student participation and activeness (Aegustinawati &; Sunarya, 2023; Sudianto et al., 2023).

One of the efforts made by the Indonesian government to improve the quality of education is by issuing the Merdeka Curriculum. This curriculum is a new innovation that aims to provide freedom to teachers and students in developing more creative and innovative learning (Lestari et al., 2023; Warsihna et al., 2023).

Meanwhile, Curriculum Merdeka is a diverse incurricular learning curriculum that optimizes content to give students sufficient time to explore concepts and strengthen their competencies. Teachers have the flexibility to choose from a variety of educational tools to tailor learning to students' learning needs and interests. The projects are developed around specific themes set by the government to enhance the achievement of the Pancasila student profile. The project is not intended to achieve any specific learning success goal. That is, it is not tied to technical content (Arifin et al., 2023; Riyadi &; Budiman, 2023).

The implementation of the Independent Curriculum is a policy that is considered transformative in the world of education, of course, there are various changes that will be felt by

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

teachers. This change felt by the teacher exposes him to various obstacles that need to be overcome properly so that in the implementation process to obtain results that are in accordance with the expectations of the curriculum, teachers have to learn a lot again because the content in the independent curriculum is more or less different from the content in the 2013 curriculum (Agus et al., 2023; Warsihna et al., 2023).

Decree of the Minister of Religious Affairs Number 347 of 2022 concerning the Implementation of the Independent Curriculum, madrasahs are given space for creation and innovation in teaching and learning management. The concept of an independent curriculum in madrasahs includes simplification of the curriculum, creation of creative spaces, and flexibility of instructional units in learning management In the implementation of the independent curriculum, there are several obstacles faced by madrasah pilot projects including funding problems, lack of understanding of teachers related to the independent curriculum due to lack of socialization and lack of available teaching resources, making implementation run less optimally. Based on the background above, it attracts the attention of researchers to research further. So that in writing this research took the title implications of implementing an independent curriculum in the madrasah aliyah pilot project in Musi Banyuasin Regency.

This research uses a qualitative meitendo. Qualitative research is research that produces findings that cannot be achieved by using statistical production or by means of quantification (Ghony et al., 2016). Qualitative research can affect community life, identity, behavior, organizational function, social development, and icity development. In this qualitative research, there are several field qualitative research characteristics, namely field research whose data are directly reviewed from the field, both beiruipa observation, interviews, and doquimeintation (Suharsimi, 2016).

This research took place in 3 Madrasah Pilot Project Curriculum Merdeka in Musi Banyuasin Regency, namely MAN 1 Musi Banyuasin, MA Nurul Islam, and MA Darul Hikmah. Because in Musi Banyuasin Regency, only 3 scattered madrasahs have been appointed as pilot projects for the implementation of the independent curriculum in the 2022-2023 academic year. Research on the implementation of the independent curriculum in the madrasah aliyah pilot project in Musi Banyuasin Regency will begin in September 2023 until it is completed.

In collecting data sources, researchers collect data sources in the form of primary data and secondary data. In this study, researchers used interactive techniques, namely in-depth interviews, instrumental observation, and documentation. The data validity technique used in this study is data triangulation. According to Miles & Huberman, analysis consists of activities that

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

occur simultaneously, namely: data reduction, data presentation, verification, and conclusion drawing (Sugiyono, 2019).

RESULTS

Implementation of the Independent Curriculum at the Madrasah Aliyah Pilot Project in Musi Banyuasin Regency

Education has a very important role in shaping the character and skills of students to face the challenges of the modern world. In order to update education in Madrasah Aliyah, the implementation of the Independent Curriculum is an innovative step to increase the relevance and effectiveness of learning. This study aims to describe the results of the implementation of the Independent Curriculum in the Madrasah Aliyah Pilot Project in Musi Banyuasin Regency.

1. Implementation of learning

In the implementation of the Independent Curriculum in Madrasah, each component is expected to provide information and creative ideas, especially to the Deputy Head of Curriculum (Waka Kurikulum), who acts as a driving force for the implementation of learning. That is, each Waka Curriculum needs to understand well their duties and functions to carry out learning activities optimally. Thus, learning can run effectively and efficiently, create a dynamic learning environment, and provide a quality learning experience for students. Good coordination between Waka Curriculum and its team members is the key to success in realizing the goals of the Independent Curriculum in Madrasah, especially in the context of implementing interactive learning and oriented towards developing student competencies.

Based on the results of observations and interviews conducted by researchers on the implementation of learning in Madrasah, especially in the context of the Independent Curriculum, it was found that the critical role of the Deputy Head of Curriculum is very important in ensuring a maximum learning experience. Observation includes active participation of students, application of learning methods that focus on skill development, use of relevant learning resources, comprehensive learning evaluation, and effective team collaboration. With the views of Pak Erdiansyah and Pak Sulhan, Waka Curriculum in two different Madrasahs, it can be seen that the implementation of the Independent Curriculum not only prioritizes knowledge transfer, but also stimulates independent thinking, creativity, and student readiness to face changes in society and the world of work. This observation provides a concrete picture of the effectiveness of the implementation of the Independent Curriculum in achieving the objectives of student competency development.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

2. Teacher comprehension

In the implementation of the Independent Curriculum in Madrasah, teacher understanding is a crucial aspect that affects learning success. Teachers' understanding of the principles of the Independent Curriculum is very important so that they can become effective facilitators in designing and implementing learning activities. This understanding includes awareness of the purpose of the Merdeka Curriculum which emphasizes the development of students' skills and critical thinking. Teachers also need to understand their role as companions who guide students in undergoing a more interactive learning process and oriented towards competency development. Coordination between teachers and colleagues in initiating creative ideas and aligning their tasks and functions is essential in achieving the full effectiveness of the Independent Curriculum. With deep teacher understanding, the learning process can take place more optimally, create a dynamic learning atmosphere and provide a meaningful learning experience for students.

Based on the results of observations and interviews conducted by researchers on the understanding of teachers in Madrasah. Teachers' understanding in the implementation of the Independent Curriculum in Madrasah is the main focus of field observation. Observations of teacher and student interactions include the extent to which teachers apply the principles of the Independent Curriculum in designing learning that focuses on developing students' skills and critical thinking. In the classroom context, special attention is paid to the explanation of learning objectives that emphasize the development of student competencies and how the teacher actively guides students. Observation also involves the aspect of inclusivity, checking whether teachers give students the freedom to participate and express their ideas. In addition, an evaluation is carried out on the relevance of learning to local cultural values, explaining the extent to which learning content is related to students' daily lives. This field observation aims to measure the extent to which teacher understanding supports the effectiveness of the implementation of the Independent Curriculum and the achievement of holistic learning objectives.

3. Implementation of Learning Assessments

In the implementation of learning assessment in Madrasah with the Independent Curriculum, the main role is given to the Deputy Head of Curriculum. Waka Curriculum is expected to be the main driver in carrying out creative and informative learning assessments. Therefore, each Waka Curriculum needs to understand well their duties and functions to ensure that the assessment process can run optimally. Thus, learning assessment can be an effective tool in measuring student understanding and development. Good coordination between Waka

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Curriculum and the assessment team is key to ensuring that the assessment not only covers cognitive aspects but also describes thoroughly the progress of students in developing competencies in accordance with the principles of the Independent Curriculum.

Based on the results of observations made by researchers on the implementation of assessments in Madrasah. It can be seen that the role of the Deputy Head of Curriculum is central in encouraging innovation and informativity of assessment. Each Waka Curriculum is expected to understand their duties and functions well to ensure a smooth assessment process. The emphasis on aspects of creativity and opportunities for active participation of students reflects the spirit of the Merdeka Curriculum. Effective coordination between Waka Curriculum and the assessment team at MADrasah is key to ensuring that assessments not only measure cognitive aspects, but also reflect students' overall competency development. The statement from Erdiansyah and Pak Sulhan emphasized that learning assessments not only measure academic achievement, but also aim to develop students' abilities in facing real-world challenges, encourage creativity, and foster a continuous spirit of learning. Observations in MAN 1 Musi Banyuasin and MA Darul Hikmah also provide a concrete picture of the implementation of the principles of the Independent Curriculum in the context of learning assessment in Madrasah.

4. Education Stakeholder Engagement

In the implementation of learning assessments in Madrasahs with the Independent Curriculum, the main role is given to the Madrasah as the main driver in carrying out creative and informative learning assessments. Therefore, each Madrasah needs to understand well their duties and functions to ensure that the assessment process can run optimally. Thus, learning assessment can be an effective tool in measuring student understanding and development. Good coordination between the Madrasah and the assessment team is key to ensure that the assessment not only covers cognitive aspects but also describes thoroughly the progress of students in developing competencies in accordance with the principles of the Independent Curriculum.

Based on the results of observations made by researchers on the role of education stakeholders in Madrasah. A good understanding of each Madrasah on their duties and functions is the basis for carrying out the assessment process optimally. The goal is to make learning assessment an effective tool for measuring student understanding and development. Efficient coordination between the Madrasah and the assessment team is a major factor to ensure that the assessment not only assesses cognitive aspects, but also provides a comprehensive picture of students' progress in developing competencies in accordance with the principles of the

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Independent Curriculum. The statement from Erdiansyah and Pak Alamsyah emphasized that the involvement of education stakeholders is an important element in supporting the vision of the Independent Curriculum, with the hope of creating relevant education, focusing on developing students' skills and character. The observations of researchers at MAN 1 Musi Banyuasin and MA Nurul Islam also confirmed the importance of the involvement of education stakeholders in supporting the successful implementation of the Independent Curriculum in Madrasah.

Supporting Factors for the Implementation of the Independent Curriculum in the Madrasah Aliyah Pilot Project in Musi Banyuasin Regency

The supporting factors for the implementation of the Independent Curriculum in the Madrasah Aliyah Pilot Project in Musi Banyuasin Regency involve a number of key elements that play a role in achieving successful implementation.

1. Concern of each Madrasah Component

Active involvement and deep understanding from teachers, principals, and administrative staff in the implementation of the Independent Curriculum is the main key. Based on the results of observations and interviews of researchers, it is known that the concern of each component of the madrasah for their role in the implementation of the Independent Curriculum is an important point. A good understanding of teachers, principals, and administrative staff in Madrasah on their duties and responsibilities is the main foundation in carrying out the learning assessment process optimally. With this awareness, the purpose of the assessment is not only limited to measuring cognitive aspects, but also provides a comprehensive picture of students' progress in developing competencies in accordance with the principles of the Independent Curriculum. Efficient coordination between all parties in the Madrasah and the assessment team is a major factor to ensure that the assessment contributes positively to the development of students' skills and character. The statement from Erdiansyah and Pak Alamsyah emphasized that the concern of each component of the madrasah for the vision of the Independent Curriculum is an important element, expected to create more relevant education and focus on developing students' skills and character. The observations of researchers at MAN 1 Musi Banyuasin and MA Nurul Islam also confirmed that the active involvement of each component of the madrasah is the key to success in supporting the implementation of the Independent Curriculum in Madrasah.

2. Utilization of Innovative Technology and Learning Resources

The adoption of innovative technologies and learning resources enriches students' learning experiences and integrates technology-based approaches into the curriculum. Based on

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

observations and interviews conducted by researchers, it is known that the focus on the use of technology and innovative learning resources is a prominent aspect. It can be seen that in MA Darul Hikmah, teachers and administrative staff actively apply technology in the learning process. The use of technological devices such as computers and projectors is used to support material delivery and increase student engagement. The principal at MA Darul Hikmah gave full support to the integration of technology in learning to improve the quality of education. This observation reflects the commitment to adopt innovations in the Merdeka Curriculum, with innovative technology and learning resources as tools to achieve learning that is more interactive and relevant to the times.

3. Collaboration with Various Learning Communities

Close collaboration with local communities contributes to linking learning to the context of student life, ensuring the relevance of the curriculum to local social and cultural realities. Based on observations and interviews, it is known that the collaboration of madrasahs with various learning communities shows the concern of each component of the madrasah for their role in the implementation of the Independent Curriculum. Teachers, principals, and administrative staff understand their duties and responsibilities, forming a key foundation in learning assessment. This understanding ensures that assessment not only measures cognitive aspects, but also reflects student progress according to the principles of the Independent Curriculum. Efficient coordination between all parties in the madrasah and the assessment team is a major factor to ensure the positive contribution of assessment to the development of students' skills and character. This awareness, as expressed by Erdiansyah and Pak Alamsyah, confirms that the concern of each component of the madrasah for the vision of the Independent Curriculum is an important element in creating more relevant education, focusing on developing students' skills and character. The observations of researchers at MAN 1 Musi Banyuasin and MA Nurul Islam confirm that the active involvement of each component of the madrasah is the key to successfully supporting the implementation of the Independent Curriculum in Madrasah.

Inhibiting Factors for the Implementation of the Independent Curriculum in the Madrasah Aliyah Pilot Project in Musi Banyuasin Regency

Factors inhibiting the implementation of the Independent Curriculum in the Madrasah Aliyah Pilot Project in Musi Banyuasin District can vary, and understanding these barriers is important for designing effective strategies. Here are some inhibiting factors that may be faced:

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

1. Lack of Teacher Understanding and Readiness

Limited understanding and readiness of teachers towards the concepts and principles of the Independent Curriculum can be a major obstacle. Sufficient training is needed for teachers to implement this curriculum effectively. Based on observations and interviews, it is known that the concern of each component of the madrasah for their role in the implementation of the Independent Curriculum is an important point. A good understanding of teachers, principals, and administrative staff in Madrasah on their duties and responsibilities is the main foundation in carrying out the learning assessment process optimally. With this awareness, the purpose of the assessment is not only limited to measuring cognitive aspects, but also provides a comprehensive picture of students' progress in developing competencies in accordance with the principles of the Independent Curriculum. Efficient coordination between all parties in the Madrasah and the assessment team is a major factor to ensure that the assessment contributes positively to the development of students' skills and character. The statement from Erdiansyah and Pak Alamsyah emphasized that the concern of each component of the madrasah for the vision of the Independent Curriculum is an important element, expected to create more relevant education and focus on developing students' skills and character. The observations of researchers at MAN 1 Musi Banyuasin and MA Nurul Islam also confirmed that the active involvement of each component of the madrasah is the key to success in supporting the implementation of the Independent Curriculum in Madrasah.

2. Limited Resources

Limited facilities and infrastructure, including textbooks, technology, and learning facilities, can hinder optimal curriculum implementation. This includes limited funding for training and resource development. Based on observations and interviews, it is known that limited resources are still an obstacle in the implementation of the Independent Curriculum. Especially in MA Darul Hikmah, it can be seen that these constraints can affect the use of innovative technology and learning resources. Despite efforts to implement the technology, limited resources such as computers and projectors can limit its effectiveness. Therefore, strategies need to be developed to overcome these limitations, such as efforts to procure more adequate resources or creative utilization of available resources. Nevertheless, the commitment to continue to improve the use of technology in learning remains an integral part of the struggle to overcome limited resources in the implementation of the Merdeka Curriculum.

3. Resistance to Change

Discomfort or resistance from some parties, such as teachers, parents, or students, to

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

changes caused by the Merdeka Curriculum can be an obstacle. It is necessary to socialize and form a better understanding. Based on observations and interviews, it is known that the involvement of each component of madrasah is very important in overcoming resistance to curriculum change. A deep understanding of teachers, principals, and administrative staff of their goals and duties is a key foundation in mitigating resistance. With this awareness, the learning assessment process does not only focus on cognitive aspects, but also involves developing competencies thoroughly in accordance with the principles of the Independent Curriculum. Efficient coordination between all parties in the madrasah and the assessment team is key to ensuring that resistance can be overcome, contributing positively to the development of students' skills and character. The statement from Erdiansyah and Pak Alamsyah emphasized that the concern of each component of the madrasah for the vision of the Independent Curriculum is an important element in overcoming the challenge of resistance to curriculum change. The observations of researchers at MAN 1 Musi Banyuasin and MA Nurul Islam also confirmed that the active involvement of each component of the madrasah is the key to success in supporting the implementation of the Independent Curriculum and overcoming resistance to change.

DISCUSSION

In the implementation of the Independent Curriculum at the Madrasah Aliyah Pilot Project in Musi Banyuasin Regency, various important aspects are the focus to understand in depth its implementation. The implementation of learning is the core of the implementation of the Independent Curriculum. In this case, the role of the Deputy Head of Curriculum (Waka Kurikulum) stands out as the main driver in ensuring the success of learning activities. Good coordination between Waka Curriculum and its team members is a key factor in creating a dynamic and interactive learning environment. Teachers at MAN 1 Musi Banyuasin and MA Darul Hikmah consciously recognize that the Merdeka Curriculum opens up greater opportunities for students to actively participate, develop skills, and experience more relevant learning.

Teachers' understanding of the principles of the Independent Curriculum is crucial in making them effective facilitators of learning (Pantiwati et al., 2023). In implementing this curriculum, teachers are not only conveyors of information, but also mentors of students in the development of skills and critical thinking (Younis, 2022). Observations in MAN 1 Musi Banyuasin and MA Nurul Islam confirm that teachers' understanding of the Independent Curriculum supports the creation of an inclusive learning environment, where students are given freedom of expression and valued for their ideas.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

The aspect of learning assessment is also a major concern in the implementation of the Independent Curriculum (Elyana et al., 2023). The Deputy Head of Curriculum (Waka Kurikulum) plays a central role in carrying out creative and informative learning assessments. In this context, assessment is not only focused on cognitive aspects, but is also designed to describe the overall development of student competencies. Relevant and meaningful assessment experiences are the goal, and Curriculum Merdeka plays a role in shaping the evaluation framework that is in accordance with the spirit of the curriculum.

The involvement of education stakeholders, especially Madrasahs, is a crucial element in supporting the successful implementation of the Independent Curriculum (Wijayanti &; Ngazizah, 2023). Deep understanding from each relevant party, such as the Deputy Head of Curriculum and teachers, is the foundation for carrying out the assessment process optimally. The support and involvement of education stakeholders reinforces the relevance of education to students' social and cultural realities. Overall, the implementation of the Independent Curriculum in the Madrasah Aliyah Pilot Project in Musi Banyuasin Regency creates an educational paradigm that prioritizes active learning, skill development, and critical thinking of students. The various aspects that have been discussed illustrate the commitment and joint efforts to form a generation that is ready to face the challenges of the modern world.

The implementation of the Independent Curriculum in the Madrasah Aliyah Pilot Project in Musi Banyuasin Regency met significant support from various supporting factors. These factors, involving a number of key elements, play a major role in achieving successful implementation of this innovative curriculum. The concern of each component of the madrasah is the main foundation. Active involvement and deep understanding from teachers, principals, and administrative staff are the main determinants of the implementation of the Merdeka Curriculum. They have a critical role in carrying out learning activities effectively and efficiently. In this context, a strong understanding of the principles of this curriculum is key in creating a dynamic and quality learning environment.

The use of technology and innovative learning resources also enriches the student learning experience (Rahmah & Sukmawan, 2023). Technology adoption helps integrate technology-based approaches in the curriculum, making it more responsive to the times. Thus, students can develop skills relevant to the needs of the modern world. Collaboration with various learning communities is an important factor in the context of the Merdeka Curriculum. Close relationships with local communities provide the dual advantage of linking learning to the context of student life and ensuring the relevance of the curriculum to local social and cultural realities. This creates a

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

mutually beneficial relationship between the madrasa and the surrounding community. The importance of these factors in various educational contexts shows that the success of the implementation of the Independent Curriculum is not only determined by technical aspects. In a broader perspective, humanitarian and social aspects have a profound role. In addition, synergies between the involvement of all stakeholders and the adaptation of the curriculum to local needs are key to success in achieving more relevant and holistic learning goals.

The implementation of the Independent Curriculum in the Madrasah Aliyah Pilot Project in Musi Banyuasin Regency faces a number of inhibiting factors that require deep understanding and targeted strategies. First, teachers' lack of understanding and readiness towards the concepts and principles of the Independent Curriculum is a major obstacle that requires sufficient training efforts so that teachers can implement this curriculum effectively. Second, limited resources, including facilities and infrastructure, textbooks, technology, and learning facilities, can hinder optimal curriculum implementation. It should also be noted the limited funds for training and resource development.

Resistance to change on the part of teachers, parents, or students can create discomfort that slows adaptation to the Merdeka Curriculum (Darmawan &; Rosmilawati, 2020). Therefore, it is necessary to socialize and form a better understanding to overcome this resistance. The limitations of an effective evaluation and monitoring system can hinder understanding of the extent to which the Independent Curriculum has been successfully implemented. Inadequate evaluation can complicate repairs and necessary adjustments.

The difficulty of procuring learning materials in accordance with the Independent Curriculum can be a challenge, while the vagueness of implementation guidelines can create obstacles in interpreting and applying curriculum principles. The level of public acceptance of curriculum changes also needs to be a concern, because lack of community support can create pressure and obstacles in implementation.

Limited access to technology evenly across madrasahs can create learning gaps, while low levels of student engagement can hinder the achievement of the goals of the Independent Curriculum which emphasizes skill development and critical thinking (Putri et al., 2023). The incompatibility of the Merdeka Curriculum with local socio-cultural needs and realities can reduce its effectiveness in preparing students to face the challenges of the modern world in Musi Banyuasin Regency. In overcoming these inhibiting factors, targeted strategies such as intensive training for teachers, increased access to learning resources, and strong socialization to all relevant parties are important steps. This effort is needed to ensure that the Merdeka Curriculum

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

can be implemented successfully and provide maximum benefits for the development of education in the Madrasah Aliyah Pilot Project in Musi Banyuasin Regency.

CONCLUSION

Based on data analysis from existing research results, researchers can convey conclusions, namely 1) The implementation of the Independent Curriculum in the Madrasah Aliyah Pilot Project, Musi Banyuasin Regency, reflects the synergy between Waka Kurikulum, teachers, and education stakeholders. Focusing on interactive learning, the key role of Waka Curriculum is shaping the dynamic learning environment. Teachers' deep understanding of the Independent Curriculum encourages them to become effective learning facilitators, mobilizes active student participation, and creates more relevant learning experiences. Creative and inclusive learning assessments, led by Waka Kurikulum, ensure a thorough evaluation of students' competency development. The full involvement of education stakeholders, including Madrasah, shows a shared commitment in shaping an educational paradigm that prepares the younger generation to face the complex dynamics of the modern era. 2) The implementation of the Independent Curriculum in the Madrasah Aliyah Pilot Project of Musi Banyuasin Regency, supported by supporting factors such as The involvement of teachers, principals, and administrative staff is crucial in creating a dynamic learning environment. The utilization of innovative technologies and resources enriches the student experience, while collaboration with local communities enhances the relevance of the curriculum. Successful implementation demonstrates the deep role of humanitarian and social aspects, as well as synergies between stakeholders and curriculum adaptation to local needs; 3) The implementation of the Independent Curriculum in the Madrasah Aliyah Pilot Project, Musi Banyuasin Regency, is faced with a number of inhibiting factors which include lack of teacher understanding, limited resources, resistance to change, and constraints in evaluation and monitoring. Other challenges involve difficulties in procuring learning materials, levels of community acceptance, limited access to technology, and incompatibility with local realities. To overcome these barriers, strategies such as intensive training, increased access to resources, and strong socialization need to be implemented. Thus, these steps are expected to ensure the successful implementation of the Independent Curriculum and make a positive contribution to the development of education in the Madrasah Aliyah Pilot Project in Musi Banyuasin Regency.

FUTURE DIRECTIONS

Future research should prioritize longitudinal and mixed-methods studies to systematically

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

evaluate the long-term impact of the Independent Curriculum on student competency development, particularly in digital literacy, critical thinking, and the realization of the Pancasila Student Profile across diverse madrasah contexts. Empirical investigations are needed to design, implement, and validate scalable teacher professional development frameworks that specifically address pedagogical readiness, collaborative instructional design, and networked learning strategies aligned with contemporary educational theories. Additionally, policy-oriented research must examine equitable resource allocation, sustainable technology integration, and community-anchored learning ecosystems to mitigate infrastructure disparities, reduce resistance to curricular change, and strengthen localized curriculum adaptation. Finally, the development of robust, real-time monitoring and evaluation mechanisms, coupled with comparative multi-site studies, will generate actionable evidence for transitioning successful pilot practices into a resilient, inclusive, and future-ready madrasah education system.

REFERENCES

Aegustinawati, A., & Sunarya, Y. (2023). Analisis Implementasi Kurikulum Merdeka dalam Mengatasi Retensi Kelas di Sekolah Menengah Atas. *Jurnal Paedagogy*, *10*(3), 759. https://doi.org/10.33394/jp.v10i3.7568

Agus, M., Purnomo, W., Fatkhurohman, A., Marifah, M., Mardliyah, S., & Supratikta, H. (2023). The Impact of Implementation of the 2013 Curriculum Transition to the Independent Learning Curriculum on Learning Interests of SMA Negeri 9 Students in South Tangerang. *Journal of Economics, Finance and Management Studies*, *06*(07). https://doi.org/10.47191/jefms/v6-i7-16

Arifin, N., Jihan, J., Edy Nurtamam, M., Cendrawati Ramli, A., Wonmaly, W., & Pabisangan Tahirs, J. (2023). Strategi Pengembangan Kurikulum Merdeka Belajar Kampus Merdeka Berbasis Individual Differences Pada Perguruan Tinggi. *Journal on Education*, *6*(1), 3500–3511. https://doi.org/10.31004/joe.v6i1.3420

Darmawan, D., & Rosmilawati, I. (2020). Penguatan Pendidikan Karakter Melalui Kegiatan Pembiasaan Pada Program Paket C di Lembaga PKBM Negeri 21 Tebet Timur Jakarta. *Jurnal Eksistensi Pendidikan Luar …*. http://jurnal.untirta.ac.id/index.php/E-Plus/article/view/8098

Elitasari, H. T., Yeni Rakhmawati, Irma Yulianti Budi Safitri, & Muhammad Asip. (2023). ALTERATION: 2013 CURRICULUM BECOMES MERDEKA CURRICULUM IN ELEMENTARY SCHOOLS. *PROGRES PENDIDIKAN*, *4*(2), 122–130.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

https://doi.org/10.29303/prospek.v4i2.350

Elyana, L., Agustiningrum, M. D. B., & Das, R. K. (2023). Management of Initial Assessment Implementation in Independent Early Childhood Education Curriculum. *Journal of Curriculum Indonesia*, *6*(1), 90. https://doi.org/10.46680/jci.v6i1.80

Ghony, Djunaidi, M., & Almanshur, F. (2016). *Metode Penelitian Kualitatif*. Ar-Ruzz Media.

Kanti Podder, S., Thomas, B., & Samanta, D. (2022). *Impact of Innovative Technology on Quality Education: The Resourceful Intelligence for Smart Society Development* (pp. 293–301). https://doi.org/10.1007/978-981-19-2347-0_22

Lestari, W., Sari, M. M., Istyadji, M., & Fahmi, F. (2023). Analysis of Implementation of the Independent Curriculum in Science Learning at SMP Negeri 1 Tanah Grogot Kalimantan Timur, Indonesia. *Journal of Advances in Education and Philosophy*, *7*(06), 199–207. https://doi.org/10.36348/jaep.2023.v07i06.001

Pantiwati, Y., Chamisijatin, L., Zaenab, S., & Aldya, R. F. (2023). Characteristics of Learning Assessment Towards Implementation of Merdeka Learning Curriculum. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, *7*(1), 115–128. https://doi.org/10.36312/esaintika.v7i1.1125

Putri, J., Munawwarah, A., & Nira, M. (2023). The Application of the Independent Learning Curriculum As A Strengthening of the Role of Teachers In Madrasah Ibtidaiyah: A Literature Review. *Journal of Quality Assurance in Islamic Education (JQAIE)*, *3*(1), 1–5. https://doi.org/10.47945/jqaie.v3i1.617

Rahmah, F., & Sukmawan, S. (2023). Utilization of Graphic Novels as BIPA Learning Resources. *Proceedings of the 2nd International Conference on Advances in Humanities, Education and Language, ICEL 2022, 07–08 November 2022, Malang, Indonesia*. https://doi.org/10.4108/eai.7-11-2022.2329342

Riyadi, L., & Budiman, N. (2023). Capaian Pembelajaran Seni Musik Pada Kurikulum Merdeka Sebagai Wujud Merdeka Belajar. *Musikolastika: Jurnal Pertunjukan Dan Pendidikan Musik*, *5*(1), 40–50. https://doi.org/10.24036/musikolastika.v5i1.104

Shelina, C., & Br Panjaitan, L. H. (2023). Manajemen Strategik dan Manajemen Operasional serta Implementasinya pada Lembaga Pendidikan. *MES Management Journal*, *2*(2), 194–206. https://doi.org/10.56709/mesman.v2i2.84

Sudianto, A., Bahtiar, H., Wajdi, M. F., & Mahpuz, M. (2023). Penerapan Aplikasi Merdeka Belajar Kampus Merdeka (MBKM) Sebagai Upaya Peningkatan Kualitas Perguruan Tinggi. *Infotek : Jurnal Informatika Dan Teknologi*, *6*(2), 421–430. https://doi.org/10.29408/jit.v6i2.17183

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alphabet.

Suharsimi, A. (2016). Prosedur Penelitian Kualitatif, Suatu Pendekatan Praktek. *Rineka Cipta*, *2006*(2006), 96.

Warsihna, J., Ramdani, Z., Amri, A., Kembara, M. D., Steviano, I., Anas, Z., & Anggraena, Y. (2023). Tantangan Dan Strategi Implementasi Kurikulum Merdeka Pada Jenjang Sd: Sebuah Temuan Multi-Perspektif. *Kwangsan: Jurnal Teknologi Pendidikan*, *11*(1), 296. https://doi.org/10.31800/jtp.kw.v11n1.p296--311

Wijayanti, I., & Intan Nur Ngazizah. (2023). Kesıapan Madrasah Mengımplementasıkan Kurıkulum Merdeka di MIN 2 Bantul. *Jurnal Elementaria Edukasia*, *6*(2), 384–397. https://doi.org/10.31949/jee.v6i2.5403

Younis, N. (2022). Development of Critical Thinking Skills of Secondary School Students through Science Curriculum: Teachers' Perceptions. *Journal of Development and Social Sciences*, *3*(IV). https://doi.org/10.47205/jdss.2022(3-IV)37

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License