

Implementation Of Independent Curriculum In The Course Of Aqidah And Morals In Grade Iv (Evaluation Study Of Min 13 Pidie Jaya)

Syetti Aminah¹, Dhiauddin², Saifuddin³
Universitas Islam Aceh, Indonesia^{1,2,3}

E-mail:

syettiaminah33@gmail.com¹, dhiauddinyahya@gmail.com², fuddinsaif@gmail.com³

ARTICLE INFO	ABSTRACT
Entered : May 05, 2025 Revised : May 20, 2025 Accepted : May 25, 2025 Published : May 29, 2025 Keywords: <i>Implementation, Independent Curriculum, Aqidah Akhlak, Evaluation Study.</i>	The Independent Learning Curriculum is an innovation in the world of education that gives students autonomy to determine their own learning path. In the context of this curriculum, students have the freedom to choose subjects, learning methods, and learning environments that can encourage creativity and innovation. This study aims to investigate teachers' understanding, implementation, and challenges and solutions faced in implementing the Independent Curriculum at MIN 13 Pidie Jaya, especially in the subject of aqidah akhlak in grade IV. The method used in this study is qualitative, with data collection techniques through observation, interviews, and document analysis. The research findings show that teachers' understanding of the Merdeka Belajar Curriculum is at a good level and continues to develop, although there is still a need for ongoing training. The implementation of the curriculum at MIN 13 Pidie Jaya shows significant progress, with the application of innovative learning methods and the use of technology that supports student interaction and understanding. In addition, this study also identified various challenges in implementation, including infrastructure and teacher competency issues. However, a commitment to continuous improvement and training is expected to overcome these obstacles, so that the learning process, especially in aqidah and akhlak, can take place effectively and in accordance with student needs.

INTRODUCTION

Curriculum can be understood as a system that designs and organizes learning materials as a guideline in the educational process. According to Robert Gagne, the curriculum consists of a series of material units that are arranged in such a way that



How to cite:

Aminah S, Dhiauddin, Saifuddin (2025) Implementation Of Independent Curriculum In The Course Of Aqidah And Morals In Grade Iv (Evaluation Study Of Min 13 Pidie Jaya) *Ludi Litterarri*, 2(1), 1-9. DOI: <https://doi.org/10.62872/709r9336>

students can learn them according to their initial abilities. On the other hand, Saylor stated that the curriculum is the maximum effort of educational institutions to achieve the desired results, both inside and outside the school context. Thus, the curriculum has a very important role in the world of education because it is the main reference in achieving learning goals.

The Islamic education curriculum has unique characteristics when compared to the general curriculum. Its main objective is to educate the younger generation optimally by developing various potentials, including talents, skills, and other abilities (Syamsul et al., 2021). In addition, the Islamic education curriculum also aims to form individuals who are able to carry out their role as caliphs on earth in accordance with the principles of Islamic teachings. The orientation of this curriculum not only emphasizes success in the world, but also happiness in the hereafter, so that intellectual aspects, physical skills, spirituality, morals, and ethics are developed in a balanced manner (Edo & Muh. Wasith, 2023)

WrongOne educational innovation introduced in Indonesia to face global challenges is the Independent Curriculum. This curriculum aims to increase creativity, independence, and entrepreneurial spirit of students by providing freedom in determining the direction of their learning (Dinda, 2024). With a more flexible approach, the Independent Curriculum provides students with the opportunity to choose subjects, learning methods, and learning environments that suit their interests and talents. It is hoped that with this freedom, students will be more active, enthusiastic, and able to optimize their potential (Nur & Muhammad Wasith, 2022)

Since its introduction in 2021, the Independent Curriculum has made a positive contribution to the education system in Indonesia, especially in overcoming learning delays caused by the pandemic (Edi, 2023). The government gives schools the freedom to choose between the 2013 Curriculum, the emergency curriculum, or the Independent Curriculum, depending on the conditions of each institution. In the context of madrasas, the Ministry of Religion (Kemenag) has also issued regulations that adapt the Independent Curriculum to the characteristics of Islamic religious education, especially in strengthening Islamic Religious Education (PAI) and Arabic.

The implementation of the Merdeka Curriculum in madrasas has shown significant improvement from year to year. In 2022, there were 2,471 madrasas that had adopted it, and in 2023, that number jumped to 26,169 madrasas. Although the implementation of this curriculum has shown significant progress, there are still challenges in its implementation. Some of the main obstacles faced include frequent changes in regulations, lack of training for teachers, limited resources, and difficulties in adapting learning methods to students' needs (Heroza et al., 2022).

Studypreviously regarding the implementation of the Independent Curriculum involving Edo Bramesta and Muh. Wasith Achadi, Edi Saputra, Nur Zakiyah, Muhammad Wasith Achadi, Heroza Firdaus and team, Dinda Azhari Br Surbakti, Syamsul Arifin, Nurul Abidin, and Fauzan Al Anshori. All of the studies that have been discussed have made significant contributions and provided new perspectives in research on the Independent Curriculum.

METHODOLOGY

This study adopts a qualitative approach to explore the phenomenon being studied. This method provides an opportunity to explore and interpret the meaning given by individuals and groups in a particular social context. Therefore, this study does not

only focus on data collection, but also on analyzing and understanding the dynamics and experiences of the research subjects as a whole. Data collection techniques used include interviews, observations, and document analysis. (Lexy, 2011)

The phenomenological approach was applied to investigate the experiences and perceptions of teachers and students regarding the implementation of the Merdeka Curriculum in the Aqidah Akhlak subject at MIN 13 Pidie Jaya. Through in-depth interviews and observations, this study seeks to understand how individuals experience and give meaning to the phenomena they face in the learning process (NS Sukmadinata, 2019). This study utilizes primary and secondary data sources. Primary data were obtained directly through interviews with the principal and Aqidah Akhlak subject teachers. Meanwhile, secondary data were taken from school documents, previous research results, and various references related to the implementation of the curriculum.

The main instruments in this study consisted of: In-depth interviews to explore the views and experiences of teachers and madrasah principals. Observation sheets to record interactions and learning practices in the classroom. Documentation as a complement to analyzing RPP, teaching materials, and other related documents. This study was conducted at MIN 13 Pidie Jaya, a State Elementary Madrasah that has been accredited A and is located in Bandar Dua District, Pidie Jaya Regency. Data were obtained through three main methods: Observation: Conducting direct observations of the dynamics of learning and interactions that occur in the classroom. Interviews: Conducting interviews with teachers and madrasah principals to gain an understanding of the implementation of the Merdeka Curriculum. Documentation: Collecting and analyzing documents related to the learning process and curriculum policies (Hamid, 2011)

Data analysis was conducted following the Miles and Huberman model, which includes: Data reduction, namely filtering, organizing, and coding data based on main themes. Data presentation, namely presenting findings in the form of narratives, tables, or diagrams to facilitate understanding. Drawing conclusions and verification, namely interpreting data to produce valid and accountable understanding. With this approach, it is hoped that the study can provide in-depth insight into the implementation of the Merdeka Curriculum in the Aqidah Akhlak subject at MIN 13 Pidie Jaya (Iqsan, 2004).

RESULTS AND DISCUSSION

Definition and Principles of Independent Curriculum

1. Definition of Independent Curriculum

The Independent Curriculum is an innovation in the world of education that applies a flexible approach, providing opportunities for students to explore their interests, talents, and potential. This curriculum emphasizes the importance of effective intracurricular learning, by providing sufficient time for students to understand concepts in depth. This approach is based on an educational philosophy that emphasizes individual freedom, diversity, and inclusivity (Wiryanto & Garin, 2021). The goal of the Independent Curriculum is to create a learning environment that supports creativity, independence, and the development of character and life skills. The basic principles of this curriculum include humanism, constructivism, inclusivism, and criticism (Rati & Desyandri, 2023).

2. Principles of Independent Curriculum

Independent Curriculum is an approach to education that aims to provide a more adaptive, inclusive, and contextually relevant learning experience. The principles it upholds encourage the development of independence, diversity, and a balance between academic aspects and practical skills. Through this approach, it is hoped that students can grow into individuals who are able to think critically, creatively, and are ready to face challenges in the modern era.

- 1) Students as the focus of learning, emphasizing the active role of students in the learning process with the freedom to develop their interests.
- 2) Active engagement, where the Independent Curriculum emphasizes active participation of students through exploration, discussion, and experience-based projects.
- 3) Recognition of diversity, valuing the unique background, needs, and potential of each learner by providing a variety of teaching methods.
- 4) Contextual and relevant learning, linking teaching materials to everyday life to increase the meaning of learning.
- 5) Balance between knowledge and skills, not only focusing on academic aspects, but also developing 21st century skills such as critical thinking, creativity, and collaboration.
- 6) Inclusivity, namely creating a learning environment that supports every student without discrimination based on social, cultural, or economic background (Ministry of Education and Culture, 2024).

Independent Curriculum is an approach to education that aims to provide a more adaptive, inclusive, and contextually relevant learning experience. The principles it upholds encourage the development of independence, diversity, and a balance between academic aspects and practical skills. Through this approach, it is hoped that students can grow into individuals who are able to think critically, creatively, and are ready to face challenges in the modern era.

Aqidah and Ethics Lessons for Grade IV of Elementary Madrasah

Eye Aqidah Akhlak lessons in Madrasah Ibtidaiyah have a very significant role in shaping students' faith and character in accordance with the principles of Islamic teachings. The Islamic religious education curriculum in MI is more comprehensive than in Elementary Schools, because it covers various special fields of study such as the Qur'an and Hadith, Fiqh, Aqidah Akhlak, and History of Islamic Culture (Gina & Fiqra, 2022).

Aqidah Akhlak learning emphasizes the development of moral and spiritual values through an active, interactive, and contextual approach. Learning theories such as constructivism and active learning are applied to deepen students' understanding of Islamic teachings. Islamic figures such as Imam Al-Ghazali, Sheikh Ali Jaber, and Ibn Khaldun are used as references in understanding the concept of morals and education (Ibn Khaldun, 2006).

The curriculum structure of Aqidah Akhlak in MI consists of several main components, including graduate competency standards (SKL), learning objectives, teaching materials, learning methods, and evaluation and assessment. SKL emphasizes the importance of understanding Islamic aqidah, applying morals in daily life, and mastering Islamic worship and manners (Rina et al., 2023).

RoomThe scope of this subject covers aspects of faith, morals, manners, and role models. The faith aspect includes understanding the pillars of faith, habituating the

thayyibah sentences, and introducing the Asmaul Husna. The moral aspect teaches good behavior such as honesty, discipline, and gratitude, and prevents bad behavior such as arrogance and laziness. Islamic manners are taught in various contexts, including manners towards oneself, Allah, fellow human beings, and the environment. Exemplary stories from the prophets and Islamic figures are used to strengthen the understanding and application of the values of faith and morals.

Discussion

Teachers' Understanding of the Independent Curriculum

Results interview with the Head of Madrasah, Mr. Drs. Basri, revealed that the Merdeka Curriculum was designed to provide freedom for teachers to design learning that is more in line with students' lives. The teachers have attended training and independently studied this curriculum through various digital platforms. Each teacher has their own approach in implementing this curriculum, supported by madrasah facilities such as WiFi, projectors, and other information technology devices, this was conveyed by Drs Basri, Head of Madrasah MIN 13 Pidie Jaya in his interview.

Teacher of Faith Akhlak class IV, Mr. T. Zulmaini, stated that the Merdeka Curriculum allows for more innovative, project-based, and collaborative learning. Learning is not only focused on transferring knowledge, but also on developing students' critical and social thinking skills. A teacher of the subject of aqidah akhlak at MIN 13 Pidie Jaya T. Zulmaini, S.Pd.I in his interview said that in the learning process, the teacher applies a contextual method by linking the Aqidah Akhlak material to the real life of students.

In observations conducted at MIN 13 Pidie Jaya, September 12, 2024, found that the teacher taught the theme "Goodness in Everyday Life" using an interactive discussion method. Students were actively involved in sharing their experiences related to moral values, which shows that the contextual learning approach helps students understand and apply these values in everyday life.

Integration of Educational Theory in the Implementation of the Independent Curriculum

1) Student Participation in the Learning Process

The Independent Curriculum is in line with Al-Ghazali's principles which emphasize that education does not only focus on cognitive aspects, but also on character formation.

2) Participatory Learning Approach

John Dewey's theory of experiential learning is applied in learning Aqidah Akhlak through projects related to real life.

3) Contextualization of Learning

The concept emphasized by Ibn Khaldun and Sheikh Ali Jaber regarding the relevance of learning to the realities of life is applied in teaching methods.

Implementation of the Independent Learning Curriculum in the Aqidah Morals Subject in Class IV MIN 13 Pidie Jaya

In order to improve the quality of education at MIN 13 Pidie Jaya, the implementation of the Merdeka Belajar Curriculum is one of the main focuses, especially in the Aqidah Akhlak subject. This curriculum aims to create a more dynamic and interactive learning environment for students, as well as encourage experiential learning

that is relevant to everyday life. This article will discuss the implementation of the curriculum, the methods used, and its impact on Aqidah Akhlak learning.

1. Project Based and Interactive Learning Methods

The implementation of the Independent Learning Curriculum in the Aqidah Akhlak subject at MIN 13 Pidie Jaya emphasizes the use of project-based and interactive learning methods. According to the Head of Madrasah, Drs. Basri, this curriculum has had a positive impact by increasing student participation in the learning process. The Aqidah Akhlak teacher, Mr. T. Zulmaini, emphasized that this approach allows students to not only understand the concept theoretically, but also apply it in everyday life. One example of the application of this method is through project assignments that ask students to demonstrate moral values in everyday life. For example, in a discussion about honesty, students are given the task of sharing their experiences about honesty and making a presentation that reflects these values.

2. Utilization of Technology in Learning

One important aspect in implementing the Merdeka Curriculum is the integration of technology in the teaching and learning process. Teachers utilize digital platforms, educational videos, and online quizzes to make learning more interesting. This approach not only increases student engagement but also helps them understand the material in a more fun and interactive way.

Obstacles and Solutions in the Implementation of the Independent Curriculum at MIN 13 Pidie Jaya

1. Internal Factors

The implementation of the Independent Curriculum at MIN 13 Pidie Jaya faces a number of challenges originating from internal factors. One of the main challenges is the lack of digital learning infrastructure, where the existing information technology devices are still insufficient to support the teaching and learning process optimally. In addition, many teachers are not yet familiar with the use of information technology in the learning process, which results in limitations in utilizing digital resources effectively. The lack of in-depth training on the implementation of the Independent Curriculum is also an obstacle in itself, considering that curriculum changes require a comprehensive understanding in order to be implemented properly.

2. External Factors

In addition to internal challenges, there are also external obstacles that affect the implementation of the Independent Curriculum. One of the most significant obstacles is frequent power outages, which disrupt information technology-based learning and result in disruptions in the delivery of digital materials. Internet network instability is also a serious problem, considering that this curriculum requires the use of technology in various aspects of learning. When the internet connection is disrupted, access to online learning resources becomes limited, thus impacting the effectiveness of the learning process.

Implemented Solutions

1. Teacher Capacity Building

In order to overcome the challenges faced in implementing the Independent Curriculum, madrasahs have implemented a number of solutions. One of the main steps is

to improve teachers' ability to utilize technology. Routine technology training aims to make teachers more familiar with digital-based learning. In addition, a learning community was formed for teachers, where they can share experiences and strategies in implementing the curriculum. With this forum, it is hoped that teachers can support each other and accelerate the process of adapting to the changes presented by the Independent Curriculum.

2. Infrastructure Improvement

Infrastructure improvement is a crucial element in supporting the implementation of this curriculum. Madrasah is committed to providing better information technology facilities in the classroom, such as computers, projectors, and a more stable internet connection. In addition, to overcome the problem of power outages, backup power sources such as generators or UPS are provided, to ensure that the learning process continues to run smoothly even if there is a power outage.

3. Learning Adjustment Strategy

In an effort to improve the effectiveness of the learning process, various adjustment strategies are implemented. Madrasahs utilize more interactive digital platforms to provide a more engaging and dynamic learning experience for students. In addition, social media is used as an additional learning tool, allowing students to access learning materials anytime and anywhere. With this approach, it is hoped that learning can take place more flexibly and in accordance with existing needs and conditions.

CONCLUSION

The implementation of the Independent Curriculum in the Aqidah Akhlak subject at MIN 13 Pidie Jaya has made a positive contribution to the learning process. By using a project-based approach, utilizing technology, and adapting to student needs, a more effective and enjoyable learning atmosphere is created. The active involvement of teachers and the application of innovative learning methods allow students not only to understand the theory, but also to apply moral values in everyday life. This approach can be used as a model that can be adapted by other educational institutions to improve the quality of Aqidah Akhlak learning more comprehensively and applicatively.

The implementation of the Independent Curriculum at MIN 13 Pidie Jaya faces a number of challenges originating from internal and external factors. Among the internal challenges are limited infrastructure, lack of teacher skills in information technology, and minimal training available. Meanwhile, external challenges include frequent power outages and unstable internet networks, all of which have an impact on the effectiveness of the learning process. To overcome these problems, various solutions have been attempted, including increasing teacher capacity through routine training and the formation of learning communities, improving infrastructure by providing more adequate IT devices, and implementing digital-based learning strategies. With these steps, it is hoped that the implementation of the Independent Curriculum at MIN 13 Pidie Jaya can take place more effectively, innovatively, and in line with the objectives of the curriculum which emphasize flexible and technology-based learning.

LITERATURE

- Ali Jaber, *Cinta Ilmu, Cinta Al-Qur'an: Membina Genarasi yang Berakhlak Mulia*, Jakarta: Zaman, 2020.
- Dinda Azhari Br Surbakti, Implementasi Metode Pembelajaran dalam Kurikulum Merdeka Belajar pada Mata Pelajaran Pendidikan Agama Islam Kelas VII di SMP IT Nurul Islah Banda Aceh, *Thesis*, Repository UIN AR-Raniry Fak. Tarbiyah dan Keguruan, 2024. <https://repository.ar-raniry.ac.id/id/eprint/38593/>.
- Edi Saputra, Penerapan Kurikulum Merdeka Pada Mata Pelajaran Fiqih Kelas IV A Di MIN 9 Bireuen, *IJISS: Indonesian Journal of Islamic and Social Science*, Vol. 1, No. 1, 2023. <https://ejournal.iai-almuslimaceh.ac.id/index.php/IJISS/article/view/5>.
- Edo Bramesta dan Muh. Wasith Achadi, Analisis Implementasi Kurikulum Merdeka Pada Pembelajaran Ski Kelas IV MIN 1 Sleman Yogyakarta, *Pendas: Jurnal Ilmiah Pendidikan Dasar*, Vol. 8, No. 3, 2023. DOI: <https://doi.org/10.23969/jp.v8i3.11007>.
- Gina Wara Wulan Sari dan Fiqra Muhamad Nazib, Pembelajaran Aqidah Akhlak di Madrasah Ibtidaiyah (Penelitian Deskriptif Pembelajaran Akqdah Akhlak di MI Al-Khoiriyah III Karangpawitan), *Jurnal Pendidikan Agama Islam*, Vol. 1, No. 2, 2022, hlm. 38. Journal Homepage :<https://journal.uniga.ac.id/index.php/JPA>.
- Hamid Darmadi, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2011.
- Heroza Firdaus, dkk, Analisis Evaluasi Program Kurikulum 2013 Dan Kurikulum Merdeka, *Jurnal Pendidikan dan Konseling (JPDK)*, Vol. 4, No. 4, 2022. DOI: <https://doi.org/10.31004/jpdk.v4i4.5302>.
<https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/>.
- Ibnul Khaldun, *Muqaddimah: Sebuah Pengantar Untuk Sejarah*, Terj. Abdul Rahman, Jakarta: Pustaka Firdaus, 2006.
- Imam Al-Ghazali, *Ihya Ulum al-Din (Penghidupan Ilmu-ilmu Agama)*, Terj. Abdul Mujib, Jakarta: Pustaka Al-Kautsar, 1997.
- Iqsan Hasan, *Analisis Data Penelitian Dengan Statistik*, Jakarta: Bumi Akasara, 2004.
- Lexy J Moleong, *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosdakarya, 2011.
- N.S. Sukmadinata, *Metode Penelitian Pendidikan*, Bandung: Remaja Rosdakarya, 2019.
- Nur Zakiyah dan Muhammad Wasith Achadi, Analisis Implementasi Kurikulum Merdeka di Madrasah Piloting MIN 2 Bantul Yogyakarta, *Roudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiah*, Vol. 7, No. 2, 2022. DOI: <https://doi.org/10.48094/raudhah.v7i2.221>.
- Rati Syafiana Putri dan Desyandri, Konsep Implementasi Merdeka Belajardi Sekolah Dasar Menurut Pandangan Filsafat Konstruktivisme, *Pendas: Jurnal Ilmiah Pendidikan Dasar*, Vol. 8, No. 1, 2023, hlm. 66-74. DOI: <https://doi.org/10.23969/jp.v8i1.6939>.
- Rina Ari Rohmah, Mahdum, dan Isjoni, Pandangan Filsafat Progresivisme John Dewey Pada Pembelajaran Merdeka Belajar Kampus Merdeka: Kajian Studi Literatur Review, *JKPI: Jurnal Konseling Pendidikan Islam*, Vol. 4, No. 1, 2023.
- Syamsul Arifin, Nurul Abidin, dan Fauzan Al Anshori, Kebijakan Merdeka Belajar dan Implikasinya terhadap Pengembangan Desain Evaluasi Pembelajaran Pendidikan Agama Islam, *Dirasat: Jurnal Manajemen Dan Pendidikan Islam*, Vol. 1, No. 7, 2021. DOI: <https://doi.org/10.26594/dirasat.v7i1.2394>.

Wiryanto dan Garin Ocshela Anggraini, Analisis Pendidikan Humanistik Ki Hajar Dewantara dalam Konsep Kurikulum Merdeka Belajar, *Jurnal Penelitian Ilmu Pendidikan*, Vol. 15, No. 1, 2021, hlm. 33-45.
DOI: <https://doi.org/10.21831/jpipfip.v15i1.41549>