

Implementation of Independent Curriculum in the Subject of Islam at Muhammadiyah 1 Vocational School Blora

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ABSTRACT

This study aims to describe the implementation of the independent curriculum in the Al Islam subject at SMK Muhammadiyah 1 Blora. The research approach used is qualitative with a case study type at SMK Muhammadiyah 1 Blora. Data collection techniques are observation, interviews with Al Islam teachers, and analysis of learning documents. The results of the study show that the Al Islam learning design in the independent curriculum uses teaching modules that are arranged based on learning achievements (CP) and learning objective flows (ATP). Learning is centered on students with discussion methods, case studies, and projects. The material is linked to the context of everyday life and socio-religious values. The application of Pancasila student projects such as congregational prayer movements, Ramadan sharing and a week without bullying are applied as part of character strengthening. The implementation of the independent curriculum in Al Islam lessons prioritizes a differentiated learning approach, a project to strengthen the profile of Pancasila students, and uses flexible teaching modules. The learning model applied is contextual, collaborative, and reflective. The positive impacts found were increased student involvement, strengthening of religious values, and the growth of attitudes of tolerance and mutual cooperation.

INTRODUCTION

The curriculum is a major component in the education system that determines the direction, process, and outcomes of learning. In line with the development of the 21st century challenges and the needs of post-pandemic education, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) launched the independent curriculum as a form of improvement from the previous curriculum. This curriculum carries the principle of flexible learning, is centered on students, and strengthens character through the Pancasila Student Profile Strengthening Project (P5).

At the Vocational High School (SMK) level, the independent curriculum is a strategic opportunity to improve the quality of graduates not only in terms of vocational skills. but also in the aspect of religious and social character. Al-Islam subjects play a central role in forming students who are faithful and have noble morals, in accordance with the goals of national education and the vision of Islam in the perspective of Muhammadiyah.

Muhammadiyah Blora Vocational School as part of the Muhammadiyah association's charitable efforts has a unique characteristic in implementing education that integrates progressive Islamic values whose presence brings blessings to the universe of life.

The implementation of the independent curriculum in this school, especially in the subject of Al-Islam, is an important instrument in producing graduates who are not only technically competent, but also religious, independent and have strong personalities.

However, in its implementation, the implementation of the independent curriculum in the Al-Islam subject at SMK Muhammadiyah 1 Blora faces a number of challenges, such as teacher readiness in compiling phase-based teaching modules, understanding of differentiated learning, to implementing projects based on Islamic values. Therefore, a comprehensive study is needed on the implementation of this curriculum.

From the background above, the author formulates the problem, how is the implementation of the independent curriculum in the Al Islam subject at SMK Muhammadiyah 1 Blora?

LITERATURE REVIEW

Independent Curriculum

The independent curriculum is a strategic step in responding to the need for more adaptive, contextual and student-centered learning. This curriculum emphasizes flexibility in the preparation of teaching materials, teacher freedom in choosing learning methods and materials, and character strengthening through the Pancasila Student Profile Strengthening Project (P5). The independent curriculum is based on three main pillars, namely:

1. Project-Based Learning (PjBL) is an approach that emphasizes the active involvement of students in completing real and contextual projects as part of the learning process. In this model, students are not only required to understand the concept theoretically, but also to develop critical thinking skills, collaboration, communication, and creativity. PjBL encourages students to be directly involved in the investigation and problem-solving process, so

that learning becomes more meaningful and inseparable from real life. In addition, the Ministry of Education, Culture, Research and Technology (2022) stated that project-based learning is very much in line with the objectives of the Independent Curriculum, especially in strengthening character through the Pancasila Student Profile Strengthening Project (P5). Through this approach, religious, social, and cultural values can be integrated into collaborative and transformative learning activities. Thus, PjBL is an effective learning strategy in shaping 21st century competencies and student character holistically.

2. Differentiated learning is an approach that adapts the learning process, content, and products based on the needs, interests, and learning profiles of students. This strategy places students as the main subject in the learning process, by accommodating differences in ability so that each student can achieve their maximum potential. According to Tomlinson (2014), differentiated learning allows teachers to provide various choices in how to access materials, engage in activities, and how to demonstrate understanding, so that students feel more valued and motivated. In the context of the Independent Curriculum, it emphasizes that differentiated learning is an important part of the principle of student-centered learning. The application of this strategy is very relevant especially in classes that have diverse academic backgrounds, learning styles, and social emotional conditions of students. With differentiated learning, teachers are not only conveyors of information, but also facilitators who ensure that each student learns according to their unique needs.
3. Continuous assessment is an assessment process that is carried out continuously during the learning process, with the aim of monitoring student learning development, providing feedback, and adjusting teaching strategies. This assessment is not only carried out at the end of learning but also includes formative assessments that are carried out periodically to identify students' strengths and learning needs. Continuous assessment has a significant impact on improving learning outcomes because it helps teachers and students understand the learning process more deeply and responsively. In the implementation of the Independent Curriculum, it emphasizes that continuous assessment is an important part of student-centered learning, because it allows teachers to adjust learning according to the achievements and needs of each student. This assessment also encourages the formation of a reflective and collaborative learning environment, where students are actively involved in assessing and developing themselves (Ministry of Education, Culture, Research and Technology, 2022a). These three pillars enable a learning process that is more humanistic and relevant to the context of students' lives.

Teacher becomes are the main figures in this success because they act as facilitators who must be able to design learning that is appropriate to the developmental stages and learning needs of students. In practice, the implementation of the independent curriculum requires strong teacher support for curriculum principles as well as the support of the principal and a

collaborative learning environment. Although it avoids many advantages, the implementation of the independent curriculum also faces challenges such as teacher competency gaps, limited infrastructure, and resistance to changes in thinking patterns and learning cultures that have so far been uniform and oriented towards content.

Several studies show that the success of implementing the independent curriculum is greatly influenced by the school's ability to adapt this curriculum contextually and participatively. This is in line with the view that the curriculum is not just a formal document, but a dynamic process that involves interaction between students, teachers and the learning environment.

The independent curriculum is an educational policy that provides flexibility to educational units and teachers to design learning that is appropriate to the characteristics of students and the local context. In the context of Al-Islam subjects in vocational schools, the independent curriculum aims not only to transfer religious knowledge, but also to instill spiritual values, noble morals, and religious character that are in line with the Pancasila Student Profile.

Basic Principles of Islamic Education

The Qur'an and Hadith are the main foundations of Islamic teachings and play an important role in the formation and development of Islamic knowledge. These two main teachings of Islam provide universal guidelines for various aspects of life such as faith, worship, social interactions and morals.

Education based on the Quran and Hadith ensures that the learning process is based on spiritual and moral values in addition to academic achievement, Islamic education includes instilling the values of monotheism, worship, morals. This education forms people to realize their purpose in life and their responsibilities as creatures of Allah and leaders in this world. The scope of Islamic education includes:

1. Faith

Aqidah is a deep belief and is the core of a Muslim's life, aqidah education aims to build and instill strong faith in the six main teachings of Faith: Faith in Allah, Faith in angels, Faith in the books of Allah, Faith in the messengers of Allah, Faith in the last day, faith in destiny. By receiving the right aqidah education, it is hoped that someone can understand and practice it.

2. Worship

Worship practices in Islam such as prayer, zakat, fasting, hajj, not only have spiritual and moral aspects, but also aim to build spiritual and moral discipline. Islamic education emphasizes the importance of early habituation of worship as a means of building character.

3. Morals

Moral education in Islam aims to shape character based on the example of the Prophet Muhammad SAW. Commendable traits such as honesty, justice, compassion, patience, and a sense of responsibility are the essence of the goals of Islamic education.

Al-Islam learning in the independent curriculum is focused on developing faith, piety and noble morals which are contextual to the lives of vocational school students who are preparing to face the world of plural social life

The independent curriculum emphasizes meaningful and relevant learning. Al-Islam learning in vocational schools is directed so that students are able to understand Islamic teachings in the context of their lives as prospective workers and members of society.

Characteristics of the Implementation of Al-Islam Independent Curriculum Learning at Muhammadiyah Vocational Schools.

1. Strengthening the profile of Pancasila and progressive Islamic students, through the P5 project which is based on Islamic values such as honesty, responsibility, and social concern.
2. In the context of learning Al-Islam, Muhammadiyah students are invited to understand the relevance of Islamic teachings in the world of industry, business, and social life.
3. Integration of Al-Islam with Muhammadiyah's co-curricular activities, such as Hizbul Wathan activities, Tapak Suci, routine studies and digital preaching.
4. Differentiation of learning, adapting methods to students' backgrounds, abilities, and spiritual needs.

Supporters and challenges

Supporters

1. Muhammadiyah's strong ideological vision towards religious and character education
2. School organizational structure that supports Islamic activities
3. Availability of Al-Islam teachers who understand Muhammadiyah values.

Challenge

1. Teacher adaptation to the new project-based curriculum approach.
2. Limitations of the integration of the national curriculum and Muhammadiyah's unique values.
3. Expanding collaboration between Al-Islam teachers and productive and general teachers.

Previous Research

Based on the results of research conducted by (Mulyana et al., 2023). The Independent Learning Curriculum is a flexible curriculum, giving schools the freedom to develop learning according to the available facilities and infrastructure, and allowing teachers to deliver Islamic Religious Education material in depth. This also allows students to develop their potential more optimally. The implementation of the Independent Learning Curriculum is very suitable for Islamic Religious Education subjects because learning is carried out gradually and continuously between one phase and another. Islamic Religious Education must be taught gradually and comprehensively, starting with instilling a strong faith before moving on to other aspects.

Based on the results of research conducted by (Sultan Muhammad Syafiuddin Islamic Institute of Sambas, 2023) The implementation of Islamic Religious Education Learning in the Independent Learning Curriculum carried out by Islamic Religious Education teachers uses the independent flow, which is an abbreviation of Starting from oneself, Concept exploration, Collaboration space, Guided reflection, Contextual demonstration, Elaboration of understanding, Connections between materials, and Real action. This process is carried out through three stages: initial activities, core activities, and closing activities.

Based on the results of research conducted by (Abdurrahman, 2023) Some of the problems faced by teachers in implementing the Independent Curriculum include difficulties in planning teaching materials, difficulties in implementing the curriculum, and challenges in assessing learning. Nevertheless, SMK Negeri 1 Sungai Limau remains committed to continuing to improve its ability to implement the Independent Curriculum.

Based on the results of research conducted by (Yaelasari & Yuni Astuti, 2022). The curriculum is a very important element in the learning process, and its preparation is carried out based on the needs in the field. The purpose of the Independent Curriculum, which supports the concept of independent learning, is a policy from the Minister of Education and Culture to encourage students in vocational schools to master knowledge that is useful for entering the world of work. In addition, this curriculum provides students with the opportunity to master the subjects they study. The implementation of the Independent Curriculum aims to face the challenges of technological developments, by implementing an OBE (Outcome-Based Education)-based education system, which ensures that graduates focus on achieving learning that is in accordance with their respective disciplines.

Based on the results of research conducted by (Susilowati et al., 2022). The implementation of the Independent Learning Curriculum in Islamic Religious Education subjects has not been fully implemented. Therefore, extra efforts are needed from schools, teachers, and all relevant stakeholders. Some of the obstacles faced include some teachers who still do not fully understand the concept of independent learning, difficulty in changing old habits, and the still dominant use of lecture methods in class with students who only listen. In addition, teachers also have difficulty in compiling modules, especially because there are no modules available on the Independent Learning platform. Finally, in terms of assessment, many teachers do not fully understand how to implement assessments that are appropriate to the needs of each student.

Based on the results of research conducted by (Rifa'i et al., 2022). The effective implementation of the Independent Curriculum in Islamic Religious Education subjects will make it easier for teachers to teach basic and important materials to students, without being burdened by other less essential materials. The very broad Islamic Religious Education material will be narrowed down into several parts that need to be delivered to students through independent, fun, in-depth, and targeted learning.

Based on the results of research conducted by (Agustina et al., 2023) The Independent Curriculum is a curriculum that offers diverse intracurricular learning, where learning is optimized so that students have time to explore concepts and strengthen their competencies. In this curriculum, Islamic religious education aims to prepare students to have spiritual depth, noble morals, and understand the basics of Islam and its application in everyday life within the framework of the Republic of Indonesia. In the Independent Curriculum, teachers are given the freedom to choose various teaching tools, so that learning can be adjusted to the needs and interests of students. To determine the success of the learning process, evaluation needs to be carried out to assess the achievements achieved by students after participating in the learning process.

Based on the results of research conducted by (Mulyana et al., 2023). Teachers still need to adapt to the Independent Curriculum because the concept and content are different from the previous curriculum. Therefore, teachers must adjust to the implementation of the new Independent Curriculum. Meanwhile, students who were previously passive in learning, because in the 2013 curriculum teachers were more dominant in explaining, now must adapt to the independent curriculum which requires them to be more active, especially in group-based learning. This requires students to adjust to new ways of learning during the learning process.

Based on the results of research conducted by (Aryanti, 2023). The implementation of the Independent Curriculum as an effort to overcome the learning crisis (learning loss) in the PAI subject for class X at SMA N 12 Bandar Lampung includes two main aspects, namely the Implementation of Intracurricular Learning and the Implementation of the Pancasila Student Profile Strengthening Project (P5). The steps in the Implementation of Intracurricular Learning include preliminary activities, core activities, and closing activities using a differentiated learning approach. Meanwhile, the steps in the Implementation of the Pancasila Student Profile Strengthening Project (P5) include starting the project implementation, optimizing the project implementation, closing the project activities, celebrating the project results, and reporting the results of the project implementation.

Implementation of the Independent Curriculum in Al-Islam Subjects Learning Objectives

Learning objectives are explicit statements about changes in behavior, knowledge, skills and attitudes that students are expected to achieve at the end of learning activities, arranged using operational verbs so that they are measurable, clear and focused. This objective describes specific behaviors that students must be able to perform under certain conditions. Objectives are compiled based on the four ABCD components of Audience (subject of learning), Behavior, Condition, and Degree (level/level) so that they can be used as guidelines in planning strategies, selecting materials, and assessing learning. In addition, objectives function as a direction for implementing learning, evidence of teacher performance accountability, and a means of presenting a fun and meaningful learning experience. To design quality objectives, teachers should reduce learning outcomes or competency indicators (KD), consider the context of

students, and ensure that the verbs used can be observed and measured according to national education standards

Teaching and Learning Activities

This teaching and learning activity are divided into three parts:

1. Preliminary Activities

Introduction is the initial part of a learning session which aims to inspire and direct the attention of students so that they appear active in the learning process, the sequence is as follows:

- a. Learning begins with greetings
- b. Delivery of learning objectives, competencies to be achieved
- c. Attendance absence
- d. Conducting apperception
- e. Choosing the learning method used

2. Core activities

Core activities are part of the learning process that aims to achieve basic competencies (KD). This activity is carried out interactively, inspiring, enjoyable, motivating and challenging for students to play a role. In addition, this activity provides sufficient experience for students to develop initiative, creativity, and independent abilities according to their interests and talents, as well as the physical and psychological development of students. This process is carried out in a structured and holistic manner through the stages of elaboration, exploration, and confirmation.

3. Closing Activities

Closing is the final phase in learning activities which can be done by summarizing or concluding, evaluating and reflecting, providing feedback, and following up on the material that has been studied.

Evaluation

Evaluation in learning is the final series to determine the examination of students' understanding in the learning that has been passed in order to provide an assessment and improve what is needed to achieve maximum learning outcomes.

METHODOLOGY

Research Approach

This study adopts a qualitative approach using descriptive methods. Qualitative research aims to understand the experiences experienced by research subjects, such as behavior, perception, motivation, and action, comprehensively and descriptively using various scientific methods. Qualitative research begins with data collection in the form of speech, language, sentences expressed or written, and visible behavior or activities. The information obtained is then analyzed to understand its meaning according to the perspective of the data source. Meanwhile, descriptive research focuses on presenting actual facts and characteristics of a population systematically and carefully (Margono, 2004).

Research Purposes

The purpose of this study is to obtain an objective, factual, accurate, and systematic picture of the problems in the research object. This aims to provide clarity regarding the problems studied in the field, so that the data obtained can be presented in the form of an explanation of the implementation of the independent curriculum in Al-Islam subjects at SMK Muhammadiyah 1 Blora, along with the factors that influence it.

Types of Research

The type of research used in this study is a case study, which is an in-depth study of individuals, organizations, activity programs, or other things over a certain period of time. The goal is to obtain a comprehensive and in-depth description of a research object. Case studies produce data that is then analyzed to produce a theory (Sugiyono, 2010).

In implementing the case study, observations, documentation and interviews were carried out in order to obtain an in-depth description of the implementation of the independent curriculum for Islamic education subjects implemented at SMK Muhammadiyah 1 Blora.

Research Location

The location of the research is at SMK Muhammadiyah 1 Blora Jl. Gatot Subroto Km 1 Blora Central Java, the reason for choosing this place is that the school has used the independent curriculum, besides that this school is also one of the private schools, especially at the vocational school level, which is trusted by the government to become a center of excellence (PK) school.

Research Instruments

In this study, the researcher used structured interviews. In this study, those who will be interviewed are the Principal, Islamic Religious Education Teacher, Representatives of SMK Muhammadiyah 1 Blora students.

Data Collection Technique

The data collection used by researchers is observation, interview and documentation techniques.

Observation:

Observation is a method of data collection in which researchers or collaborators record information they witness during the research process. Witnessing these events can be done by looking, listening, or feeling, then recording them objectively (Pilhandoki et al., 2023). Based on the level of researcher involvement in the observed activity, observation can be divided into two types, namely:

1. Participant Observation, in this observation, the researcher is involved in the daily activities of the person being observed.
2. Non-participant observation is a method in which the researcher is not directly involved in the activities being observed, but only acts as an independent observer. In this type of observation, the researcher is present

at the research location directly, but does not participate in the activities carried out by the research subjects (Sugiyono, 2010).

In this study, researchers observed:

1. Religious Behavior of Students of Muhammadiyah 1 Blora Vocational School
2. The efforts of Islamic Religious Education teachers in forming the religious behavior of students at Muhammadiyah 1 Blora Vocational School
3. Obstacles of Islamic Religious Education teachers in forming religious behavior of students at Muhammadiyah 1 Blora Vocational School.

Interview:

Interviews are a method of data collection that is carried out face to face with respondents, although sometimes it can also be done by providing a list of questions in advance to be answered at a later time. The conversation is conducted by two parties, namely the interviewer who asks questions and the interviewee who provides answers to the questions. The interview technique applied in this study is an in-depth interview. In-depth interviews are the process of collecting information for research purposes through face-to-face questions and answers between the interviewer and the informant, either using interview guidelines or without guidelines, where the interviewer and the informant have social interactions for a long time. In this study, the researcher used structured interviews. The parties to be interviewed in this study are:

1. Principal
2. Al-Islam Teacher
3. Representatives of students from Muhammadiyah 1 Blora Vocational School.

Documentation:

Documentation is a data collection technique by collecting and analyzing various documents, whether in the form of written text, images, or electronic documents. The documents collected are selected based on their relevance to the objectives and focus of the research problem. If available, these documents can help deepen understanding or provide additional information in the research. With this documentation method, the researcher intends to record data sourced from official documentation of SMK Muhammadiyah 1 Blora in the form of research location data, suggestions and infrastructure. The data collected is used to strengthen the findings in the field.

Data Validity Techniques

Qualitative data analysis is inductive, where the analysis begins with data obtained in the field during the research. The data is then analyzed to identify patterns of relationships or formulate hypotheses. Based on the hypotheses made from the data, the analysis process is carried out repeatedly, until finally a conclusion is reached (Sugiyono, 2010).

Data analysis in qualitative research takes place throughout and after the data collection process, whereas in quantitative research, data analysis is carried out after all data has been collected.

There are 4 stages in data analysis, namely: data presentation, data reduction, data verification, and data extraction. Data presentation can be done in the form of text, images, graphs, or tables, aiming to unify information so that it can reflect the situation that occurs. Data reduction is an analysis process that groups, classifies, and eliminates irrelevant information in order to facilitate drawing conclusions. Data verification involves interpreting the meaning of the data that has been presented, both descriptively and reflectively. Conclusions tend to be tentative and subjective, which can then be clarified with additional data from interviews or observations.

Data Validity Test

Data accuracy in qualitative research is a must for researchers to present accurate research results. Determining data validity involves a number of criteria that include the level of trust, transferability, reliability, and certainty.

According to Melong, from these criteria, the qualitative approach has eight data checking techniques, including expanding participation, persistence in observation, triangulation, peer checking, completeness of references, negative case studies, member checking, and detailed descriptions.

RESEARCH RESULTS AND DISCUSSION

The results of the observation show that the implementation of the Independent Curriculum in the Al Islam subject at SMK Muhammadiyah 1 Blora has gone quite well, although there are still some challenges in the field. Al Islam teachers have tried to implement student-centered learning, by providing space for students to explore Islamic values through discussion, reflection, and contextual activities. The learning approach is more flexible and does not only focus on cognitive aspects, but also character building in accordance with the Pancasila Student Profile. In addition, the integration of religious values in the student profile strengthening project (P5) is a strategic step in shaping students' morals and personalities. However, the results of the observation also noted obstacles in terms of teacher readiness, limited digital learning media, and the need for further training to improve teachers' understanding of the principles and practices of the Independent Curriculum as a whole. The results of the observations that researchers obtained from the field showed the implementation of the independent curriculum at SMK Muhammadiyah 1 Blora.

The results of an interview with Mr. S as the Principal of SMK Muhammadiyah 1 Blora revealed that the implementation of the Independent Curriculum in the Al-Islam subject is seen as a strategic step in strengthening the character and spiritual education of students. He stated that this curriculum provides ample space for teachers to design contextual, relevant learning, and emphasizes strengthening Islamic values that are in accordance with the challenges of the times. The principal also emphasized the importance of collaboration between Al-Islam teachers and other subject teachers, especially in the Pancasila Student Profile Strengthening Project (P5), so that religious values

are not only taught theoretically but also internalized through direct practice in the school environment. However, he also realized that there are still challenges in its implementation, such as the need for more intensive teacher training, the availability of supporting learning resources, and ongoing monitoring. In general, the school fully supports the implementation of the Independent Curriculum and is committed to continuing to facilitate teachers in developing more adaptive and transformative Al-Islam learning.

Based on the results of the interview with Mr. SH, the Al-Islam subject teacher at SMK Muhammadiyah 1 Blora, it is known that the implementation of the Independent Curriculum provides flexibility in designing learning that is more contextual and in accordance with the needs of students. The teacher said that the freedom to choose materials, methods, and assessments is very helpful in developing Islamic material that is relevant to students' daily lives. In addition, religious values are more easily internalized through project-based learning activities and group discussions. However, the teacher also revealed that there are still challenges, such as the lack of references that are in accordance with the Independent Curriculum paradigm in the context of Islamic education, as well as the need for intensive training and assistance in compiling independent teaching modules. However, in general, teachers welcomed this curriculum because it was considered capable of encouraging the formation of religious character and tolerant attitudes in students more clearly. The results of the researcher's interview with informants, the design of Al Islam learning in the independent curriculum uses teaching modules that are compiled based on learning achievements (CP) and learning objective flows (ATP). Learning is centered on students with discussion methods, case studies, and projects. The material is linked to the context of daily life and socio-religious values. The implementation of Pancasila student projects such as congregational prayer movements, Ramadan sharing and a week without bullying are implemented as part of character strengthening.

The results of interviews with several students at SMK Muhammadiyah 1 Blora showed that the implementation of the Independent Curriculum in the Al-Islam subject provided a more enjoyable and meaningful learning experience. The students said that the learning methods used by teachers are now more interactive, such as discussions, case studies, and group projects that link Islamic values to everyday life. They find it easier to understand the material because the teachers provide relevant examples and give students the freedom to express their opinions. In addition, students also stated that the activities in the Pancasila Student Profile Strengthening Project (P5) gave them space to apply religious teachings in real forms, such as cooperation, tolerance, and social concern. However, several students also said that there were still obstacles in learning, such as the lack of variation in learning media and the unequal understanding of their friends regarding the changes to a more independent learning system. Even so, in general, students responded positively to the changes brought by the Independent Curriculum in Al-Islam lessons.

Implementation of the Independent Curriculum in the Al-Islam Study Subject at Muhammadiyah 1 Blora Vocational School

The independent curriculum emphasizes student-centered learning by providing space for freedom of thought, contextualization of materials, and strengthening character in the context of Islam. This approach is aimed at creating students who are religious, tolerant and have noble morals.

The characteristics of the implementation of the independent curriculum in Al Islam lessons, differentiated learning, teachers adjust the approach, content and learning according to the needs of the characteristics of students. The Pancasila student profile strengthening project (P5) is a project that integrates Islamic values with the noble values of Pancasila, such as mutual cooperation, independence, and faith. Al Islam material is linked to real life and current issues such as tolerance, radicalization, to digital ethics. Authentic assessment, assessment based on processes and real results such as worship practices, religious projects or self-reflection. The learning model used, the project-based learning (PjBl) model, example of application; creating a digital anti-bullying campaign from an Islamic perspective. Discovery learning model; students are invited to find Islamic values in everyday life independently.

CONCLUSION AND RECOMMENDATION

The results of the study indicate that the implementation of the Independent Curriculum in the Al-Islam subject at SMK Muhammadiyah 1 Blora has been running quite optimally. Learning has been oriented towards students through a differentiated approach, contextual learning, and integration of Islamic values in the Pancasila Student Profile Strengthening Project (P5). Teachers are given the freedom to design materials, methods, and assessments that are in accordance with student characteristics. The principal fully supports the implementation of this curriculum as an effort to strengthen character and spiritual education. Teachers welcomed this change positively, although they still face obstacles such as limited learning resources and the need for further training. Meanwhile, students feel that learning is more interactive, meaningful, and relevant to everyday life. Overall, the implementation of the Independent Curriculum in the Al-Islam subject has had a positive impact on improving the quality of learning and character formation of students, although strengthening is still needed in terms of resources and ongoing mentoring.

Based on the results of the study on the implementation of the Independent Curriculum in the Al Islam subject at SMK Muhammadiyah 1 Blora, it is recommended that the school continue to strengthen teachers' understanding of the philosophy and basic principles of the Independent Curriculum, especially in terms of differentiation of learning and project-based assessment. Further training and intensive mentoring are needed so that teachers can design contextual teaching modules, relevant to the Pancasila Student Profile, and in accordance with the characteristics of students. In addition, there needs to be increased collaboration between Al Islam teachers and general subject teachers to integrate Islamic values across disciplines. Recommendations to the Education Office and the Muhammadiyah Elementary and Secondary Education Council to provide support in the form of policies, facilities, and teacher capacity building programs,

so that the implementation of the Independent Curriculum in Islamic-based schools can run optimally and sustainably.

ADVANCED RESEARCH

Future research can explore a deeper and broader analysis of the implementation of the Independent Curriculum in Islamic religious subjects across different Muhammadiyah vocational schools or other Islamic-based schools. Comparative studies between various regions could provide insights into contextual challenges and best practices. Further research could also examine the long-term impact of differentiated learning and project-based learning on students' spiritual character and academic performance. In addition, qualitative studies focusing on students' voices and lived experiences can enrich understanding of the curriculum's effectiveness from the learners' perspective.

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