



# Problems of Implementing the Independent Curriculum in Islamic Religious Education Learning at SMA Negeri Arjasa Jember

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**Abstract**— The independent curriculum is mandatory and must be implemented by driving schools. Arjasa State High School is a driving school that is required to implement this curriculum; in the newly implemented curriculum, there must be some obstacles or problems; one of the problems in the independent curriculum is the preparation of facilities and infrastructure, teacher readiness in implementing an independent curriculum, and students' difficulties when implementing independent curriculum learning in several subjects, there are quite a lot of subjects in phase E, in learning Islamic religious education itself there are several problems faced by students, namely problems related to the atmosphere crowded classes, lacking facilities and infrastructure and passive students. Compared to other learning, PAI learning tends to be more fun and more memorable for students. PAI teachers at Arjasa State High School have carried out training and are trying to develop assessment learning following the independent curriculum.

**Keywords**— *independent curriculum, problems, teachers, Islam, students*

## I. INTRODUCTION

Education is a means to educate the nation's life to develop talents, interests, and abilities that shape the character, morals, and culture of Indonesian civilization that upholds human rights, religious values, cultural values, and diversity[1]. Education has a very close relationship with human life; education is also not just a way to achieve success, but education is tasked with building students' character. Therefore, the focus of education today is to shape the character of better individuals in the fields of ethics, norms, and customs. Education is an essential aspect not only for the Indonesian nation but also for the world.[2]

Therefore, education becomes something that needs to be developed for a country so that people in the country can develop even better; this is to the objectives of the National Education System in Law No. 20 of 2003 concerning the National Education System; according to the national education system, the government must be able to ensure equal distribution of education, improve the quality of education, be able to connect and conceptualize education management in Indonesia following the demands in the era of globalization that happened. The value of obtaining good knowledge above can be aligned with their words. Therefore, education becomes something that needs to be developed for a country so that people in the country can develop even better; this is following the objectives of the National Education System in Law No. 20 of 2003 concerning the National Education System; according to the national education system, the government must be able to ensure equal distribution of education, improve the quality of

education, be able to connect and conceptualize education management in Indonesia by the demands in the era of globalization that happened[3]. The value of the value, to obtain good knowledge above this can be aligned with the words of his majesty Muhammad Sallallahu' alaihi wa sallam.

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ

Whoever wants the world should master knowledge. Whoever desires the Hereafter, let him master knowledge. And whoever desires both (the world and the hereafter), let him master knowledge. (HR Ahmad).[4]

To achieve the goals of this Indonesian nation, Nadiem Makarim, Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, launched the Implementation of the Independent Curriculum program. Moreover, the Ministry of Education, Culture, Research, and Technology website states that 143,265 schools in Indonesia implement the independent curriculum.[5] The new curriculum must have many changes in the planning, Implementation, and evaluation of learning.

This new curriculum will also undoubtedly impact students' values, comprehension, and interest in learning, which is undoubtedly different from the previous curriculum. In implementing the 2013 curriculum, teachers must maximize their abilities and be as creative as possible to develop learning and build students' competencies and character.

Teachers who implement the Independent Curriculum (IKM) are mobilizing teachers before applying IKM and have carried out training. They are installing the independent platform, logging in, watching IKM videos, attending independent training, studying IKM assessments and teaching tools, participating in various practices, and participating in the independent curriculum community[6]. Teachers must integrate the three areas of education counseling: curricular, co-curricular, and extra-curricular guidance[7]. In the old curriculum, this activity was separated into an independent curriculum. These activities were combined to strengthen the character of the school institution under its auspices.

Students are also given profile strengthening in this independent curriculum, namely the 5P project (Pancasila et al.). The existence of this 5P aims to make students the successors of a superior and productive nation[8].

Of course, these changes will impact every learning, especially student adaptation when learning. Therefore, there is a need for research related to student problems in Islamic religious education and how students can appropriately and

efficiently receive learning materials, especially in Islamic Religious Education subjects, which include lessons that significantly affect the religious character of students. Problems in learning in education are extensive, and teachers, principals, and students must experience this problem; there must be problems in responding to the Implementation of the new independent curriculum in driving schools. This has resulted in some teachers and students needing help to adapt to this curriculum.

Before conducting the study, observations were made to class X Islamic Education teachers and grade X students of Arjasa State High School to obtain data related to the research the researcher will do. Researchers researched this school because there are still students who need help with learning during the Implementation of the independent curriculum. Students feel the curriculum is too pushy – material that makes it difficult for students and results in confusion, and inappropriate method selection results in some students being lazy and handing over their group assignments to other, more intelligent students. This research focuses on implementing the independent curriculum in Islamic religious education, starting from learning planning, Intracurricular assessment, Implementation of Islamic Religious Education learning, and evaluation of Islamic education lessons using the independent curriculum. From the application of the Implementation, we can find out what is contained in the mind curriculum.

Arjasa State High School is a formal education school located in Jember Regency. Arjasa State High School is also one of the driving schools in Jember Regency; the driving school is a school that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile, which includes competence and character. Because this independent curriculum is still new in education, researchers are interested in examining what problems are experienced in the curriculum. Based on this explanation, it is interesting to carry out research at SMA Negeri Arjasa to obtain information on how to plan the independent curriculum, how to implement it, and how to evaluate the independent curriculum so that data can be obtained on what impacts are obtained from the independent curriculum, primarily related to the problems of the independent curriculum for Islamic religious education which has an impact on grade X students of SMA Negeri Arjasa. This research was done in order to provide more up-to-date information and through a different point of view.

## II. METHODS

In the implementation of this study, researchers used 40 days to obtain data from selected informants according to the theme of this study; the research used a qualitative approach. The type of research used was descriptive qualitative research, and The technique used to determine subjects or informants was a purposive sampling technique. The purposive sampling technique determines the research subject by adjusting to the research objectives and choosing sources who know well about what will be researched[9]. The subjects of this study were the Principal of SMA N Arjasa, the waka curriculum, one PAI teacher, and students of grades X2 and X3, each class totaling 36 students. Data collection techniques used in this study were observation, interviews, and documentaries[10]. At the observation stage, researchers use non-participant observations and obtain data from observations of learning activities; researchers obtain data from initial learning activities, core activities, closing

activities, and assessment activities. Interview activities use semistructured interviews; questions focus on topics that are the focus of research but can develop depending on the findings of data in the field and information from sources. The documentation that will be obtained from this research is of interview questions, photos of interview activities, learning activities, assessment activities, assessment questions, evidence, planning, and student attendance lists. The analysis used in this study is the analysis of Miles and Huberman model data. With interactive data analysis techniques, qualitative data analysis activities are carried out interactively and repeatedly until they get a complete data conclusion[11]. The stages of activities are Data Presentation (Data Display) and conclusion Drawing / Verification. Test the validity of data using data triangulation and techniques.

This research was conducted at SMA Negeri Arjasa, SMA Negeri Arjasa is a senior high school located on Jln. Sultan Agung No. 64. Arjasa Village. Arjasa State High School is a driving school where the driving school is school mandated by the Ministry of Education and Culture to implement the Independent Curriculum. Therefore, researchers are interested in exploring actual information related to the problems of the Implementation of the Independent Curriculum at SMA Negeri Arjasa.

## III. RESULT AND DISCUSSION

### A. *Implementation of the Independent Curriculum in Islamic Education Subjects for grade X students of SMA Negeri Arjasa Jember*

At the beginning of the implementation of the independent curriculum, very few schools implemented or very few schools that could be selected to become driving schools; this is because schools that register as driving schools are still being selected and given training to be ready to implement the independent curriculum and schools that have been selected as driving schools are required to implement the independent curriculum, Arjasa State High School is one of the early mover schools in Jember district. Mr. Widi Wasito's explanation regarding the beginning of the implementation of the independent curriculum at SMA Negeri Arjasa is like this:

All schools throughout Indonesia are allowed to register as mobilizer schools. The driving school that is tested is the principal, and if declared a graduated school by the directorate, is allowed to carry out the mobilizer program pass; the driving school is also a model for surrounding schools, and in Jember, the state schools that pass this program are only two Arjasa State High School and 2 Tanggul State High School, Because it has been selected as a driving school, it must implement the Independent Curriculum implementation program.

The purpose of this independent curriculum is to facilitate teachers in administration, develop the potential and competence of students, make students' characters understand the value of Pancasila values, and be able to know and love the surrounding culture and preserve it, Mr. Widi Wasito explained:

The purpose of the independent curriculum nationally is p5 (project to strengthen the profile of pencil students) madsud as there used to be p4. If there is p5, it is expected that children understand Pancasila and can implement Pancasila. However, in this p5, there is cooperation, critical reasoning, and exploring the environment, culture, and others. Adapaun in the study of Islamic religious education can be implemented as follows:

### 1. Planning for the Implementation of the Independent Curriculum in PAI Class X Learning at Arjasa Jember State High School

The planning stage of the independent curriculum is planning and planning in the independent curriculum of learning and assessment. This arrangement is carried out so that the learning process or activities can be structured and more directed, making it easier for PAI teachers to achieve learning objectives. In determining this learning objective (CP), PAI teachers must follow the learning rules formulated by the head of the curriculum standards body no. 33 of 2022 challenge learning outcomes, this planning will do modules and diagnose assessment of grade X students; in doing modules, teachers must recognize and analyze the vision and mission of the school, then analyze or conduct initial tests (diagnostic assessment) on students, so that learning and learning achievements can be adjusted to the abilities, needs of grade X students[12]. Data obtained from interviews are as follows:

Headmaster SMA Negeri Arjasa Widi Wasito :

The module is a material that the teacher must own that students will use to carry out learning; the teacher compiles modules based on the situation in the classroom. Think there is a term in the independent curriculum, namely diagnostic assessment; this diagnostic assessment is an initial assessment of how the situation of children who want to be educated, language skills, calculate how, how skills, general knowledge how the teacher can deduce the abilities of my students like this, and make a module based on it, and then submit it to the principal for the module to be ratified.

Waka Curriculum of Arjasa Sulistiwati State High School

In the planning stage, many stages must be prepared by the teacher, and at this planning stage, the teacher must prepare and confirm the module to the curriculum waka and the principal. Guru PAI Kelas X SMA Negeri Arjasa Mohammad niam mulloh:

The Ministry of Education and Culture has regulated the achievement of learning objectives, more precisely formulated by the head of the Curriculum Standards Agency no. 33 of 2022, challenging learning outcomes. It is very closely related to the goals of national education, while those of us who are in the scope of schools or education personnel first analyze the vision mission of the school, so we must know the vision and, mission, and goals of the school how Later we pour it into the study. In essence, the scope of learning is related to the material, and we must support the vision and mission of the school, then analyze the condition of students and analyze these students to determine learning objectives. We can use two things first, student inception analysis, student initial ability; second is student needs analysis, from our ability to know student needs, analysis of infrastructure in formulating learning objectives, which will be contained in How we organize learning, the facilities, and infrastructure that we have also had a supportive portion for the achievement of learning goals and the success of learning itself.

Teachers must compile learning plans or teaching modules and diagnostic assessment plans or initial tests, which function to determine students' initial abilities, learning needs, and others. Mr. Mohammad Niam Mulloh explained this:

Regarding learning planning, as my answer above, we must carry out initial tests to determine the purpose of learning because learning objectives are impossible for us to

make immediately without seeing or analyzing student abilities; we cannot demand that students who cannot read choose learning achievements can memorize, so we must read first and then memorize.

To make a plan that summative or formative assessment is more or less the same, summative is done after direct learning, and formative is usually the school that determines midterm or end-of-semester activities. To compile an evaluation curriculum in an independent curriculum, which compiles differentiated assessments, of course, we must provide diverse evaluations, and the learning is also diverse, the evaluations are also not the same, and students with different abilities must be accommodated to what extent the learning model is what kind of learning model, for different students according to abilities, talents, interests, learning styles..

After the assessment planning activities are carried out, the next task of the teacher is to develop a teaching module, where this module aims to facilitate teachers in implementing learning so that learning outcomes can be achieved. This was explained by Mohammad Niam Mulloh

In developing teaching modules we must look at the learning objectives that we made earlier to make considerations of what teaching modules are appropriate to achieve the goals we spark, consider the development and ability of students, the ability of teachers to use existing media the ability of teachers also determines how to develop teaching modules, from initial tests or diagnostic assessments to the purpose of learning and also the allocation of time we also need to determine.

After a series of planning and development of the next module, the teacher must also carry out reporting on learning progress. This is explained by b Mohammad Niam mulloh:

Starting with the initial test, then the teacher reports after a series of learning the teacher may report that students can still only read or cannot memorize, after that the report is submitted by related parties, such as the curriculum, homeroom teacher or principal, the report can be in written form or in oral form. Reporting can be submitted in the form of a report card that will be submitted at the end of the semester that will be seen by the murid guardian, but basically this report will be submitted to the student where he will be motivated such as 'ayonak now you can read, memorize and so on'.



Figure 4.1

PAI planning interview with independent curriculum module.

From the data above, it can be concluded that teachers in learning planning no longer use RPP but modules that have been adjusted to the independent curriculum policy, and at the planning stage this curriculum module focuses more on students, how students' interests, talents, and learning styles, what achievements will be achieved by students and others. Teachers are given freedom in making this module, so that

teachers will be more free to provide interesting, effective, and fun learning for students.

## 2. Implementation of the Independent Curriculum in Class X PAI Learning at SMA Negeri Arjasa-Jember

After the PAI teacher makes a module or plan, the PAI teacher applies this assessment module to the students' learning. The series of PAI learning activities are:

After the learning planning was made by the teacher of PAI SMA N Arjasa implementing learning activities with an independent curriculum, this application activity was divided into three activities, namely:

### 1) Initial activities

During the observation of learning activities in the classroom, researchers saw that Islamic Religious Education teachers apply various activities that make students interested and in following learning, including:

Generating Motivation and Attention to students, where the teacher makes activities that make students explore the subject matter Chapter competes in kindness by asking what kindness students have done this morning, in this activity the teacher appreciates and advises students to be able to do good in every activity, students of course in this activity students become aware and motivated in doing good.

Both teachers provide references in learning materials, namely by providing a calm picture of the learning material that will be equalized, learning outcomes and the benefits of competing in good competitions

Third, linking the subject matter, the teacher links learning with students' personal experiences and makes students think and puts students in an effort to continue doing good.

Fourth Conducting the Initial Test, the test conducted by the teacher is to ask whether students understand the basic understanding of surah Al Maidah/5. 48 and At Tawbah/9; 10 teachers asked the meaning and benefits of emulating the Qs. The above activity is in accordance with an interview with a class X2 student of Arjasa State High School named Chika Aprilia Putri Hertika who stated:

Early learning activities Mr. Niam often greets students, he is friendly and not boring in teaching, Mr. Niam also at the beginning of learning motivates at the beginning of activities such as "compete in your competition in doing good, if we do good to others, surely we are also good" Mr. Niam also at the beginning of learning often asks questions about the learning material to be implemented.

### 2) Core activities

Core activities are the main learning activities where in the independent curriculum students are required to play a more active role than teachers but this depends on the assessment of these students themselves, when observing the activities[13], researchers obtain data in the form of:

Fun Learning This learning is characterized by a pleasant classroom learning atmosphere for students who are active in learning activities, teachers who motivate students, two-way communication between teachers and students.

Creative Learning found by researchers is a question and answer activity that allows students to ask what they don't know.

In this core activity, researchers tend to see teachers carrying out learning activities with lecture and question and answer methods, teachers tend to be more active than students. And researchers tried to interview students about how they responded to the learning that had been implemented:

Chika Aprilia Putri Hertika :

I tend to like learning with the lecture method or explained in advance rather than directly told to group, present and discuss learning, and the way of teaching Mr. Niam is good and fun. We were given an understanding first after that and then we were given a task.

Jovita Na'ilah Andrienne :

I don't really like learning where the teacher only gives assignments and students are told to explain their own learning material and then present, maybe students are confused looking for information on google but students have not explained, because students are still confused about learning material. I prefer the learning that the teacher explains first and the way of explaining is interesting and fun.

Mohammad Niam Mulloh:

The main way to make learning active, effective, interactive, and fun is to involve students in learning so that students are not passive, so it is not the teacher who is the main source of learning but rather the students themselves who will ask and want to know what happened and what problems occurred.

### 3) Concluding activities

The closing activity at SMA Negeri Arjasa teachers concluded the learning that had been carried out. And motivate students, after that the teacher invites students to pray and the teacher does not give questions, nor assignments[14].

Chika Aprilia Putri Hertika:

Because this is the initial study, the teacher does not give assignments and more often gives advice about the lesson.



Figure 4.2

### Class X learning activities

Learning activities that use the implementation of the independent curriculum, get mixed responses from students, teachers and schools, but in this Islamic education learning itself, PAI teachers admit that grade X students are sometimes too passive so teachers must be active and use the lecture method, the lessons delivered by Arjasa State High School teachers seem fun, make students active and able to relate learning to their daily lives. The response of students to the study of Islamic religious education is also good, they like this poembelajaran but do not like the environmental conditions that are less conducive, and lack of equitable facilities.

#### a. Evaluation of the Implementation of the Independent Curriculum in Class X PAI Learning at SMA Negeri Arjasa Jember

In the independent curriculum, the evaluation and assessment uses reflection and assessment in each teaching module, identifying what has been achieved and what needs to be improved, in this learning evaluation, of course, there are many factors that underlie the evaluation, one of which is to look at the initial test or diagnostic assessment to find out whether the learning that has been carried out is successful, second, whether the student's ability increases after carrying out a series of learning, Third, knowing the effectiveness of

methods and media that have been used in previous studies. Not only preparing the same questions but because learning in the independent curriculum is differentiated, the questions must also be differentiated.

Mohammad Niam Mulloh:

We try hard in making questions that differentiate questions according to student conditions, so evaluation in the independent curriculum is not only one question but consists of several questions that have been planned and accommodated according to the needs of students. In formative evaluations in the classroom itself I usually use questions to see the level of student understanding, and after that we adjust the evaluation product in what form by aligning with the material that is listed in the chapter. For example, chapter 1 about understanding the surah competing in goodness is certainly in making formative evaluations with the aim that students can apply this surah in everyday life we need to give an impression in their minds.

Jovita Na'ilah Andrienne :

Biasanya guru memberikan soal atau presentasi dengan ppt di dalam tugas tugas yang di laksanakan, dan pada awal pembelajaran ada tes baca Al Quran dimana nanti yang belum bisa membaca akan di berikan waktu untuk belajar dan nanti belajar membaca, dan yang sudah bisa membaca di perkenankan untuk memahami arti surah di bab 1. Dan jika tidak bisa pada ahir semester masih di berikan tes doa harian yang akan membantu nilai siswa.

Chika Aprilia Putri Hertika:

I liked learning Islamic religious education but I found it difficult in the tajweed part.



Figure 4.3

#### Formative assessment activities

In the evaluation activities themselves, researchers found several activities, namely evaluation activities that use PPT groups, using differentiated questions, using daily worship skills as supporting values if religious values are not appropriate.

#### b. Problems in the Implementation of the Independent Curriculum at SMA Negeri Arjasa Jember

The results of interviews, observations, and documentation conducted by researchers with school principals, curriculum waka, PAI teachers, and students about the problems students face in implementing the independent curriculum. The problems faced by Arjasa State High School students, teachers need adjustments or adaptations from the old curriculum to the independent curriculum, adjustments in learning administration, adjustments to teaching equipment, adjustments to teacher learning hours that are less than 24 hours or the limit of obtaining TTP or verification, adjustments to teaching methods, and adjustments in the implementation of 5P (Pancasila student profile strengthening project). Because technically and theoretically, this curriculum has undergone several changes from the previous curriculum, especially in the learning process and standards. The findings of problems in PAI Learning class X SMA Negeri Arjasa Jember are.

Headmaster SMA Negeri Arjasa Widi Wasito:

All curricula have positive and negative sides; negative (problematic) because new things need time to adjust, so the

teacher's father needs to spend more effort to learn the curriculum and adjust to the adjustments of modules, learning devices, and others.

There must be obstacles in the early stages of implementing the independent curriculum. However, because teachers and principals have been trained (have attended training) so that the school has an idea to implement the independent curriculum, in the early stages, this curriculum also has problems, or problems so that at this early stage, the scholar committee often meets to discuss preparations for the implementation of the independent curriculum, especially in the field the independent curriculum has many problems Because it is different from the 2013 curriculum. One of the problems in this independent curriculum is that during learning hours, where teachers in the 2013 curriculum are required to teach at least 24 hours to be able to get TPP or verification, while the independent curriculum has reduced learning hours, the principal is confused in overcoming the problem, but finally found a solution for teachers who lack learning hours to be given other assignments, which can replace the main task, for example physics teachers learning hours are less than finally learning hours plus teaching in KWU subjects (business heroes).

In this independent curriculum, there is a project. It is carried out outside the intracurricular, while this project must be carried out co-curricular and can be in the classroom, outside the classroom, and the school; it is thought that these children often go to places where they can get data on this project, in facing this it is necessary to be ready for planning, funding, and material to be explored in the field. Students also need to be taught project reporting.

Not only teachers who experience problems but also students experience obstacles in the implementation of this independent curriculum, including sometimes teachers not explaining learning properly and students confused, the formation of group assignments, which often results in bright students who work harder, a less conducive classroom atmosphere, and uneven learning media facilities.

Interviews to students

Jovita nail andrienne

In this Islamic religious learning, I would not say I like the classroom environment; children often rane and talk to themselves. However, I like teachers because religious teachers like to relax first at the beginning of learning until it is clear, and Mr. Niam 's way of teaching is fun and relaxed. For other problems, it may be more to the uneven classroom facilities where other classes have fans and projectors, but in my class, there are none. In this independent curriculum, there are some things that I do not like; there are sometimes teachers who rarely explain, give assignments, we are told to jabarin ourselves and continue to be told to present in the future; teachers will know better than we maybe students know but only limited to google but still challenging to understand, also sometimes if students are directly present, The presentation was not connected, or sometimes it was just reading so I did not really like the independent curriculum rather like the 2013 curriculum.

Chika Aprilia Putri Hertika

The uncomfortable thing experienced at school is the classroom facilities; projectors are still told to borrow, and some benches shake rocking. Moreover, now it is not very easy, according to Cika, because there are many group tasks, and this group is not all active. Moreover, social studies subjects become more numerous since there is no IPA.

Just like when learning entrepreneurship, the teacher's mother came out and did not explain; she just told me to take a survey; when she surveyed the shop, my friends were confused about what to do.

Mohammad Niam Mulloh says:

Many difficulties or problems exist, including school facilities and infrastructure, and many students still need to be more active in learning.

From the data above, the problems faced not only by students but by teachers and school administrators, the problems faced by school administrators are about school readiness, starting from facilities and infrastructure, while teachers are at the planning stage, which has a fairly lengthy process and implementation that is sometimes not by the conditions of learning because students tend to be passive, While the dominant students who make students disturbed during learning are external factors, in the form of less conducive conditions and uneven facilities..

#### IV. CONCLUSION

The implementation of independent curriculum learning has a diverse impact. However, it does not make students' interest in learning decrease in PAI learning, although, in the application of this independent curriculum, there are various problems. This curriculum is a curriculum that makes students independent and makes students develop with differentiated learning activities. Moreover, with the focus on learning the independent curriculum that continues to be perfected again, it will have a good impact on the world of education in Indonesia.

Implementing the independent curriculum in learning Islamic religious education has a lot of activities that need to be applied, ranging from planning, implementation, and evaluation. Planning in the independent curriculum is not only in the form of learning planning or teaching modules but also in planning diagnostic assessments or initial tests, and it is still necessary to develop more teaching modules that have been planned to suit the abilities, interests, talents, and diverse students.

After the planning activities are completed, practical activities require students to be active and not passive, fun, and effective. After learning activities, evaluation activities must also be considered because they are not the same as evaluation activities in the previous curriculum; evaluation activities must vary according to student learning outcomes at the beginning..

The problems experienced in this independent curriculum almost cover many things.

1. Lack of facilities and infrastructure sometimes hinder curriculum implementation
2. Teachers who implement an independent curriculum sometimes have not been able to implement the curriculum perfectly and finally students become burdened by many tasks and materials that are sometimes unclear

3. Class X students who implement the independent curriculum in phase E have a lot of learning so they are sometimes tired of the subjects studied.

In PAI learning itself, the problems that are often experienced by students are:

- a. Crowded classroom atmosphere ( crowded because of jokes)
- b. Facilities and infrastructure that are not the same between first class and another.
- c . Assignments and reporting of many of various subjects that make students depressed and exhausted.
- d. Passive students

In the subject of Islamic religious education itself, according to students' confessions, there are not many difficulties. This was concluded by the researcher because the teacher of Islamic Religious Education, Mohammad Niam Mulloh, had carried out training on the implementation of the independent curriculum, and studied various activities ranging from planning the independent curriculum, implementing and evaluating quite well, understanding student needs, pleasant teaching methods, and minimizing assignments.

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