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Implementation Of Independent Curriculum And Learning Process In Islamic Elementary School

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Abstract

In this digital era, there is no doubt about the influence of social media. Therefore, the development of technology must be utilized as well as possible, especially in terms of education. Education is inseparable from government monitoring, so the Ministry of Education and Culture issued a new policy regarding the implementation of the independent learning curriculum which is a must in every school unit. MI An-Nuriyah is an institutional unit that implements independent learning and P5 with all available facilities and infrastructure. This is done by students in grades 1 and 4, thus Independent Learning is something new for students in grades 1 and 4, thus creating their own learning motivation for students. The implementation of the independent curriculum in Madrasah Ibtidaiyah is important to study in order to find out how the development of the implementation of the independent curriculum is and how the learning process is. This study uses a descriptive qualitative method, with data collection through interviews, observations, and documentation. The results of the study show that the implementation of Independent Learning can be implemented well and the learning process run effectively.

Keyword: *Implementation, Independent Curriculum, learning process*

Abstrak

Pada era digitalisasi ini tidak bisa diragukan lagi letak pengaruh sosial media. Oleh karena itu pengembangan teknologi harus dimanfaatkan sebaik mungkin terutama dalam hal pendidikan. Pendidikan tidak terlepas dari pantauan pemerintah, maka

kemendikbud mengeluarkan kebijakan baru tentang diadakannya penerapan kurikulum merdeka belajar yang menjadi keharusan di setiap satuan sekolah. MI An-Nuriyah merupakan satuan lembaga yang menjalankan merdeka belajar maupun P5 dengan segala sarana dan prasarana yang ada. Hal ini dilakukan oleh peserta didik kelas 1 dan 4. Dengan demikian Merdeka Belajar menjadi hal baru bagi peserta didik 1 dan 4, sehingga menimbulkan motivasi belajar tersendiri bagi para peserta didik. Penerapan kurikulum merdeka di Madrasah Ibtidaiyah penting ditelaah guna mengetahui bagaimana perkembangan implementasi penerapan kurikulum merdeka serta bagaimana proses pembelajarannya. Penelitian ini menggunakan metode kualitatif deskriptif, dengan pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan Merdeka Belajar dapat diterapkan dengan baik dan melalui proses pembelajaran yang efisien, serta model pembelajaran yang variatif dan meningkatkan motivasi belajar siswa.

Kata Kunci: *Penerapan, Kurikulum Merdeka, Proses Pembelajaran*

Introduction

National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life.¹ Quality education must be fulfilled by improving the quality of the workforce and educators, updating the curriculum in accordance with science and technology without ignoring ancestral values of ethical politeness and supported by the provision of adequate facilities and infrastructure.²

To deal with these various problems, it is necessary to organize the national education system including improving the curriculum. The curriculum in Indonesia has undergone many changes since the era of independence. Currently, what is being implemented is the independent curriculum. The independent learning curriculum is able to be a guideline for the accessibility of educational learning.

The independent learning curriculum has several objectives. One of the main goals for students is learning achievements that can help students prepare for their future so that they can become individuals who have high skills, high reasoning power and are able to think critically and creatively to be applied later in society and have noble morals.

¹ Tim Pengembang *Undang-undang, Undang-undang Tentang Sikdinas dan Peraturan Pelaksanaannya 2000 – 2004* (Pedoman Pendirian Sekolah Dari SD Sampai Universitas Bab II Pasal 3) Edisi Lengkap (Jakarta: CV. TamitaUtama, 2004), 7.

² Arifin. Zainal. *Konsep dan Model Pengembangan Kurikulum*. (Bandung: PT.Remaja Rosda 2013), 213.

The purpose of implementing the independent learning curriculum is to motivate teachers, students and parents so that they can get a happy atmosphere and a spacious learning space. The independent learning curriculum must create happy atmospheres for students. In this case, what needs to be developed is the teacher as the main key to the success of independent learning.

Both for students and teachers themselves, independent learning is a process where a teacher is able to free himself first in the teaching and learning process and is able to provide a comfortable sense of freedom for students. Motivation drives oneself to achieve something that is desired. While learning motivation means encouraging students to achieve learning goals,³ for example in understanding a material or learning development, motivation is needed, students will be more enthusiastic in the learning process without having to feel forced.⁴

This success depends on the teacher's efforts to motivate their students to learn. Broadly speaking, according to Oemar Hamalik, there are three functions of motivation, namely encouraging behavior or actions. Without motivation, no action will arise, for example learning. Second, motivation functions as a director, meaning directing actions to achieve the desired goals. Third, motivation functions as a driver, meaning directing a person's behavior.⁵

As a teacher, to conceptualize the teaching and learning process more interestingly so that students can be interested and motivated by creative and innovative teacher methods. Teachers need to learn and understand various learning methods and media, be able to apply them well, teachers are role models in the teaching and learning process, be able to communicate well and use technology well as a source of learning for students (Aminullah, 2021).

The researcher made limitations to the problem in this study, including describing the implementation of the independent curriculum in Madrasah Ibtidaiyah, and describing the learning process at MI An-Nuriyah, Morombuh, Kwanyar, Bangkalan. This research can provide benefits for Madrasah Ibtidaiyah, and be a solution to problems in learning. Practically, for researchers, the results of this study are used as a reference for other researchers in developing their research related to the independent learning program. For schools, the results of this study are expected to be useful as a

³ Kompil, *Motivasi Pembelajaran Persepektif Guru Dan Siswa* (Bandung PT Remaja Rosdakarya), 232.

⁴ Kompil 230.

⁵ Aminulloh. *Guru Masakini Penuh Dengan Solusi* (Sidoarjo Mutiara Citra Asri 2021), 35

reference for educational institutions to implement the independent learning program from year to year so that it continues to develop. For students, the results of this study are expected to be useful as a reference to continue to create innovation and creativity for educators to be better every year.

Several previous studies, among others, Atika Widystuti's thesis. Teachers' Perceptions of the Concept of Independent Learning by Nadiem Makarim in Islamic Religious Education at Mts Negeri 3 Slemen. Islamic Religious Education Study Program, Faculty of Islamic Studies, Islamic University of Indonesia, Yogyakarta 2020. The results of the study were conducted after going through the development stages. Students can understand a metric that has been applied by the teacher and the methods given by the teacher to students will be more interesting and enjoyable.

Lince Leny's article. Implementation of the Independent Curriculum to Increase Learning Motivation at the Center of Excellence Vocational High School. Sentikjar 2022. In implementing the independent curriculum program on student motivation, there are several factors experienced, including. Lack of variety in the learning media used, teachers' lack of updates on the internet, in conditioning students and personal problems of students. Implementation is based on activities that mutually adjust the interaction process between goals and actions to achieve them and require an active network of implementers and bureaucracy. Based on these definitions, it can be concluded that the word implementation is based on activities, actions, actions, or mechanisms of a system. The expression mechanism invites the meaning that implementation is not just an activity, but an activity that is planned and carried out seriously based on certain normative references to achieve the objectives of the activity.⁶

The curriculum is an important part that cannot be separated from the independent learning teacher program, and even greatly determines the success of the implementation of the policy as a whole. The independent learning curriculum must always be adjusted to the very rapid development of science and technology, and has an impact on various aspects of life, including the shifting function of schools as educational institutions.⁷

Along with the growth of various needs and demands of life, the burden on schools is getting heavier and more complex, schools are not only required to be able to provide various types of knowledge that are developing very quickly, but are considered as learning experiences for students. Therefore, the independent learning curriculum can be interpreted

⁶ Mulyasa. *Menjadi guru penggerak merdeka belajar* (Jakarta bumi aksara, 2022), 149.

⁷ Mulyasa. 75.

as all activities carried out by students in developing their talents, interests, and creativity both at school and outside of school under the guidance and responsibility of teachers.

The teaching and learning process is an activity carried out by educators and students to achieve a predetermined learning goal. In the teaching and learning process, there will be a reciprocal relationship between educators and students. Educators play a role in delivering learning material to students. Meanwhile, students play a role in capturing the material delivered by educators, so that students will gain knowledge that they do not yet have. In the learning process, it will result in a change in behaviour, this change in behaviour can also be called learning outcomes.

Learning outcomes are changes in behaviour as a whole, not just one aspect of human potential. This means that learning outcomes categorized by education experts are not seen fragmentarily or separately, but comprehensively. Based on the description, the author can conclude that learning outcomes are results obtained by students after carrying out the learning process. Educators can carry out assessment activities to determine the learning outcomes of students during the learning process.⁸

After carrying out the teaching and learning process, an educator will know the learning outcomes obtained by students. Therefore, educators must also know the characteristics of these learning outcomes. The characteristics of learning outcomes are as follows, students can remember facts, principles, concepts that have been studied over a long period of time; students can provide examples of concepts and principles that have been studied; students can apply or use concepts, principles that have been studied both in learning materials and in daily life practices; students have a strong drive to study advanced learning materials and are able to study independently using the principles and concepts they have mastered; students are skilled at establishing social relationships such as cooperation between friends; students gain confidence that they have the ability and capability to carry out learning tasks; students can master the learning materials that they have studied in accordance with the specific instructional objectives that are shown to them.⁹ Those problems needs to be described how the learning process of independent curriculum and how it influence the motivation of student to study actively.

Method

⁸ Deni Kurniawan, *Pembelajaran Terpadu Tematik*, (Bandung: Alfabeta, 2014), 9.

⁹ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif*, (Jakarta: Kencana, 2010), 24.

This research uses a qualitative approach (Qualitative Research), namely research that intends to describe and understand the phenomena experienced by research subjects, for example. Motivation and action holistically or comprehensively, the findings of this study emphasize meaning rather than generalization. The main activity in every study is data collection in qualitative research. Data collection is carried out through observation, interviews¹⁰ and documentation.¹¹ Compiling instruments is an important job in the research steps. This data collection method is a systematic and standard procedure for obtaining the data needed in this case, the study uses several methods including.

Qualitative data analysis used in this development research is in the form of qualitative data presentation from experts and respondents in field trials. Qualitative data sources come from direct interviews with resource persons and written responses filled in on the questionnaire instrument. Qualitative data is also used as a guideline for improving development products, apart from questionnaire assessments. In addition, researchers describe the shortcomings in the content of teaching materials, and explain the content of teaching materials that are in accordance with the principles of teaching material development.¹²

Result and discussion

Result

1. Implementation of Independent Learning at MI An-Nuriyah

The implementation of independent learning through holistic differentiated learning and creating a pleasant learning environment, teachers are expected to be able to create a pleasant learning environment so that students are enthusiastic about learning by teachers being able to motivate and provide direction to students so that students are always enthusiastic about achieving their goals and students feel the support of the teacher, so that they feel happy.

When they are bored of learning based on student recognition that the homeroom teacher is able to restore student enthusiasm by creating a learning situation that can divert students' attention, usually done by playing funny, unique videos and also cheerful music (ice breaking) related to question and answer learning, playing quizzes with games like this, students

¹⁰ Sugiono. *Metode penelitian pendidikan, pendekatan kualitatif, kuantitatif dan R&D* (Bandung: Alfabeta. 2015), 194.

¹¹ Nana Syaodih Sukmadinata. *Metode penelitian pendidikan*, (Bandung PT . Remaja Rosdayakarta, 2012), 221.

¹² Nana Syaodih 111

can maintain their enthusiasm for learning. Differentiated learning in clearly defined learning objectives in the learning process is very important to explain learning objectives.

Nadiem Makarim ordered a new policy to the government concerned with education under him to implement the implementation of independent learning. Now one of the schools that I am researching, more precisely at MI An-Nuriyah, is willing to try new things ordered by Nadiem Makarim. Teachers, students, and facilities and infrastructure can be said to be ready to start new things.

2. Requirements for the Independent Curriculum implementation at MI An Nuriyah

Before implementing the implementation of independent learning, there are several requirements that must be met by the school, there must be a driving teacher platform, in the school that will be implemented in the Implementation of the Independent Learning Curriculum. Take the exam before implementing what is ordered by the Minister of Education. Facilities and infrastructure in the school are expected to be very adequate to make it easier to implement Independent Learning.

3. Independent Learning Curriculum Model at MI An-Nuriyah

MI An-Nuriyah is one of the Madrasahs in Kwanyar Bangkalan that implements the Independent Learning curriculum. This implementation began to be implemented in the new school year on June 11, 2022. Since there was a circular from the Bangkalan Regency Education Office, it was not very effective but continued in the second semester. Over time, the driving teacher became a motivation for other teachers. Media for Implementing the Independent Learning Curriculum.

The implementation of independent learning in applying it to students with various media in one day is not enough to provide one Multimedia media. The teacher as a facilitator must facilitate the needs of students, but the teacher also uses a lecture strategy because in practice if you don't use a lecture, it cannot be conveyed to students. It is also necessary to provide a lecture method that simplifies the method owned by the teacher, there must be more than one method in one day, this multi-method must be achieved with learning outcomes of material or lessons that must be achieved, there are 3 competencies that must be conveyed to students, Multimedia; Multi-strategy; Multi-method.

4. Interview Results

The researcher conducted an interview to find out that the implementation of independent learning can increase students' learning motivation. Students have different learning characters. Some are active and some are passive. Therefore. Motivation is an effort that encourages someone to do something.¹³ Motivation is also said to be the driving force from within and within the subject to carry out certain activities in order to achieve a goal based on this understanding.

The principal of MI An-Nuriyah, said in the interview process that: "In June, the new school year began to be implemented independent learning on the 11th of 2022/2023 where in 2021 this is the Covid-19 period. This causes instability in the learning process. The implementation of the independent curriculum gives freedom to children. Independent learning does not emphasize too much on grades but on the character of the child".

Implementation of independent learning carried out at the end of Covid19. Starting to be implemented at MI An-Nuriyah on June 11, 2022/2023. At MI An-Nuriyah, it is implemented in accordance with government regulations by following the stages of the test carried out by the resource person. Independent learning emphasizes literacy, numeracy and character. The learning implemented aims to train soft skills and hard skills.

Khotimah said, "A teacher also needs to rise from his comfort zone to be able to implement IT in the current digital era. Because teachers are the mecca of students where. Teachers are respected and imitated, we as teachers in the digital era really need teachers to be more active than students" A teacher is a figure where teachers must have a good reflection. The demands of personality as an educator are sometimes felt to be heavier than other professions.

The expression that is often put forward is that "teachers can be respected and imitated" this expression will be a shield for an educator. The curriculum is the rail of education to bring students to live in accordance with the values that exist in society and provide skills, knowledge attitudes that are in accordance with the demands of society in learning that will be taught must be relevant to the needs of society that have been arranged in the curriculum.

Mrs. Kurrotul Aini said "The process of implementing the independent curriculum at the MI An-Nuriyah. It is still called the learning stage because it is a trial stage in the process of implementing independent learning in perfecting the previous curriculum. Over time, the process of implementing

¹³ Interview with the Head Master of MI An-Nuriyah. 10:40.

this independent curriculum feels lighter, in the teaching and learning process in the classroom and outside the classroom it is more effective, happy students understand more easily."¹⁴

An educator also needs to learn things that are very much needed by students in the process of educating in today's era, educating in today's era is not that easy, not only students must understand the learning material, teachers must also really understand the material that will be delivered to students. Likewise with the strategies, media, methods that teachers will apply to educators in an organized manner that they must achieve in the learning process will be achieved as well as the implementation of independent learning where everything will be applied, everything is directed and conceptualized easily in the implementation of the independent learning curriculum so that students feel the encouragement from the teacher to learn.

Mrs. Kurrotul Aini said, "In the implementation of the independent curriculum. This learning uses projects or activities as a learning medium, which forms students with these 6 characteristics. "The profile of Pancasila students is the character and abilities that are built in everyday life and brought to life in every intracurricular learning, Pancasila student profile strengthening project, and extracurricular with co-curricular in strengthening student character.

The curriculum implemented by MI An-Nuriyah has two natures for relevance in the development of the independent learning curriculum. The learning process that must be applied to students in today's era in the independent learning curriculum will adjust to the needs of students who are not limited to students, teachers provide the widest possible freedom to be creative, express creativity according to the interests of students in quotation marks still under the supervision of the teacher.

5. The program of Pancasila Lesson Profile. (There are 6 characteristics)

Believing and being devoted to God Almighty and having noble morals
2. Having global awareness 3. Working together 4. Being independent 5. Thinking critically 6. Being creative. Participants who are accompanied by character strengthening begin to carry out projects carried out by students. The occurrence of p5 by strengthening the Pancasila student profile through projects that will be applied to students by P5 teachers is the 6 characteristics.

Mr. Imam Junaidi said, "Since the implementation of independent learning was implemented, teachers and guardians have not found it difficult

¹⁴ Interview with the teacher of MI An-Nuriyah 11:40.

to tell students to go to school, (they already consider that in learning they are not constrained in lessons) but there is a sentence Freedom and Learning students consider school to be a place to play." In each week, these students carry out projects that have been implemented by P5. The purpose of P5 is to instill 6 traits/characters that must be instilled by students. The implementation of Independent Learning adapts to the surrounding environment and combines it with the needs of today's children. Ki Hajar Dewantara's statement in educating, educate children according to the nature of the times and the nature of nature comes from Ki Hajar Dewantara's thoughts.

6. Pancasila Student Profile Strengthening Project.

Students learn with deep environmental knowledge and apply it according to the nature of the times. There are two applications in the independent curriculum that must be implemented in students of the nature of nature and the nature of the times, namely.

Natural nature adapts to nature or the surrounding environment so that there is a match for students in the teaching and learning process of students with our culture such as local cultures, as well as local food. In the 6 traits in P5, one of them is creative critical PBL project learning to accommodate students with those 6 traits.

The nature of the times in applying material to students must be adjusted to the times where now is the digital era, students can think critically and creatively, the application of independent learning is more in line with the nature of the times.

Badriah Madini said, "Educating now must be adjusted to the times and their environment, independent learning accommodates this and has also been accommodated by p5"

Schools must be a garden for students so that students are happy to learn (happy). As conveyed by K Hajar Dewantara, the purpose of educating children today's independent curriculum is to learn happily. Providing opportunities for students to strengthen their character. Strengthening the Independent Curriculum Project implemented by the Pancasila student profile (P5) provides opportunities for students to learn in informal situations, flexible learning structures, more interactive learning activities, and also directly involved with the surrounding environment to strengthen various competencies in the Pancasila student profile.

7. Student Motivation at MI An-Nuriyah

Students have different learning characters, some are active and some are passive. Therefore, researchers conducted interview observations of

students in order to find out that independent learning activities can increase student learning motivation. Encourage students to do something by assessing the activities carried out by students by providing appropriate assessments to carry out certain activities in order to achieve a goal.

Badriah Madini said, "Increasing student motivation in the implementation of independent learning provides learning models that are liked by students in shaping the character of students in creating motivation for students, teachers also implement it in students by using fun media." The existence of new things done by MI An-Nuriyah students makes them more enthusiastic about learning because the process of achieving goals must be preceded by a strong desire to learn well. Which means learning is a change in behaviour or appearance with a series of activities. The teaching and learning process used by most schools is usually a learning process with a lecture method, the implementation of independent learning simplifies the lecture method.

This makes students less in line with the development of the times. There are several learning principles conveyed by William Burton, including the following: the learning process is experience, reacting, going beyond. The process through subjects that are centered on an event; experience that is maximally meaningful to the meaning of students' lives; the learning process and learning outcomes are conditioned by heredity and environment; the learning process is effective if it is in accordance with the experience and desired results according to the maturity of the students; the learning process is a functional one of various procedures.

8. Learning achievements or indicators in student motivation

Diagnostic assessment is an assessment that is carried out specifically to identify the competencies, strengths, weaknesses of students, so that learning can be designed according to the competencies and conditions of students. This assessment is carried out at the beginning and at the end of learning to monitor the extent to which students can achieve learning.

Formative assessment can be carried out at the beginning and alongside the learning process. Through this assessment, teachers can identify students' learning needs, obstacles or difficulties they face and to obtain information on student development. Formative assessment is in accordance with its purpose. Learning and should not be used to determine report card grades, decisions, class promotions, graduation, or other important decisions. Peer assessment, self-assessment, or performance assessment.

Summative Assessment carried out to ensure that overall learning objectives are achieved. That is why assessments are often carried out at the end of the learning process, such as at the end of the final semester of the school year, or at the end of the UH, PAS, PTS phase.

The difference between these three assessments is that diagnostic assessments and formative assessments function to prioritize the development (process) of learning and later the results on the student's report card are in the form of descriptions (qualitative) while summative assessments will produce numbers (quantitative).

9. The media applied in independent learning
The media applied in independent learning with the blend learning model is one of the motivators of students in learning. There is a desire to succeed in learning. Some media that encourage learning are whatsApp, geogebra, whiteboard, youtube. There is encouragement and need in learning.

There are hopes and ideals and the future. Students have desires that they want to achieve, so students will be motivated to learn more enthusiastically. There is an award in learning. By giving rewards to students as an appreciation for achieving a target in students. There are interesting activities in learning. The media applied in the teaching and learning process are fun and suitable for their environment. They are motivated by themselves.

There is a conducive learning environment, so that it is likely that a student can learn well with prior agreement. The principles of motivation as well as Kenneth Hover's applied in MI an-Nuriyah. This is also part of the external components or motivations but can be internal components when viewed from the teaching and learning process. The principles of motivation as well as Kenneth Hover's delivery in providing motivation to students are as follows, giving praise rather than punishment; providing satisfaction to students according to basic psychological needs; not forcing motivation from outside; clear understanding of the goals will stimulate motivation; various teaching techniques and processes are more effective in maintaining student interest.

The discussion above by the researcher provides an illustration that the motivation in students occurs because the teaching and learning process with techniques that are considered quite new so that it becomes a special attraction for the students themselves. One of the independent learning homeroom teachers for classes 1 and 4 emphasized that with the implementation of independent learning, it is easier to achieve understanding in applying a lesson to MI An-Nuriyah students and is fun

(happy) which is applied by educators. It will be an attraction for students' interest in learning to be more enthusiastic in learning. By using media that is not boring, students will not get bored quickly like IT-based ones, as well as with Blended learning.

Discussion

1. Implementation of Independent Learning at MI An-Nuriyah

The implementation of independent learning through holistic differentiated learning and creating a pleasant learning environment, teachers are expected to be able to create a pleasant learning environment so that students are enthusiastic about learning by teachers being able to motivate and provide direction to students so that students are always enthusiastic about achieving goals and students feel the support of teachers, so that they feel happy. Therefore, MI An-Nuriyah.

It has been engineered to be able to implement the independent learning curriculum. Based on the existence of creative and enthusiastic teachers to educate the nation's children, as well as the implementation of the independent learning driving teacher program supported by teacher independence, it is hoped that it can create learning that is Fun, Effective, Recreational, Democratic, Empathetic, Creative, and Active, which will lead to an increase in student learning achievement and overall school achievement.

When they are bored of learning based on the recognition of students, the homeroom teacher is able to restore the enthusiasm of students by creating a learning situation that can divert the attention of students, usually done by playing funny, unique videos and also cheerful musics (ice breaking) related to learning Questions and answers, playing quizzes with games like this, students can maintain their enthusiasm for learning. Differentiated learning in clearly defined learning objectives in the learning process is very important to explain the learning objectives. So it is not only teachers who need to know the learning objectives in detail but students also need to get an explanation of the learning objectives so that their learning is organized as optimally as possible.

2. Student Learning Motivation at MI An-Nuriyah

Motivation is one of the factors that can improve students in learning seriously if they have high motivation students will improve their learning quality. Teachers can influence the quality of student learning, an educator must be able to motivate students to achieve learning goals if the educator is able to build motivation in students, students will be active in learning. If they get more attention from the teacher, students will be more enthusiastic in addition to providing internal assessments which are the 3 assessments,

students also need external assessments. Students also need motivation from parents. Parents also have an influence on student motivation must be built on students who from outside the motivation greatly influences students in teaching and learning activities as well as teachers it is important to provide motivation as teachers as motivators for students.

3. Motivation of Independent Curriculum Implementation for student Learning

The discourse of independent learning carried by the Minister of Education. Nadiem Makarim initially caused pros and cons in several circles in the world of education who saw the educational background. The word independence in the concept of independent learning is not a threat that is feared because the freedom contained in the word is only a driver or motivation given to students.

The independent curriculum is a tool that wants students to have more potential in the era of globalization, the implementation of which I have studied at MI An-Nuriyah for 1 month I observed and contributed directly to students in the teaching and learning process at MI An-Nuriyah. Very motivating for students so that students do not get bored in learning, in learning it is very enjoyable (happy) which is applied by this paradigm curriculum is very enjoyable for students as it is indeed like that in education.

Having long-term motivation every time you force yourself to be able to understand what is explained by the teacher. Motivation like this has an important meaning with good intelligence To create, innovate, and be creative and an invitation to teachers to overcome learning so that learning is more meaningful, leaving behind methods that shackle the talents and interests of students.

In the learning process that can produce products that are applied in the independent learning curriculum, this learning becomes one of the motivations of students themselves from themselves, the lessons they like will increase students' enthusiasm for learning that is fun so that students are motivated by the models or media that teachers apply to students at MI An-Nuriyah with multimedia, multi-strategy, multi-demonstration, in the three competencies achieved in students. It has been described that "students gain confidence that they have the ability and capability to carry out learning tasks; students can master the learning materials that they have studied in accordance with the specific instructional objectives that are shown to them".¹⁵

¹⁵ Trianto, *Mendesain Model Pembelajaran Inovatif-Progesif*, (Jakarta: Kencana, 2010), 24.

Conclusion

The implementation of the independent curriculum at MI An-Nuriyah is a new policy from the government to achieve learning. The implementation of independent learning which was implemented on June 11, 2022 was carried out by all MI An-Nuriyah teachers. The implementation of the independent learning curriculum runs in accordance with the objectives to be achieved, both in terms of adequate facilities and infrastructure. In the learning process, it produces products that are applied in the independent learning curriculum. P5 is one of the motivations for students and increases students' enthusiasm for learning. The independent curriculum learning process is very motivating for students so that students do not get bored in learning, in fact learning is very enjoyable. This independent learning driving teacher program provides great motivation for students. Driving teachers are expected to be able to create learning that is Fun, Effective, Recreational, Democratic, Empathetic, Creative, and Active, which will lead to student learning motivation and overall student achievement.

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