



ANALYSIS OF THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN LEARNING ISLAMIC RELIGIOUS EDUCATION IN STATE JUNIOR HIGH SCHOOLS IN SERANG CITY, BANTEN, INDONESIA

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Abstract

This research aims to determine the implementation of the free learning curriculum in Serang City Middle Schools and to analyze the preparation of teaching modules in the free learning curriculum used in Serang City Middle Schools. This research method uses a qualitative research approach. The sampling technique uses purposive sampling with the criteria of schools that have implemented an independent curriculum. There were 5 junior high schools that were used as samples because they had implemented the independent learning curriculum, namely SMP Negeri 3 Serang City, SMP Negeri 4 Kota Serang, SMP Negeri 9 Kota Serang, SMP Negeri 13 Kota Serang, and SMP Negeri 14 Kota Serang. Implementation will be carried out in class VII starting in the odd semester of the 2022–2023 academic year. The research results show that teachers have implemented an independent curriculum. The learning tools used in the independent learning curriculum are in the form of teaching modules, which are detailed in the form of lesson plans. PAI subjects are divided into several materials, namely Fiqh, Aqidah Akhlak, Al-Qur'an Hadits, and SKI. The application of the independent learning curriculum teaching modules, apart from being in the form of learning materials, is also in the form of projects, which must be carried out at least three projects in one year. One project is given 120 hours, and the implementation is handed over to the school. Teachers implement the independent curriculum with enthusiasm and strive to continue learning to implement the independent curriculum in accordance with applicable regulations.

Keywords: *analysis, independent curriculum, Islamic religious education*

Introduction

Every time the minister of education in Indonesia changes, the curriculum in education always changes. This is done to improve the quality of existing human resources. Apart from that, it is a renewal of the education system because the curriculum itself is dynamic, relevant to current developments, meets students'

needs, and prepares a visionary future generation (Hidayatulah et al., 2021). However, changes to the curriculum itself usually create new problems in the learning process. In Indonesia itself, there have been 11 changes to the curriculum, including the 1947 curriculum, 1964 curriculum, 1968 curriculum, 1973 curriculum (Pioneer School Development Project), 1975 curriculum, 1984 curriculum, 1994 curriculum, 1999 curriculum (enhanced 1994 curriculum), curriculum 2004 (Competency Based Curriculum, or KBK), the 2006 curriculum (Education Unit Level Curriculum, or KTSP), the 2013 curriculum, and finally the independent learning curriculum (Afista et al., 2020).

The new policy in education, namely the independent learning curriculum, was delivered directly by the Minister of Education and Culture at the end of 2019, with a focus on issues regarding the syllabus and learning implementation plan (Kurnia et al., 2022). To prepare the Learning Implementation Plan (RPP), the Ministry of Education and Culture cut several components or simplified them further. Teachers can freely choose, create, use, and develop the lesson plan format into three core components consisting of learning objectives, learning activities, and assessments, which are carried out effectively and efficiently so that teachers have more time to prepare and evaluate the learning implementation process (Hidayatulah et al., 2021). But this will not work optimally if there is no thorough preparation from teachers or educators or existing facilities and infrastructure.

The independent learning curriculum is a learning design that gives students the opportunity to learn calmly, happily, and without feeling pressured and pays more attention to the talents possessed by students, while teachers are expected to be able to act as a driving force to take action that provides positive things for students because the teacher acts as the main subject (Khusni et al., 2022). The Minister of Education and Culture Regulation No. 65 of the 2013 Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings. The RPP is developed from the syllabus to direct students' learning activities in an effort to achieve basic competencies (Djumingin & Syamsudduha, 2016). The independent curriculum is a breakthrough in curriculum development that is based on the teacher's freedom to manage learning according to the characteristics of students. Learning can be designed in such a way as to optimize students' potential.

Learning is an activity carried out by the teacher in an integrated manner with instructional design so that students learn actively, which emphasizes the provision of learning media and resources (Djamarah, 2010). It can also be understood that learning is a system for achieving educational interactions with clear communication, namely the delivery of knowledge and changes in behavior aimed

at achieving learning goals. By carrying out online learning, learning is less than optimal because many students do not have sufficient media and learning media sources, which can result in not achieving educational goals, and then learning is carried out offline with a rotating system but with limited lesson hours so that the learning tools used continue to function optimally to achieve educational goals (Handarini & Wulandari, 2020).

Islamic Religious Education (PAI) itself is an effort that is specifically emphasized to increase the nature of diversity so that students are able to master, appreciate, and practice Islamic teachings. It is not only a process of transferring knowledge but also an effort to create students so that they will later become a generation that has noble qualities, manners, and character (Muhaimin, 2012). Teachers of Islamic religious education subjects implementing the independent curriculum have their own challenges. This is because the material presented concerns religious aspects, so it requires special attention.

Previous research or scientific work that is relevant to the results of this research is a thesis on the implementation of learning plans for class VIII Islamic religious education at Mochammad Sroedji Middle School in Jember. Learning planning using independent lesson plans for learning PAI subjects is considered efficient because it does not use too many components and still uses attachments as support. . This shows that PAI subject teachers can adapt to the implementation of the independent curriculum (Yuanasari, 2022).

From the titles above, there are similarities and differences in the research. The similarity is that they both discuss learning tools and use qualitative research. The difference is that this research focuses on the analysis of the implementation of the independent learning curriculum for PAI subjects in Serang City Junior High Schools, with a limited research locus of 5 schools. And the results of this research show that lesson plans are no longer used but have been replaced with teaching modules and project implementation at least three times a year.

Based on the results of observations of the implementation of the independent learning curriculum and the implementation of the independent learning curriculum in Serang City Junior High Schools, namely that in its implementation, not all schools in Serang City have implemented the independent learning curriculum, and there are still many teachers who are confused and do not understand the learning steps in making a Learning Implementation Plan (RPP) for the independent learning curriculum. Based on the problems described above, the topic of implementing an independent curriculum, especially for PAI teachers, is something that needs to be studied. Therefore, this research will discuss the analysis

of the implementation of the independent curriculum in Islamic religious education learning at State Junior High Schools in the City of Serang, Banten.

Method

The research method used in this research is qualitative. Qualitative research is research that uses descriptive information in the form of data sourced from information such as written or spoken words from the people and actors being observed (Moleong, 2010). This research uses a descriptive approach, namely an approach that describes a phenomenon or indication systematically and in accordance with existing conditions (Bakri, 2013). According to Nana Saodah Sukmadinata, the descriptive approach aims to describe and illustrate existing phenomena, whether natural or human engineering, which pays more attention to characteristics, quality, and relationships with existing conditions (Sukmadinata, 2011).

This study's sampling technique was purposive sampling. The school sample criteria determined were junior high schools that had implemented an independent curriculum. There are 5 junior high schools (SMP) as research samples related to the implementation of the independent curriculum. The five schools are SMP Negeri 3 Kota Serang, SMP Negeri 4 Kota Serang, SMP Negeri 9 Kota Serang, SMP Negeri 13 Kota Serang, and SMP Negeri 14 Kota Serang. Implementation will be carried out in class VII starting in the odd semester of the 2022–2023 academic year. The data collection technique used interview techniques with PAI subject teachers, 1 teacher at each school, so that the total respondents were 5 teachers. The data analysis technique uses Miles Huberman's interactive data analysis technique with four stages: data collection, data reduction, data presentation, and drawing conclusions.

Result and Discussion

Based on the results of the researcher's observations and interviews, the following data were obtained according to the research focus of school participation in the implementation of the independent curriculum

1. Participation of Serang City State Junior High Schools in Implementing the Independent Curriculum in PAI Learning

The participation of primary and secondary education in implementing the independent curriculum in 2022 has reached more than 150,000 schools that have implemented it (Kemendikbudristek, 2023). This has an impact on increasing the achievement of school performance indicators regarding minimum literacy, numeracy, and character competencies. Based on the results of one of the minimum competency assessments for numeracy, the proportion of students achieving scores

above the minimum limit in the numeracy field increased by 45.24%, higher than the target of 28.30% with an achievement of 159.86%.

The implementation of the independent learning curriculum at Serang City State Middle School is based on sample selection through purposive sampling, namely selecting five junior high schools in Serang City State Middle School, Banten, as research objects, including State Middle School 3, State Middle School 4, State Middle School 9, State Middle School 13, and SMP Negeri 14. Based on the results of researchers' observations, overall the independent curriculum has been implemented, but only SMP Negeri 5 Serang City received a decree to implement the independent curriculum (Observation, 2022). Researchers are interested in the five schools that have just implemented the independent curriculum in PAI learning, based on the following interview results:

According to Evan Susanto, a PAI teacher at SMP Negeri 3 Serang City, he stated that:

Incidentally, here we have used the independent learning curriculum starting this new school year, specifically for grade 7 children. There are ten classes in grade 7, and in one class, there are usually 33 to 34 students, and in total, there are 4 PAI teachers, 2 are civil servants, and two more are still honorary (Evan Susanto. 2022).

According to Ida Farida, a PAI teacher at SMP Negeri 4 Serang City, she stated that:

Yes, coincidentally, we have just implemented the independent learning curriculum starting this year, but only for class 7. There are nine classes, but here there is only 1 PAI teacher for class 7 (Ida Farida. 2022).

According to Ubaidillah, the PAI teacher at SMP Negeri 9 Serang City, he stated that:

Just this year, we are implementing the independent learning curriculum, specifically for grade 7 and grade 7. Here, we happen to have nine classes, and in one class, there are 36-38 students, and there are 3 PAI teachers in total (Ubaidillah. 2022).

According to Sukademi, a PAI teacher at SMP Negeri 13 Serang City, he stated that:

Yes, here we have implemented the independent curriculum, and this new school year has just started, but specifically for class 7, for classes 8 and 9, we still use the 2013 curriculum. However, if there is a block system or project for class 7, those in classes 8 and 9 can participate but focus especially on grade 7 (Sukademi . 2022).

According to Tolhah, the PAI teacher at SMP Negeri 14 Serang City, he stated that:

Yes, we have used the independent curriculum here because we follow the government's recommendations and, specifically for grade 7, which came into effect this year. Here, there happen to be nine classes and one teacher for class 7 (Tolhah. 2022).

The implementation of the independent curriculum in PAI learning at Serang Banten City Junior High School will start in the 2022/2023 academic year, an odd semester in grade 7 only. Meanwhile, grades 8 and 9 use curriculum 13 in PAI learning. What is interesting is that schools are adaptive and responsive to curriculum development policies in Indonesia, especially the independent curriculum, which has received an enthusiastic response (Marwan, 2023). Even though the five schools have not received a Decree on the Implementation of the Independent Curriculum SMP Negeri 5 Serang Banten City, the initiative to implement the policy was carried out as a form of commitment to human resource development (Sa'dullah & Hidayatullah, 2020).

2. Selection of PAI Learning Tools in the Implementation of the Independent Curriculum in Serang City State Junior High Schools

After the pandemic, educational transformation through the learning curriculum was carried out. In an effort to accelerate the recovery of learning, the Ministry of Education and Culture is taking strategic steps to overcome learning problems, including Islamic religious education, by emphasizing independent learning, in another term interpreted as independent learning. Independent learning activities in their implementation provide great opportunities for students to explore knowledge and build skills (Aminah & Sya'bani, 2023).

Apart from the privileges obtained by students in implementing independent learning, teachers have the privilege of being independent in developing learning tools. Teachers can choose and arrange teaching materials independently, including preparing learning tools according to the learning implementation plan (RPP), no longer with lots of sheets but simply simplified to suit students' learning needs (Khoirurrijal et al., 2022). The learning design in the independent curriculum provides a large portion for teachers and students to carry out the learning process based on abilities, not demands.

The learning tools used in implementing the independent curriculum at Serang City Public Middle Schools are no longer in the form of Learning Implementation Plans (RPPs) but in the form of teaching modules that contain RPPs. The following are the results of researchers' interviews with PAI teachers in five state junior high schools in Serang City.

According to Evan Susanto, a PAI teacher at SMP Negeri 3 Serang City, he stated that:

The independent curriculum learning tools no longer use RPP, but the name has been changed to teaching modules which also include RPP, the terms of which include TP, CP and others which have been merged into modules; other terms are also different, for example in the 2013 curriculum it is called KD but in the independent curriculum they are called elements. And the learning flow is different; in some subjects, there is a change in approach and influence (Evan Susanto, 2022).

According to Ida Farida, a PAI teacher at SMP Negeri 4 Serang City, she stated that:

Here, in the independent learning curriculum, we don't use lesson plans anymore, but the name has been changed to teaching modules. The content is the same as the actual RPP but broader. Actually, I also don't understand the independent learning curriculum because the government only gives an overview, and there are no details below; what is given is only CP, which is the same as KI, which will later become TP and ATP. "So up until now, examples of teaching modules have been seen on the internet, downloaded and then edited (Ida Farida, 2022).

According to Ubaidillah, the PAI teacher at SMP Negeri 9 Serang City, he stated that:

I don't use RPP anymore, but I use teaching modules. If I use RPP, I only use it for one meeting, but in the teaching module, I can use it for several meetings. It's better to use RPP because preparing the module is more complicated, but there is no special training (Ubaidillah, 2022).

According to Sukademi, a PAI teacher at SMP Negeri 13 Serang City, he stated that:

Now there are no RPPs, but the term has been changed to teaching modules. Actually it's the same, only the term is different; teaching modules are arranged in small groups for MGMP groups per school (Sukademi, 2022).

According to Tolhah, the PAI teacher at SMP Negeri 14 Serang City, he stated that:

What is being used now is open lesson plans again, but in teaching modules, religious teachers are required to formulate their own CP and ATP for later in the module, but from the government, there is no specific training to prepare teaching modules for the independent learning curriculum (Tolhah, 2022).

Based on the results of interviews with five PAI teachers at Serang Banten City State Middle School, the school uses teaching modules as learning tools. Teaching module is a new term as a learning tool for students in the independent curriculum (Maulida, 2022). Because, in essence, the teaching modules are identical for teachers, while the materials are identical for students. Meanwhile, in the independent curriculum, the teaching modules are a combination of learning implementation plans (RPP) with teaching materials so that they can be used by teachers and students without

differences in the use of the two, where all five state junior high schools in Serang City use them.

3. Design of PAI Learning Tools (Teaching Modules) in the Implementation of the Independent Curriculum in Serang City State Junior High Schools

The preparation of teaching modules aims to increase creativity and enrich learning tools so that teachers and students can be directed in learning activities both directly and indirectly (Maulida, 2022). Independence in preparing teaching modules in PAI learning is a form of teacher freedom in increasing their creativity. There are two options in preparing independent curriculum teaching modules, namely choosing or modifying teaching modules based on facilities provided by the government or modules created by other teachers. The second option is to compose teaching modules independently based on adjustments between student characteristics and PAI lesson material.

Based on the results of researchers' observations, as a comparison in 5 State Middle Schools in Serang City, they no longer use RPP as a learning tool but instead use teaching modules. The preparation of the teaching modules used is still looking at guides from the internet because there is no training to create teaching modules in the independent learning curriculum, so this confuses teachers. In contrast to the five schools as the research locus through interviews with grade 7 PAI teachers at SMP Negeri 3 Serang City, SMP Negeri 4 Serang City, SMP Negeri 9 Serang City, SMP Negeri 13 Serang City and SMP Negeri 14 Serang City regarding the design of PAI learning teaching modules in The independent curriculum is as follows:

According to Evan Susanto, a PAI teacher at SMP Negeri 3 Serang City, he stated that:

The content of the teaching module is almost the same as the RPP; the difference is that the content is more detailed because the PAI is not general but is further divided into Faqih, SKI, Al-Quran Hadith, and Akidah Akhlak (Evan Susanto, 2022).

According to Ida Farida, a PAI teacher at SMP Negeri 4 Serang City, she stated that:

The preparation is the same as the RPP, but in more detail, we don't really understand the teaching modules, so far we are still looking at it from the internet because there are no examples of correct teaching module designs from the government (Evan Susanto, 2022).

According to Ubaidillah, the PAI teacher at SMP Negeri 9 Serang City, he stated that:

So when preparing a lesson plan, it's actually the same as a teaching module, only the terms are different, but on the other hand, the lesson plan and

teaching module have advantages and disadvantages for both; if the teaching module is more detailed (Ubaidillah, 2022).

According to Sukademi, a PAI teacher at SMP Negeri 13 Serang City, he stated that:

The preparation is the same as the 2013 curriculum module and RPP, which are combined; the name is changed to teaching module in the independent learning curriculum. "But the teaching modules of the independent learning curriculum are not the same as the 2013 curriculum modules (Sukademi, 2022).

According to Tolhah, the PAI teacher at SMP Negeri 14 Serang City, he stated that:

So the teaching module used is structured based on ATP, complete starting from identity, CP, etc., actually almost the same as RPP but more detailed (Tolhah, 2022).

Based on the results of interviews with the five informants at each school as the object of the research above, the preparation of PAI teaching modules in the independent curriculum is different from the 2013 curriculum. The basis for preparing teaching modules is the learning outcomes that have been determined by the Ministry of Education and Culture and are described in learning objectives (TP) and then sorted in the form of a flow of learning objectives (ATP) by the teacher (Maulida, 2022). This is what differentiates the independent curriculum and the 2013 curriculum.

4. Application of PAI Teaching Modules in the Implementation of the Independent Curriculum in Serang City State Junior High Schools

The role of teachers has a big influence in implementing the independent curriculum through teaching modules prepared in PAI learning. The importance of pedagogical competence as the main capital in implementing the PAI teaching module of the independent curriculum (Jannah & Fathuddi, 2023). Through pedagogical competence as teacher capital in implementing independent curriculum teaching modules, effectiveness and time efficiency in completing learning outcomes can be achieved. Regarding the implementation of the independent curriculum PAI teaching module based on the results of interviews with grade 7 PAI teachers at SMP Negeri 3 Serang City, SMP Negeri 4 Kota Serang, SMP Negeri 9 Kota Serang, SMP Negeri 13 Kota Serang and SMP Negeri 14 Kota Serang as follows:

According to Evan Susanto, a PAI teacher at SMP Negeri 3 Serang City, he stated that:

The implementation of the independent learning curriculum teaching module is in the form of a project; there are no special lessons, but all the subjects

combined can only be linked to PAI lessons. Here, the project has three themes; for the time being, there are themes of sustainable lifestyle, democracy and local wisdom. What is just being implemented now is the theme of a sustainable lifestyle by creating a waste bank and reading corner. Children are asked to take an eco break for 120 hours per project. Each lesson should have 2 lesson hours and one project hour, but here it is made into one time, namely at the end, the aim of which is a school environment free from rubbish. Well, here, it can be linked to PAI learning, which is in accordance with the cleanliness of part of the faith and other aims so that children are creative. "But actually what should be emphasized for students in PAI is worship such as prayer and reading the Koran (Evan Susanto, 2022).

According to Ida Farida, a PAI teacher at SMP Negeri 4 Serang City, she stated that:

The application of the module that makes it different from the previous curriculum is that in the independent learning curriculum, there are projects, there are three projects a year (sustainable lifestyle, the voice of democracy and entrepreneurship) which take 120 hours per project, the only thing that has just been implemented is a project about a sustainable lifestyle "By making organic fertilizer with a block system where one block is combined at the end of it is connected to PAI the scope is cleanliness because actually there is nothing special for PAI because this project is a combination of all subjects (Ida Farida, 2022).

According to Ubaidillah, the PAI teacher at SMP Negeri 9 Serang City, he stated that:

The implementation of the module is apart from carrying out learning or material; for example, each meeting has 3 hours of lessons, which will be divided into 2 hours of lessons and 1 hour of project, and the hours are free at each meeting or at the end. One project is 120 hours per year; there must be three projects for 360 hours. "For PAI, there is actually nothing special because the project is used as a whole subject, but we can tie the project into PAI material (Ubaidillah, 2022).

According to Sukademi, a PAI teacher at SMP Negeri 13 Serang City, he stated that:

The implementation of the Independent Curriculum teaching module is different from the previous curriculum in that there was only material, there were projects, there were three projects a year, and one project was 120 hours which was devoted only to grade 7, but if grades 8 and 9 wanted to take part, that was fine, but the main focus was class 7. Implementation of the project in the third week of October with the theme (UN, various typical Banten foods, and Pancasila democracy). For PAI itself, there is nothing particularly relevant to the existing projects (Sukademi, 2022).

According to Tolhah, the PAI teacher at SMP Negeri 14 Serang City, he stated that:

The application and implementation of the module in the independent curriculum apart from the material in PAI lessons are specifically not in general, but in more detail, including fiqh, akidah akhlak, Curtis, etc. There are projects. The project is still blocked because it is still adapting to this new curriculum; there are 3 projects a year, and currently, there are only two themes, namely Building the Body and Soul and Pancasila. "Actually, the project is open only for PAI but as a whole, and later it will be linked; for example, children will have to be able to memorize juz 30, etc. (Tolhah. 2022).

Based on the results of the interview above, findings were obtained regarding the implementation of PAI teaching modules in the independent curriculum regarding the obligation to carry out project-based learning in a minimum of 3 projects in one year with a duration of 120 hours for each project. So, in one year, there are 360 hours of projects that must be carried out in one year. Project-based learning by linking PAI material with predetermined general learning themes. The rest of the learning is in class by completing learning outcomes.

5. Comparison of the Disadvantages and Advantages of the PAI Curriculum 2013 Learning Tools with the Merdeka Belajar Curriculum

Regarding advantages and disadvantages, of course, each curriculum has its own advantages and disadvantages (Khoirurrijal et al., 2022), but most believe that they are more comfortable with the 2013 curriculum than the latest curriculum, namely the independent learning curriculum. Researchers' interviews with grade 7 PAI teachers at SMP Negeri 3 Serang City, SMP Negeri 4 Serang City, SMP Negeri 9 Serang City, SMP Negeri 13 Serang City and SMP Negeri 14 Serang City are as follows:

According to Evan Susanto, a PAI teacher at SMP Negeri 3 Serang City, he stated that:

The advantage is that the children are more free, and the teacher is only a facilitator, whereas in the previous curriculum, the teacher managed everything. If there are any shortcomings, it's because we're still adapting, so we're still trying to figure out this independent curriculum, so we're not optimal yet, so we're just following the directions given by the government. But actually, we are better off using the 2013 curriculum because we just have to continue and don't need any more adaptations (Evan Susanto, 2022).

According to Ida Farid, a PAI teacher at SMP Negeri 4 Serang City, she stated that:

The advantage is that children are free to choose what tendencies they like or are interested in, such as dancing, drawing, and arithmetic, so the teacher doesn't get involved in determining that. The downside is that many teachers don't understand what an independent curriculum really is because they say

they are independent, but teachers are still required to do this and that, such as making teaching modules, whereas from the centre, we are not given training. In the end, many teachers download their teaching modules from Google and then edit them because yes. I really don't understand it, unlike the previous curriculum. If we could choose, we would prefer the 2013 curriculum, which just continues; there is no need for new curriculum policies; we just have to fix what is wrong or missing (Ida Farida, 2022).

According to Ubaidillah, the PAI teacher at SMP Negeri 9 Serang City, he stated that:

Actually, each curriculum has its own advantages and disadvantages, and actually, the 2013 curriculum is better because the independent curriculum has an independent name, but its implementation still follows the government. The advantage I just saw is that children are freer to choose what they like. "The downside is that the teaching module is more difficult because, for example, PAI lessons in junior high school are not the same as in MTs, but in the teaching module, the teaching module is detailed, such as aqidah, fiqh, Curtis, skiing in more detail (Ubaidillah, 2022).

According to Sukademi, a PAI teacher at SMP Negeri 13 Serang City, he stated that:

The advantage of the independent curriculum is that students are free to choose their inclinations, whether academic or non-academic; for example, children who like numbers are grouped with children who like numbers too and children who like drawing are grouped with children who like drawing too. Apart from that, teachers are also free to find ways to make children comfortable while studying. The shortcomings are because this is a new curriculum, so we haven't implemented it optimally; we still have a lot to learn (Sukademi, 2022).

According to Tolhah, the PAI teacher at SMP Negeri 14 Serang City, he stated that:

The advantage is that if the teaching module is more detailed and more complete from opening to reflection, it will be better for the teacher, but this could also be a disadvantage because if it is more complete and detailed like this, the preparation will take a long time and there are still many who don't understand how to put it together (Tolhah, 2022).

Based on the results presented, the formulation of the problem, which was the question in this research, was answered. The implementation of the independent learning curriculum is carried out for class VII students only, and for classes VIII and IX, the 2013 curriculum is still used. According to the Regulation of the Minister of Education and Culture in the 2022/2023 academic year, each educational unit can determine and adjust its readiness to implement the independent curriculum

starting from the first level. Kindergarten B, classes I, IV, VII and X (Priantini et al., 2022).

Furthermore, in using the independent curriculum learning tools, the learning tools used are in the form of teaching modules. According to the Regulation of the Minister of Education and Culture, one of the important tools used to successfully implement the teaching and learning process in schools is the teaching module (Maulida, 2022).

Furthermore, the preparation of the independent curriculum teaching modules is almost the same as the RPP; what differentiates the teaching modules is that the substance is more detailed and specific and can be used for several meetings. According to the Regulation of the Minister of Education and Culture, schools have to prepare KOSP (Educational Unit Operational Curriculum) before the first lesson begins, with sub-subjects that are prepared, including learning objectives and the flow of learning objectives (Priantini et al., 2022).

Furthermore, the implementation of the independent curriculum teaching modules is not only in the form of learning materials but also in the form of projects to catch up in literacy and numeracy. According to Utami Maulidia, other aspects that complement the analysis and will be classified into the elements that need to be included are the Pancasila education profile and local wisdom (Maulida, 2022). Finally, the independent curriculum and the previous curriculum have their respective advantages and disadvantages. The advantage of the independent curriculum is that it provides more freedom in determining the direction or potential of students, and the disadvantage is that preparation takes a long time, as educators or teachers do not yet understand the preparation of curriculum teaching modules. Independence properly and correctly because there is still an adaptation process, and there is no special training from the government in preparing teaching modules. According to Nadiem Makarim, implementing the curriculum at any level, without interaction, interpretation of essential abilities, and current educational programs has its respective advantages and disadvantages (Aminah & Sya'bani, 2023).

Conclusion

Based on the results and discussion above, we can conclude as follows: 1) The independent learning curriculum has been implemented at SMP Negeri 3 Serang City, SMP Negeri 4 Serang City, SMP Negeri 9 Serang City, SMP Negeri 13 Serang City, and SMP Negeri 14 Serang City. And it will only be implemented in class VII starting in the odd semester of the 2022/2023 academic year. 2) The learning tools used in the independent learning curriculum are not the same as the previous curriculum, namely the 2013 curriculum, which is in the form of lesson plans, but in the

independent learning curriculum, it is in the form of teaching modules, which also contain lesson plans but are more detailed. Especially in PAI subjects, which include divisions regarding Fiqh, Aqidah Akhlak, Al-Qur'an Hadith, SKI and so on, not just PAI in general. 3) The preparation of the independent learning curriculum teaching modules is similar to the preparation of the 2013 curriculum modules and RPPs; however, in the preparation of the independent curriculum teaching modules, they are arranged based on the flow of learning objectives and are complete and detailed starting from identity and learning outcomes. PAI subjects are no longer taken as a whole but are more detailed, such as Fiqh, Aqidah Akhlak, Al-Qur'an Hadith, and SKI. 4) Implementation of the independent learning curriculum teaching modules, apart from being in the form of learning materials, is also in the form of projects which must be carried out at least three projects in one year; one project is given 120 hours, implementation is free if you want to do it at each meeting with 1 hour or do it at the end or what is called a block system and the project theme has been determined by the government, that is, several themes are given which the school can then choose which theme will be implemented in the project. 5) Each curriculum certainly has its own advantages and disadvantages. The advantage of this independent curriculum teaching module is that students are free to choose what trends they like or are interested in, both academic and non-academic, and educators are also free to determine what must be done so that students feel comfortable during the learning process. Meanwhile, the disadvantage is that preparing more detailed teaching modules requires understanding and a long time, but the government does not provide special training to compile these teaching modules, so many educators or teachers make teaching modules by looking at guides or getting them from the internet and then editing them. The implementation of the independent learning curriculum has not been maximized because schools are still adapting to this independent learning curriculum. And it is actually more practical and easier to use the 2013 curriculum than the independent learning curriculum.

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