



Investigating the Independent Curriculum in English Language Learning at MA Raudlatul Ulum Putri

Robiatul Adawiyah ^{1*}, Budik kusworo ²

¹⁻² University Al-Qolam Malang, Indonesia

Email: robiatul.adawiyah21@alqolam.ac.id ^{1*}, budikkusworo@alqolam.ac.id ²

Correspondence email: robiatul.adawiyah21@alqolam.ac.id

ABSTRACT. The purpose of this study is to find out the implementation of Merdeka Curriculum in English learning at MA Raudlatul Ulum Putri, with a focus on its effect on students' creativity, interest, participation, and self-confidence. This study uses a descriptive qualitative method with data collection through observation, interviews with English teachers, several grade XI students, and the deputy head of the madrasah for curriculum, and is supported by documentation. The results showed that the Independent Curriculum is able to increase students' creativity through project-based tasks such as making posters, storytelling, and presentations. Contextual and interactive learning materials, such as the use of songs and discussion topics that are close to their lives, have succeeded in increasing interest and motivation to learn. The conducive classroom atmosphere also encourages students' active participation because they feel safe to express their opinions. Students become more confident and engaged in learning, which contributes positively to their overall academic experience and social interaction. In addition, the curriculum promotes collaboration among students, allowing them to learn from one another through group activities and peer discussions. Teachers are given greater flexibility to design learning activities tailored to students' needs, while the deputy principal for curriculum plays an important role in providing support and supervision during the curriculum transition. The study concludes that the Independent Curriculum fosters a more contextualized, participatory, and empowering learning environment. It is recommended that continuous professional development for teachers and strong managerial support be maintained to ensure sustainable curriculum implementation.

Keywords: Independent Curriculum, English Language Learning, Curriculum Implementation, MA Raudlatul Ulum Putri

1. INTRODUCTION

Education is the first foundation for building a quality generation that is competitive in the current era or globalization. As a country that continues to innovate at least ten times since its independence. To continue this spirit in Indonesia education, the government continues to improve the curriculum through various policies, including the issuance of Ministry of Decree No. 56 of 2022 by the ministry of education and culture, which provides guidelines for learning recovery programs.¹ The Independent program, which offers a simple and customizable curriculum structure, focuses more on the necessary material and character development through projects aimed at raising the profile of Pancasila. Like the independent program, students require a more self-directed learning concept, hopefully equipping graduates with the abilities essential to interact with the modern dynamics of global development.

¹ Rayon Yolanda Averina and I Gst. Ngurah Jaya Agung Widagda, "PERSPREKTIF ASESMEN AUTENTIK SEBAGAI ALAT EVALUASI DALAM MERDEKA BELAJAR Wiku Aji Sugiri1, Sigit Priatmoko2," *Tjyybjb.Ac.Cn* 27, no.

As part of efforts to reform Indonesia's education system, Minister of Education and Culture Nadim Makarim introduced the “Independent Curriculum” initiative, aimed at fostering more flexible and student-centered learning.² The program aims to improve Indonesians’ understanding and perspective on education.³

This curriculum reform was not only introduced as a policy change, but also as a response to the growing need for an education system that truly reflects the realities of today's learners. With rapid technological advancement and shifting societal expectations, students are expected to become more adaptive, creative, and independent. The Independent Curriculum attempts to answer these demands by providing a learning framework that encourages exploration, relevance, and personal growth, making the role of schools no longer just as places of knowledge transfer, but as environments that nurture the whole learner.

The Independent Curriculum was developed as a response to the evolving demands of modern education in the 21st century, which emphasizes creativity, critical thinking, effective communication, and collaboration. This curriculum emphasizes the development of student competencies and character through a more flexible and student-centered learning approach. This curriculum is expected to make the learning process more in line with the needs and potential of each student.⁴

As part of an independent curriculum, English language learning is designed to provide students with more comprehensive and focused English language learning. It is also expected to help students achieve targeted academic skills and acquire the “life skills” needed to live in a rapidly changing world and technology. English language learning provides opportunities for learners to develop English language skills. Skills are developed in three pairs of language skills domains, which include speaking and listening, reading and viewing, and include writing and presenting. Learners in everyday conversation can be confident, Independently in a variety of academic and professional environments using English, albeit with a limited range of nuances and accuracy.⁵

² Resti Lathifah et al., “Inovasi Nadiem Makarim Mengenai Merdeka Belajar,” *Jurnal Ilmu Pendidikan Dan Kearifan Lokal (JIPKL)* 2, no. 3 (2022): 115–23.

³ Siti Mustaghfiroh, “Konsep ‘Merdeka Belajar’ Perspektif Aliran Progresivisme John Dewey,” *Jurnal Studi Guru Dan Pembelajaran* 3, no. 1 (2020): 141–47, <https://doi.org/10.30605/jsgp.3.1.2020.248>.

⁴ Ummi Inayati et al., “Konsep Dan Implementasi Kurikulum Merdeka Pada Pembelajaran Abad-2 Di SD/MI,” *Braz Dent J.* 33, no. 1 (2022): 1–12.

⁵ Kemendikbudristek BSKAP, *Salinan Keputusan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 008/H/KR/2022 Tentang*

Although the independent curriculum emphasizes flexibility and contextual learning, English instruction within this framework still requires thoughtful planning and classroom adaptability. Not all students have the same level of exposure or confidence when it comes to using a foreign language, especially in interactive or communicative settings. This presents a challenge for teachers to design lessons that are both engaging and accessible. The shift from passive learning to more active participation can be difficult at first, particularly when students are not used to voicing opinions or collaborating in groups. However, with supportive teaching strategies and a responsive classroom environment, students gradually develop the confidence to take part more fully. These conditions lay the groundwork for a more meaningful learning experience, where freedom in learning is not just a concept but something that is practiced and felt by students every day.

The independent learning education program aims to improve teachers' ability to teach. Effective, engaging, and fun learning will help teachers and learners achieve their educational goals. Freedom of learning refers to the ability of teachers and students to independently select learning goals, approaches, instructional materials, and evaluation techniques.⁶ Freedom of learning is a new step in improving the nation's education system to avoid monotony. The government must create an enjoyable, creative learning environment for teachers and students. Therefore, many schools are currently using an independent learning curriculum. MA Raudlatul Ulum Putri in Ganjar is one of them. In this concept, students can think independently and utilize their knowledge. This suggests that an independent curriculum is a learning design that lets students showcase their talents and allows them to learn in a fun, relaxed, calm, and unstressed way.⁷

The concept of independent curriculum-based learning at MA Raudlatul Ulum Putri received a positive response from all parties, including the principal as a leader, the deputy principal for curriculum as a policy maker, the English teachers, as teachers, and students, as learning subjects, welcomed the adoption of the independent curriculum as a new education approach.⁸

Capaian Pembelajaran Pada Pendidikan Anak Usia Dini Jenjang Pendidikan Dasar Dan Jenjang Pendidik, Kemendikbudristek, 2022, Laman litbang.kemdikbud.go.id.

⁶ Ratu Wardarita et al., "Urgensi Evaluasi Pembelajaran Dalam Menciptakan Pendidikan Berkualitas Di Era Merdeka Belajar," *INNOVATIVE: Journal Of Social Science Research* 4, no. 1 (2024): 1583–90.

⁷ Nikmatin Mabsutsah and Yushardi Yushardi, "Analisis Kebutuhan Guru Terhadap E Module Berbasis STEAM Dan Kurikulum Merdeka Pada Materi Pemanasan Global," *Jurnal Pendidikan Mipa* 12, no. 2 (2022):

⁸ Lailatul Istikomah and Budik Kusworo, *Analysis of the Practice of Independent Learning Curricula At Smk Al-Khozini, Jurnal Tinta*, vol. 5, 2023.

At Ma Raudlatul Ulum Putri, the application of an independent curriculum in English language learning serves as a strategic effort to enhance students' foreign language proficiency. The strong involvement of the principal, teachers, and students play a vital role in ensuring the curriculum's success. Various efforts are made to create an educational setting thinking, and interactive engagement.

Independent curriculum integrates literacy aptitude, knowledge proficiency, understanding skills, and attitudes in using technology. Learners have the freedom to think and learn from a variety of sources, which helps them find solutions to real problems. In addition to creating the Pancasila learner profile, there is a focus on project-based learning involving interdisciplinary learning practices or hands-on problem solving by students. In addition, it is highly relevant to 21st century learning that combines components such as knowledge, soft skills, attitudes, and mastery of technology.

In addition to building freedom of thought, an independent curriculum also encourages creativity and Independence by creating a learning environment that is fun, enjoyable, and free from excessive pressure. Students have the opportunity to maximize their talents and potential.⁹ Other challenges include the readiness of the competence and mindset of educators as implementers of education, as well as limited infrastructure, facilities and infrastructure.¹⁰

In an effort to address these issues, the ministry of education, culture, research and technology conducted various project-based trainings and improved pedagogical competencies for educators.¹¹ In response to educational reforms, one important goal is to ensure that teachers and lecturers are equipped to apply more flexible and creative approaches to learning. With continued support, Independent Curriculum is expected to be implemented effectively, resulting in a more adaptive and flexible education system.¹²

The Independent Curriculum, with its flexibility, which gives schools freedom in determining learning methods and materials according to student needs, offers an approach that is more adaptive and relevant to the local context. This research will explore

⁹ Rahmat Fadhli, "Implementasi Kebijakan Kurikulum Merdeka Di Sekolah Dasar," *Jurnal Elementaria Edukasia* 5, no. 2 (2022): 147–56, <https://doi.org/10.31949/jee.v5i2.4230>.

¹⁰ Fieka Nurul Arifa, "Implementation of Independent Curriculum and Its Challenges," *Info Singkat* XIV, no. 9 (2022): 22–30, <http://puslit.dpr.go.id>.

¹¹ Arif Wicaksana and Tahar Rachman, "Karakteristik Pembelajaran Pada Kurikulum Merdeka Belajar Di MI," *Angewandte Chemie International Edition*, 6(11), 951–952. 3, no. 1 (2018): 10–27, <https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>.

¹² Febia Ghina Tsuraya et al., "Implementasi Kurikulum Merdeka Dalam Sekolah Penggerak," *Jurnal Pendidikan, Bahasa Dan Budaya* 1, no. 1 (2022): 179–88, <https://doi.org/10.55606/jpbb.v1i1.860>.

how the implementation of an independent curriculum at MA Raudlatul Ulum Putri Ganjaran can develop its potential to the fullest, both in academic and character aspects.

The author aims to analyze how the Implementation of the independent curriculum in English language learning at MA Raudlatul Ulum Putri, focusing on how it contributes to students' ability to learn English. including the challenges encountered and how they affect overall learning experience.¹³ Through this study, the researcher investigates how the independent curriculum is practiced in a pesantren-based educational environment, paying closer attention to its influence on English language learning. To explore this issue, this research was conducted under the title: **“Investigating the Independent Curriculum in English Language Learning at MA Raudlatul Ulum Putri.”**

2. METHOD

Research Design

To explore how the independent curriculum is applied in the context of English language instruction at MA Raudlatul Ulum Putri, this research adopts a descriptive qualitative method that allows for detailed observation and analysis of real classroom practices. The qualitative method is a research procedure for collecting data through interviews, field notes, and documentation studies. Through this approach, the study seeks to explore how the curriculum is implemented in practice, what obstacles are encountered along the way, and how these elements shape the process of learning English in the classroom. This method is deemed appropriate by the researcher to examine the way English instruction aligns with the independent curriculum implementation at MA Raudlatul Ulum. So that the results can be given further to find out the shortcomings and advantages and find improvement efforts, the author will conduct data collection, data analysis, and end it with conclusions based on data analysis.

Using a qualitative descriptive approach also allows for a deeper understanding of the learning experience as it naturally unfolds in the classroom. This method helps uncover not only what happens during English instruction, but also how students and teachers respond to the curriculum in real-time. It embraces the complexities of human interaction and the unique learning culture within each class. By observing directly and listening to participants' stories, the researcher gains insight into the challenges, adjustments, and progress that occur throughout the learning process. This approach

¹³ Istikomah and Kusworo, *Analysis of the Practice of Independent Learning Curricula At Smk AlKhozini*.

provides space for reflection, which is essential when studying a curriculum that emphasizes flexibility, creativity, and student voice.

Research Sites

The author conducted research in Malang Regency, Jl. Sumber Waras No. 02 Ganjaran, Gondanglegi. East Java 20584233. This location was selected due to its strategic relevance to the research focus, making it suitable for effective data collection. Furthermore, the Independent Curriculum implemented here is relatively new, applied in class X and XI, making it a timely subject of study. The accessibility of the site also offers practical advantages in terms of time, cost, and effort.

Research Instrument

This study aims to analyze how the Independent Curriculum is applied in English language learning at MA Raudlatul Ulum Putri. To achieve this goal, this research uses a descriptive qualitative approach. Data were gathered through field observations, documentation, and interviews. The presentation of findings follows the chronological order of the research process. Such as:

- **Field Note**

Field notes are used to collect data related to the application of an independent curriculum in English language learning at MA Raudlatul Ulum Putri. They can be interpreted as a way to document observations and reflections on the learning process in the classroom. They are recorded by noting the teaching method, the level of student participation, and challenges that arise during learning.

- **Interview**

Semi-structured interviews were conducted with selected students, English teachers, the principal, and the deputy principal for curriculum at MA Raudlatul Ulum Putri. These interviews aimed to understand students' experiences in following Independent Curriculum-based learning, the challenges they face, as well as getting teachers' perspectives on the effectiveness of teaching methods, the level of student participation, and the development of their English language skills. In addition, interviews with the principal and vice principal for curriculum were conducted to find out policies, implementation strategies, and administrative challenges in implementing the Independent Curriculum at school.

Participants in this study were selected using purposive sampling, based on their direct involvement in implementing the Independent Curriculum. English teachers

were chosen due to their key role in applying the curriculum, while grade XI students were included because they are currently experiencing the new curriculum structure. The deputy head of curriculum was also involved to offer perspectives from a managerial and policy implementation standpoint. This combination ensures that the data collected captures both the practical and administrative aspects of the learning process.

- Documentation

Documentation in the form of audio recordings, photographs, and transcripts from interviews and English learning activities at MA Raudlatul Ulum Putri were collected for further analysis. Consent from teachers and students was obtained prior to the documentation process to ensure the validity of the data for research purposes.

Data analysis method

The data in this study were analyzed using a qualitative approach. According to the model developed by Miles and Huberman which is referenced in Sugiyono work, the analysis consists of three main strages: first, selecting and focusing relevant data (data reduction); second, organizing the data in a structured form (data display); and finally, drawing conclusions and checking their accuracy (verification).¹⁴

- Data Reduction

Data reduction is the process of sorting and simplifying the collected information to retain only data that is truly relevant and meaningful for analysis. In this research, the process involved filtering interview results, Fields Notes, and documentation. The purpose was to identify content directly related to the implementation of the independent curriculum in English learning, so the researcher could more easily recognize key patterns and themes connected to the research objectives.

- Data Presentation

Data presentation can be seen from the source, including its validity. The findings in this research are presented narratively, drawn from field notes, observational records, and supporting documentation. These materials are organized based on certain categories, such as teacher learning strategies, student responses, and the role of the Deputy Principal in Curriculum Implementation. This presentation

¹⁴ Prof.Dr.Sugiyono, "Metode_Penelitian_Pendidikan_Sugiyono_20.Pdf," 2015.

helps researchers see the relationship between data and supports the process of concluding systematically.

- Data verification

Data verification is an effort to get certainty whether the data can be trusted for its authenticity or not, and then a conclusion is drawn.

3. FINDING

The data in this study are described narratively based on the instruments and the research process conducted by the researcher. The research began with field observations at MA Raudlatul Ulum Putri, then continued with interviews with the principal, Deputy Head of Madrasah for Curriculum, English teachers, and several grade XI students. In addition, researchers also gathered selected students from several grade XI classes to collect their responses or opinions regarding how the Independent Curriculum is applied in English language instruction.

Interview guidelines, field notes, and documentation in the form of audio recordings and photographs are also used as tools to map and obtain structured and relevant information. The data collected is then categorized and analyzed descriptively to reveal the role of Independent Curriculum in English language learning at MA Raudlatul Ulum.

The Improvement of Student Creativity in The Classroom

The implementation of the Independent Curriculum gives students the freedom to be creative in various forms of English learning tasks and activities. Students are no longer fixated on conventional learning methods that only rely on memorization or answering questions in writing. Instead, they are encouraged to use various media and techniques such as making posters or pamphlets, writing creative stories, or presenting in an interesting and innovative way in groups. This makes students feel more challenged and actively involved in the learning process, as well as exercising their critical thinking skills and imagination.

“Now the task is different, we can make our posters or stories, not just do the questions in the book.”¹⁵

For instance, during an observed class, students were assigned to create anti-smoking posters using English phrases. They worked collaboratively in small groups, discussing the vocabulary and layout, and using digital tools such as Canva or Google

¹⁵ Interview with Lavivatul Masluha, Grade XI Student of Ma Raudlatul Ulum Putri, Agust,31,2024.

Translate to enhance their work. This hands-on project allowed them to explore both creative design and English expression in a practical context.

*"In certain chapters, students are assigned to make pamphlets or posters. For example, the theme of smoking, I will assign them to make posters with the theme of no smoking."*¹⁶

The Improvement of Student Interest in English Language Learning in The Classroom

Independent Curriculum presents learning materials that are more relevant to students' daily lives and uses a student-centered learning approach. This makes the English learning process more interesting and fun for students. The use of songs, videos, and discussion of topics close to their experience has succeeded in fostering motivation and enthusiasm for learning. As a result, students are more eager to follow the lessons and feel that English is not just a formal subject, but a useful skill.

*"If it is still in my time and my friends are still in the scope of everyday life, so we can greet friends using English, understand English songs, and others."*¹⁷

In one session, students listened to the English song "Perfect" by Ed Sheeran. After listening, they were asked to discuss the meaning of selected lyrics and identify any unfamiliar vocabulary. Many students were excited because they already knew the song, but had never thought about its deeper meaning. The teacher then linked the lyrics to a writing activity where students wrote short paragraphs about someone they admire. This strategy connected their personal interests with academic content, increasing their engagement and participation.

The Improvement of Student Active Participation in The Classroom

One of the significant changes seen is that learners participate more actively throughout the learning process. They are more willing to ask questions, give opinions, and participate in class discussions. This is supported by a conducive classroom atmosphere and interactive teaching methods so that students feel heard and valued. This active participation also strengthens students' communication skills and makes learning more lively and meaningful. They are no longer afraid of making mistakes, but see mistakes as part of the learning process. This confidence is also reflected when students

¹⁶ Interview with Asri Mila Syarifah, English Teacher of MA Raudlatul Ulum Putri, Agust,31,2024.

¹⁷ Interview with Naila Nadhifah, Grade XI Student of MA Raudlatul Putri, Agust, 31, 2024.

are willing to make presentations, discussions, and actively participate in various language learning activities.

“In addition to a lot of practice, there are also many questions and answers, so we are involved in giving opinions. if we used to be shy, now we are more confident.”

“Now they are very confident, they used to be afraid to come forward, but now many are enthusiastic about presenting. They are confident, even though some of their English is not perfect.”¹⁸

Teachers are More Flexible and Creative in Designing Learning

The Independent Curriculum offers more flexibility for teachers in designing learning materials and strategies tailored to the students' needs and learning styles in each class. Teachers are no longer bound to textbooks alone, but can adapt materials, use varied media, and create a more innovative and fun learning atmosphere. This freedom also encourages teachers to continue learning and innovating to make learning more effective and meaningful for students.

“We can compile our own teaching modules, so we are not fixated on books. Right now we use student worksheets (LKPD), so it is simpler, easier to understand, and we are freer to choose methods that suit class conditions.”¹⁷

The Observation of Positive Results in Curriculum Implementation by The Deputy Principal.

The Deputy Principal for Curriculum stated that the implementation of the Independent Curriculum in English learning has shown positive and successful results. This is also supported by reports from teachers at every routine evaluation session. The Deputy Principal for Curriculum directly controls and monitors the process of implementing the curriculum to ensure that everything goes according to plan.

“So far, I see from the results of teacher supervision and reposrts in each evalution, the implementation of the independent curriculum is going quite well and has a positive impact on students. They become more active in learning, and the learning process also feels more flexible. We also implement it so that the implementation can be maximized”¹⁹

With intensive supervision and good cooperation between teachers and the school, the implementation of this curriculum continues to develop and provide a more

Interview with Asri Mila Syarifah, English Teacher of MA Raudlatul Ulum Putri, Agust,31,2024.

¹⁷Interview with Asri Mila Syarifah, English Teacher of MA Raudlatul Ulum Putri, Agust,31,2024.

¹⁹ Zainal Abidin the deputy Principal for principal Curriculum of MA Raudlatul Ulum Putri, Agust,31,2024.

meaningful learning experience for students. This shows the school's commitment to improving the quality of education in accordance with the objectives of Merdeka Curriculum.

4. DISCUSSION

Based on the results of this study, it can be concluded that implementing the Independent Curriculum in English language learning at MA Raudlatul Ulum Putri has brought significant positive outcomes, both for students and teachers. Improvements in creativity, learning interest, active involvement, and self-confidence among students demonstrate that a curriculum focused on independence and student engagement can foster a more dynamic and effective classroom environment. Moreover, the flexibility given to teachers in planning lessons and the support provided by the vice principal for curriculum highlight the essential roles of educators and school leaders in ensuring the success of this curriculum.

According to the researcher, these findings indicate that the Independent Curriculum goes beyond academic goals by also supporting the development of students' character and soft skills. Its practical and life-related approach encourages students to become more engaged, self-assured, and independent in their learning journey. This is viewed as essential in preparing them to adapt to the demands of a constantly changing world.

The researcher also feels that the success of this curriculum at MA Raudlatul Ulum Putri is closely tied to the strong collaboration between teachers, students, and school leadership. The teachers' willingness to explore new teaching strategies and adapt to their students' needs made the classroom atmosphere more engaging and supportive. Support from the school management, especially the deputy principal of curriculum, played a big role in giving teachers the freedom and confidence to be more innovative. This experience shows that when everyone works together with the same goal improving student learning the impact goes far beyond textbooks. It becomes a shared journey of growth for both teachers and student.

This is in line with the opinion of Wulandari et al,²⁰ Who state, "The implementation of the Independent Curriculum has created an environment where students are encouraged to think creatively and independently, which leads to increased engagement and

²⁰ Yuli Wulandari, Rustan S, and Dodi Ilham, "Unleashing Student Creativity," *International Journal of Asian Education* 5, no. 1 (2024): 21–33, <https://doi.org/10.46966/ijae.v5i1.371>.

motivation in the classroom.” In addition, Rahmawati’s,²¹ research result emphasize that “teachers’ freedom in designing learning provides space to adapt methods to student characteristics so that the teaching and learning process becomes more meaningful and effective.”. Research by Intan and septi,²² also found that “the deputy principal of curriculum has an important role in developing a teaching program that is by the independent curriculum. This role includes preparing teaching programs which are then implemented by teachers and students, ensuring that the implementation of the curriculum runs according to predetermined provisions.

5. CONCLUSION AND SUGGESTION

Conclusion

The findings of this study indicate that applying the Independent Curriculum to English language learning at MA Raudlatul Ulum Putri contributes positively to enhancing students’ creativity, enthusiasm, engagement, and self-confidence. In addition, teachers have greater freedom to innovate in designing learning that suits students' needs, while support from the head of curriculum is instrumental in ensuring the smooth implementation process in stages. Overall, the Independent Curriculum has succeeded in shaping learning that is more contextual, participatory, and empowers students as independent learners. The next recommendation is the need to increase the capacity of teachers and school management so that curriculum implementation can continue to develop sustainably.

The results of this study also show that the success of the Independent Curriculum depends not only on the design of the curriculum itself but also on the synergy between educators and school management. When applied with understanding and flexibility, the curriculum creates a learning atmosphere that encourages students to be active, confident, and responsible. In the context of a pesantren-based school, this proves that modern educational approaches can be harmonized with local values to support student growth both academically and personally.

²¹ Sri Rahmawati and Devi Astuti, “PERAN GURU DALAM PENGEMBANGAN KURIKULUM MERDEKA” 5, no. 3 (2024): 3026–38.

²² Intan Sari and Septi Gumindari, “Implementasi Kurikulum Merdeka Belajar Pasca Pembelajaran Daring Di SMKN 2 Cirebon,” *Journal of Education and Culture* 2, no. 3 (2022): 1–11, <https://doi.org/10.58707/jec.v2i3.267>.

Suggestion

The findings of this study lead to a number of recommendations aimed at optimizing the implementation of the Independent Curriculum in English classes at MA Raudlatul Ulum Putri. Among these are:

The successful implementation of the Independent Curriculum relies on the active participation of various stakeholders. Students should embrace English lessons with enthusiasm and consistency, using project-based activities such as *Projek Penguatan Profil Pelajar Pancasila (P5)* to explore and share their ideas creatively. This approach not only enhances their language skills but also supports their personal development. Teachers play a crucial role in maintaining student motivation and engagement by introducing innovative teaching strategies. Their ability to foster an interactive and student-centered learning environment is key to ensuring the success of the Merdeka Curriculum. Patience and guidance are essential in helping students adapt to a more independent and active learning model.

Educational institutions also hold a significant responsibility in ensuring a clear understanding of the principles of the Independent Curriculum among their community. Ongoing communication and efforts to promote autonomous and learner-focused education are vital for effective implementation and overall improvement in educational quality. Meanwhile, future researchers interested in similar topics should recognize that this study remains limited in scope, leaving many aspects yet to be explored. Further research can build upon existing findings and contribute valuable insights that benefit both students and fellow researchers. By working together, all stakeholders can help create a more dynamic and effective educational experience.

REFERENCES

- Averina, R. Y., & Widagda, I. G. N. J. A. (2021). Perspektif asesmen autentik sebagai alat evaluasi dalam merdeka belajar. *Tjybyjb.Ac.Cn*, 27(2), 635–637.
- Fadhli, R. (2022). Implementasi kebijakan kurikulum merdeka di sekolah dasar. *Jurnal Elementaria Edukasia*, 5(2), 147–156. <https://doi.org/10.31949/jee.v5i2.4230>
- Ghina Tsuraya, F., Azzahra, N., Azahra, S., & Maharani, S. P. (2022). Implementasi kurikulum merdeka dalam sekolah penggerak. *Jurnal Pendidikan, Bahasa dan Budaya*, 1(1), 179–188. <https://doi.org/10.55606/jpbb.v1i1.860>
- Inayati, U., Beno, J., Silen, A. P., & Yanti, M. (2022). Konsep dan implementasi kurikulum merdeka pada pembelajaran abad-2 di SD/MI. *Braz Dent J*, 33(1), 1–12.

- Istikomah, L., & Kusworo, B. (2023). Analysis of the practice of independent learning curricula at SMK Al-Khozini. *Jurnal Tinta*, 5.
- Kemendikbudristek BSKAP. (2022). *Salinan Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 tentang capaian pembelajaran pada pendidikan anak usia dini jenjang pendidikan dasar dan jenjang pendidikan menengah*. Kemendikbudristek. <https://litbang.kemdikbud.go.id>
- Mustaghfiroh, S. (2020). Konsep "merdeka belajar" perspektif aliran progresivisme John Dewey. *Jurnal Studi Guru dan Pembelajaran*, 3(1), 141–147. <https://doi.org/10.30605/jsgp.3.1.2020.248>
- Mabsutsah, N., & Yushardi, Y. (2022). Analisis kebutuhan guru terhadap e-module berbasis STEAM dan kurikulum merdeka pada materi pemanasan global. *Jurnal Pendidikan MIPA*, 12(2), 205–213. <https://doi.org/10.37630/jpm.v12i2.588>
- Nurul Arifa, F. (2022). Implementation of independent curriculum and its challenges. *Info Singkat*, XIV(9), 22–30. <http://puslit.dpr.go.id>
- Sugiyono. (2015). *Metode penelitian pendidikan*. https://example.com/Metode_Penelitian_Pendidikan_Sugiyono_20.pdf (Catatan: Tautan harus disesuaikan jika tersedia, jika tidak, bisa dihapus dari referensi)
- Rahmawati, S., & Astuti, D. (2024). Peran guru dalam pengembangan kurikulum merdeka. *Jurnal Pendidikan*, 5(3), 3026–3038.
- Sari, I., & Gumindari, S. (2022). Implementasi kurikulum merdeka belajar pasca pembelajaran daring di SMKN 2 Cirebon. *Journal of Education and Culture*, 2(3), 1–11. <https://doi.org/10.58707/jec.v2i3.267>
- Wardarita, R., Batubara, H., Wahyuni, N., & Astina, T. (2024). Urgensi evaluasi pembelajaran dalam menciptakan pendidikan berkualitas di era merdeka belajar. *INNOVATIVE: Journal of Social Science Research*, 4(1), 1583–1590.
- Wulandari, Y., Rustan, S., & Ilham, D. (2024). Unleashing student creativity. *International Journal of Asian Education*, 5(1), 21–33. <https://doi.org/10.46966/ijae.v5i1.371>