



Implementation of Merdeka Curriculum Development for Islamic Religious Education: A Case Study in a Junior High School

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Abstract: This research discusses the implementation of the Islamic Religious Education curriculum reform that is currently being carried out, taking into account the "Merdeka Belajar" curriculum policy proposed by the Minister of Education and Culture, Nadiem Makarim. The Merdeka Belajar curriculum policy is an innovative idea that aims to improve the education system in the country. This idea is based on efforts to achieve cognitive independence for students, including in the context of Islamic Religious Education. In this context, curriculum reform is implemented to update Islamic Religious Education's approach and teaching materials to make it more relevant and useful for students in developing their understanding and religious values. This research was conducted in SMP Negeri 3 Kaliwungu. The type of research used is descriptive qualitative, using a field research approach. The research method was collecting data through interviews, observation, and documentation. The resource person of this research is an Islamic Religious Education teacher of SMP N 3 Kaliwungu. The results of this study are; (1) Islamic Education teachers provide Islamic Education subject matter and ethics by Learning Achievement. (2) Students can seek references from the material through existing media or which can be utilized as learning resources. (3) Islamic Education teachers use new methods to learn Islamic education, one of which is the Contextual Teaching and Learning (CTL) method or strategy.

Abstrak: Penelitian ini membahas tentang implementasi reformasi kurikulum Pendidikan Agama Islam yang saat ini sedang dilakukan, dengan mempertimbangkan kebijakan kurikulum "Kebebasan Belajar" yang diusulkan oleh Menteri Pendidikan dan Kebudayaan, Nadiem Makarim. Kebijakan kurikulum "Kebebasan Belajar" merupakan sebuah gagasan inovatif yang bertujuan untuk memperbaiki sistem pendidikan di tanah air. Gagasan ini didasari oleh upaya untuk mencapai kemandirian kognitif bagi peserta didik, termasuk dalam konteks Pendidikan Agama Islam. Dalam konteks ini, pelaksanaan pembaharuan kurikulum ditujukan untuk memperbaharui pendekatan dan bahan ajar dalam Pendidikan Agama Islam, agar lebih relevan dan bermanfaat bagi peserta didik dalam mengembangkan pemahaman dan nilai-nilai agama. Penelitian ini dilaksanakan di SMP Negeri 3 Kaliwungu, jenis penelitian yang digunakan adalah deskriptif kualitatif, dengan menggunakan pendekatan studi lapangan (field research). Metode penelitian yang digunakan adalah mengumpulkan data dengan cara wawancara, observasi, dan dokumentasi. Narasumber dari penelitian ini adalah guru Pendidikan Agama Islam SMP N 3 Kaliwungu. Hasil dari penelitian ini yaitu; (1) Guru PAI memberikan materi pelajaran PAI dan budi pekerti sesuai dengan Prestasi Belajar. (2) Siswa diberikan keleluasaan untuk mencari referensi dari materi melalui media-media yang ada atau yang dapat dimanfaatkan sebagai sumber belajar. (3) Guru PAI menggunakan metode-metode baru yang digunakan dalam pembelajaran pendidikan agama Islam, salah satunya yaitu metode atau strategi Contextual Teaching and Learning (CTL).

A. Introduction

The impact of the Covid 19 outbreak is very diverse, starting from society, economy, education, employment, and politics. One of the sectors affected significantly is sector education, where change drastic in pattern learning (Aprilia & Bustam, 2021). With the help of various digital media facilities, face-to-face learning patterns that were previously *offline* (*off the network*) turned into *online learning* (*in the network*). However, the online learning model has many technical and resource-based challenges, so online-based distance learning is only seen as abolishing responsibility for providing education to students (Rifa'i et al., 2022).

There are various areas for improvement in the current education system. This makes distance learning less efficient. One thing to note is how long-term distance learning might affect *learning loss*. *Learning loss* is described as a situation where students lose information and abilities, both in general and specifically, or experience academic setbacks due to certain circumstances, such as protracted gaps or the cessation of the educational process (Basar, 2021). Limited involvement between teachers and students, little interaction between students themselves, learning time problems, lack of concentration and loss of focus, and students' lack of absorption of the learning information offered are feared to cause learning loss (Cerelia et al., 2021).

Merdeka Learning is a new policy initiative from the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) launched by the Advanced Indonesia Cabinet (Labaika & Purwanto, 2023). the minister responsible for these two fields. In Indonesia, curricular programs must be implemented at all levels of education, from Elementary Schools to public and private universities. The essence of independent learning is to promote the development of independent mental character in students and teachers, which is freedom of thought. This is so that students and teachers can learn about their environment because, So far, teachers and students have only studied material in books or modules (Susilowati, 2022).

Freedom to think independently and creatively is the main goal of Freedom to Learn. The teacher is expected can act as inspiration for initiatives that benefit students. Proposals to reorganize the national education system are presented at the end of the learning ideas. This restructuring was carried out to respond to the country's progress and keep abreast of the times (Yamin & Syahrir, 2020). That way, students can grow according to their potential and skills in this way. Learning high-quality, fast, relevant, expressive, progressive and diverse is a successful study. Attitudes and ways of thinking of students in expressing learning independently, one of which shows enthusiasm, creativity, and a willingness to try new things (Guanabara et al., nd-a).

Merdeka Curriculum is the process of implementing a curriculum program that has been made To follow the times, then tested with application in the form of engaging learning teacher and student interaction in context environment school, starting from in class to outside class (Fauziah et al., 2023). The Merdeka Curriculum is a curriculum program that combines various activity extracurricular. Content in the curriculum This is more organized

and directed so that students are released to explore ideas and develop skills according to their interests. To adapt instructions to the interests and needs of Study students, teachers have various tools they can use (Guanabara et al., nd-b). Besides, independent learning also broadens the teacher's insight on conveying teaching by the times. D started with the National Examination and continued to learn design, learning process, and student evaluation. In this sense, the teacher is transformed into a potential direction channel to give birth to the superior seeds of the nation's hopes, requiring an interesting and inventive learning environment to motivate students to learn (Manalu et al., 2022).

Merdeka Curriculum has an objective of perfect planting education character students with profile Pancasila students, consisting of 6 dimensions, respectively described dimensions in detail within each element. Which consists of having faith pious to Almighty God One, global diversity, cooperation, independence, reasoned critical, creative (Rahmadayanti & Hartoyo, 2022). Pancasila student profiles are the characters and abilities built-in in daily life and lived by each student through the culture of the education unit, intra-curricular learning, projects to strengthen Pancasila student profiles, and extracurriculars (Satria et al., 2022).

Every development curriculum must hold on to or refer to several principles on the side built on top pillars. Namely: 1. Principles General, which consists of principles application, adjustment, continuity, and effectiveness; 2. Principles Practical; and 3. Principles Effectiveness. 2. Principles Special, like principle set objective education, material education, learning strategies, choosing media and tools help teaching, and principles evaluation. With principles, every development curriculum limited by rules or law gives it a specified path during compatible development with accepted standards (Prasetyo & Hamami, 2020).

Implementation curriculum If no profitable student is positive, then No will produce the best result. The approach implementation curriculum consists of several elements, including teaching, evaluation, mentoring, counseling, and planning activity extracurricular. A learning strategy is a series action (series task) that utilizes diverse techniques, instruction, and tools to help technology and materials learning (Qolbiyah, 2022).

Two components important to system education at school are curriculum and teachers. Suppose the element key learning, teacher-student relationship and the curriculum is unsuccessful. In that case, all factors, like cost, management, infrastructure, methodology, and approach, will be insignificant (Shobri & Alfurqan, 2023). The role of the teacher and the subject matter he teaches significantly influence each of these educational components. The importance of teachers and curricula in converting academic inputs has made many experts emphasize that it is possible to change or improve the quality of education in schools by adjusting and improving the quality of instructors and the curriculum development process. Although the academic content of the curriculum includes concept and document design, implementation is technical and demands a lot of teaching expertise (Cahaya, 2022).

In inactivity education, teachers take the main role. The teacher's personality, authority, and knowledge of eye lessons will determine the consistency of the learning process teaching in the classroom and its influence outside (Huda et al., 2020). Various actions, incl assigned material, can influence a teacher's management. For instruction, positive interpersonal interaction with instructor others, students, and members community, teaching strategies used, expertise eye teacher lessons, and experience personal. As a result, the teacher plays an important role in updating education, from developing innovation to applying it to evaluating its effectiveness. This is carried out by the Indonesian Ministry of Education and Culture (Yusuf & Hamami, 2022).

In the learning process teach, students can too measure effectiveness Study they Alone based on initiative, will, experience, intelligence, and determination, which develops in a manner experience without pressure from outside. If students are involved in the innovation process education, this possibly just happened. One method is to educate students about educational reform goals from planning until implementation. Because of that, everything something done student demanded from himself and needed more answers together. The importance of students in innovation education is the same component Because of their role as learners, teachers of friends who don't understand the curriculum, and distributors teaching Friends his peers. Therefore, students must be invited to introduce educational innovations or be involved in their implementation so that they not only accept and implement these innovations but also, as explained above, break resistance.

Around 2,500 driving schools in Indonesia, including SMP Negeri 3 Kaliwungu, have adopted a self-learning curriculum. As a result, all subjects taught in the school, including PAI subjects, must refer to the independent learning curriculum. The process of forming independence in the issue of Islamic Religious Education at SMP Negeri 3 Kaliwungu is the focus of the problem studied in this study. Teachers in PAI face several challenges when implementing an independent curriculum, including (1) scarcity of teacher resources which are no longer textbook-based; (2) lack of facilities; and (3) the teacher's lack of experience with the independent curriculum due to the new curriculum.

As a subject that aims to guide children to become good Muslims, have firm faith, be responsible, do good deeds and have noble morals and be useful for the people of the nation and state, then PAI subjects need to start improving for the better and be prepared with an independent learning curriculum so that they can adapt and run well. Choose a very broad PAI subject that is the most basic and important for children to master so they can enter the 5.0 society with a strong sense of faith and piety. This will encourage students who study under PAI teachers' guidance always to think critically, so they are expected to have more mature, intelligent, careful, and noble morals in applying Islamic teachings (Bungawati, 2022).

Study this aim to describe an implementation of the development Free Islamic Religious Education (PAI) curriculum at SMP N 3 Kaliwungu Kendal. The Independent PAI Curriculum is designed to give freedom to the inner teacher to develop material appropriate Islamic religious learning with needs and context school. Implementation curriculum This

is in SMP N 3 Kaliwungu Kendal involving reinforcement-focused measures understanding Islamic students, improvement Skills practice, and development of attitude religion based on Islamic values.

In the implementation, the Merdeka PAI curriculum, SMP N 3 Kaliwungu Kendal, allows the teacher to select and develop material relevant to learning with reality life students. Teachers can integrate various contexts and social and cultural surroundings in school, so students can understand How Islamic religious values can be applied in everyday life. This is done through search sources, diverse information, and discussion involving group students.

Developing the Merdeka PAI curriculum at SMP N 3 Kaliwungu Kendal enhances practical skills in operating Islamic religious teachings. Besides learning religious theories and concepts, students are also involved in activities practicing religion, e.g., Salat congregation, reading the Qur'an, and practicing values of Islamic ethics. With so, students get theoretical knowledge and can practically apply it daily.

Implementing the Merdeka PAI curriculum at SMP N 3 Kaliwungu Kendal also has a goal: To develop the attitude of religious students based on Islamic values. Students are given a deep understanding of Islamic spiritual teachings, incl an introduction to good morals, tolerance of interfaith religion and social concern. Through interactive and based learning experiences, students are pushed to internalize Islamic religious values in actions and attitudes every day.

Implementing the Merdeka PAI curriculum at SMP N 3 Kaliwungu Kendal focuses on strengthening religious students' understanding, practical skills, and attitudes in an Islamic religious context. With give freedom of the inner teacher to develop material relevant and engaging learning students in activity spiritual practice, an expected student can own deep understanding, practical skill, and religious attitude in operating Islamic religious teachings in.

B. Method

The research method used in this research is qualitative, which uses this method to study the state of natural objects (Setiawan & Anggito, 2018). The research strategy used in this study is a qualitative descriptive approach, which produces descriptive data from people's written or spoken words and observable behavior. The research methodology used is a case study on a unified system through programs, activities, events, or a group of people connected in space and time (Mujahidah & Wekke., 2019).

Class VII Islamic Religious Education teachers became the main source of information for this study, providing information in the form of speeches, deeds, learning activities, project implementation, curriculum documents, and other things that researchers found related to the performance of the Merdeka curriculum in junior high schools. Country 3 Kaliwungu. These facts are collected through documentation, interviews, and observation. Triangulation of data sources is one of the data validation methods used in this study.

This study used a data triangulation technique by comparing or testing interview data from school administrators, PAI teachers, and other subject teachers. In addition, the researcher compared the data from the interview findings with the information he collected from observations and documentation during his research. Triangulation, a data analysis method involving comparing information or data obtained from informant interviews, is used in this study. Then, other informants still in contact were asked for information about their data.

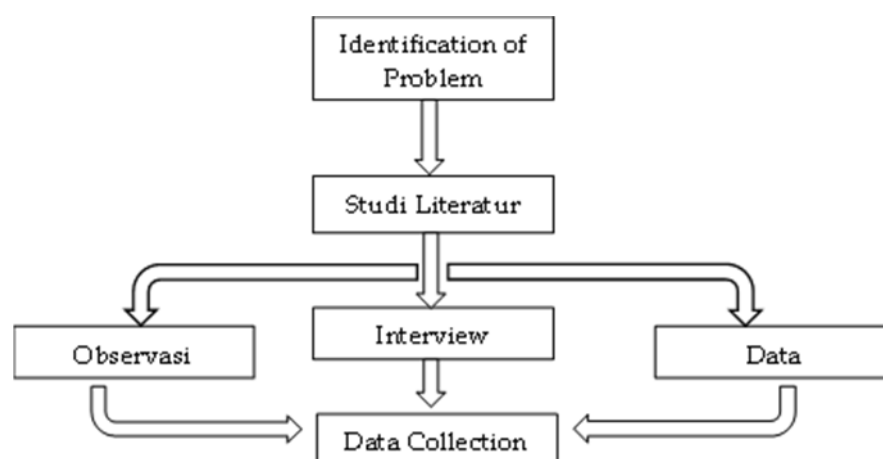


Figure 1. Research Scheme

C. Results and Discussion

Result

Development of Independent Curriculum in Islamic Religious Education

Etymologically, the curriculum comes from the Greek word *curir*, which means a place to run, the distance runners travel. The curriculum is a well-organized plan for smoothly running the teaching and learning process and co-curricular and extracurricular activities. Freedom to learn is the latest curriculum coined by the minister of education and culture, Nadiem Anwar Makarim, after Covid 19, considering the crisis in the world of education. The Merdeka Belajar program aims to produce students who can think critically, creatively and innovatively while navigating the challenges of the times. This will result in an ideal independent-thinking education. In addition, because education without manners is useless, independent learning aims to improve the standard of human resources so that it can produce human beings who are proud to be highly educated, knowledgeable, and civilized (Warsono, 2022).

According to Hasbullah (2006), several factors demand education reform in Indonesia, including population growth, Science and Technology Development Facilities, increased community involvement in obtaining better education, demands for quality education, lack of correlation between education and community needs, and lack of efficient organization.

This curriculum aims to produce a quality generation who can quickly understand the teacher's information or knowledge, not just be proficient at recalling the prepared statement. Students must be able to use technology effectively during the learning process (Indarta et al., 2022). Previously, books and text was component of main education in Indonesia. However, book electronics and other digital goods gradually replace them (Samala et al., 2022). This makes the difference in fast progress technology 21st century, especially digital. The emergence of electronic media as a source of study besides the teacher, the emergence of methodology learning new like method *Blended Learning* For facilitating the learning process, and abilities do activity learning everything online describe how important technology moment it's in the field of learning. Education. Progress technical This possible student For access source study outside class during Still There is an internet signal in their area (Effendi & Wahidy, 2019).

This research shows how curriculum development has been implemented in learning Islamic Religious Education in the face of the Fourth Industrial Revolution era. Researching the latest scientific discourses and data about learning methods is very important because self-learning education is the solution for the new era that we live in (Yamin & Syahrir, 2020).

In learning Islamic Religious Education at SMPN 3 Kaliwungu class VII, the PAI teacher gave material PAI lessons and ethics by Achievements Learning. The student is given the discretion to look for references from material through existing media or who can be utilized as a medium source of learning. After students looked for information or concern from their source read, the teacher asked them to return the material they read to each student. Students demanded to explain the material in front of the class to all students other. With so, PAI teachers will understand how much students understand the given material. PAI learning and other material that the teacher has determined is not must be finished appropriately at one class meeting. However, if students need help understanding, a teacher should repeat the material. Because of learning characteristics, flexible with seeing the ability of each student.

Islamic Religious Education is eye lessons taught at increasingly hard levels from elementary to high school. Islamic education aims to educate and advise people so they can understand Islamic teachings. They expected their mental intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ) to stock for continuity of life and success in life this and next. Several things need to be considered in adopting an independent learning curriculum in Islamic religious education, including 1) Students' critical thinking must be stimulated in learning Islamic religious education. 2) Studying Islamic religious education is relevant to the current situation and offers advantages. 3) Students who study Islamic religious education are better prepared to work together and interact with each other. 4) Students studying Islamic religious education can develop self-confidence (Darise, 2021).

Discussion

Implementation of Independent PAI Curriculum at SMP N 3 Kaliwungu

Implementing the Independent Curriculum at SMP Negeri 3 Kaliwungu is a form of the school's commitment to tackling the *learning phenomenon*. The loss at the SMP was due to changes in the learning system during the Covid-19 pandemic. The Merdeka curriculum is specifically implemented for class VII students for the 2022-2023 school year.

In education, the curriculum also serves as a complete list of goals to achieve certain results, without mentioning the method to be used to achieve the desired effect and considering how the teachings of community culture can be owned and understood by the younger generation of the surrounding environment (Bahri, 2017).

The Merdeka Learning curriculum generally focuses on OBE (Outcome-based Education). The educational procedure known as OBE focuses on achieving specific and tangible goals. In other words, skills, knowledge, and behaviors focused on achieving results. Because today's global education has many opportunities for results-based education. The application of learning-centered and results-based education has recently become increasingly popular. Many academic works have provided broad definitions of outcomes-based education. Designing, creating and documenting instruction with predetermined goals and outcomes is another aspect of results-based education (Manalu et al., 2022).

In the Industrial Revolution 4.0 education system, students must fulfill character-building goals and master new literacy. The key to education success during the Industrial Revolution 4.0 was that teachers were first proficient in new literacy. As a result, the study found that in the Industrial Revolution 4.0 era, completeness, which is one of the assessment indicators, tends only partially to require educational challenges. Apart from that, this research is sufficient to provide suggestions for methodological models or techniques that can be applied in learning during the Industrial Revolution 4.0 period.

In overcoming the difficulties of learning models that are too repetitive or less creative. The use of instructional media in the teaching and learning process helps students understand what is taught and lectured both inside and outside the classroom. The media types are diverse, including print media such as books, modules and LKS, and electronic media such as video, audio and multimedia presentations. And media that can use the internet or online information (Shodiq, 2019). Each teacher conducts a learning evaluation at the end of the learning process to measure the extent to which students have understood what has been explained in various ways, including through group presentations, written tests, quizzes, and giving description questions.

This article is a reference for the Merdeka Learning education system, which will become a new education system in Indonesia. By rearranging the education curriculum and emphasizing STEAM (Science, Technology, Engineering, Arts, and Mathematics), the government will be able better to link the national education curriculum with future industry demands. In addition, teaching strategies must be able to capture the diversity of

Indonesia to produce superior and quality human resources, which is one of the objectives of the education unit.

Islamic Religious Education Teachers became the focus main subject study in a study this. The teacher gives knowledge to others or is called a student; The teacher's role is to educate students in academic fields and develop positive character (Alfath et al., 2022). Before learning, the teacher must first understand draft Achievements Learning, and then the teacher makes a flow of goals. Later learning will become the current teacher guide teach. Achievements Learning is the competency expected of students at the end of the phase. Thus, Goal Flow Learning (ATP) is a set of learning objectives arranged systematically and logically into a learning stage so that students can achieve results in the learning. The current class at SMP Negeri 3 Kaliwungu currently operates the curriculum latest in style VII because categories VIII and IX completed the curriculum previously, which is Curriculum 2013.

Following is an example of Goal Flow Learning Islamic Religious Education and Moral Subjects at SMP Negeri 3 Kaliwungu, namely the elements of the Qur'an Hadith. Own achievements learning Students understand the definition of the Koran and the hadith of the Prophet and their position as a source of Islamic religious teachings. Students also understand the importance of preserving nature and the environment as integral to Islamic teachings. Students are also able to explain their understanding of moderation in religion. Students also understand the high scientific spirit of several major Islamic intellectuals. Whereas objective learning includes; 1) Understanding the definition of the Al-Quran and the Hadith of the Prophet and their position as a source of Islamic religious teachings. 2) Understand and apply the application of the importance of protecting nature and the environment as an integral part of Islamic teachings. From Achievements Learning and Goals Learning, then next with Goals learning. Goal Stream Learning from elements of the Qur'an Hadith cover; 1) Understanding definitions of the Koran and the Hadith of the Prophet and position as a source of Islamic religious teachings. 2) Understand and analyze several intellectual great Islam within Islam within Spirit knowledge and methods grow Spirit science in life. 3) Understand and apply the importance of guarding the preservation of nature and the environment as the part that isn't inseparable in Islamic teachings.

Example from the Goal Stream Learning on own same function like a syllabus. Islamic Religious Education and Specificity are covered in the Goal Stream Learning (ATP): plan-loaded learning allocation time, core competency, competency base, source study, activity learning, and assessment. Besides it, the researcher speaks with the PAI instructor at SMPN 3 Kaliwungu. To learn more about their approach, take for fulfilling demands curriculum latest.

Reaching the objective application, the Merdeka curriculum required updates on field education. To give service education to the community, teachers and administrators must do work, starting from updating curriculum, instruction and improving infrastructure. Islamic Religious Education Curriculum and curriculum topic others will always experience changes and updates with the development of the times. Revision and modification This is

intended to help teachers at school adapt learning with development using curriculum as guidelines.

Learning Islamic Religious Education (PAI) aims to inspire students to be involved. According to the results of observations and interviews with Mr. WA Islamic Religious Education (PAI) Teacher SMP Negeri 3 Kaliwungu: By starting the teaching and learning process with apperception exercises, such as instructing students always to greet each other, start each day with prayer, and have high values. As he moved on to the main exercises, Mr. WA emphasized the importance of students' understanding by actively encouraging them to identify key ideas in their study content. This aligns with Choli's statement that morality is the most important lesson to learn from PAI content. Given that morality is seen as a product of knowledge. The Prophet said, "Indeed I was sent only to perfect good morals " [Choli & Rifa'i \(2021\)](#).

To serve the material, PAI lessons are clear and easily understood. Mr. WA uses Contextual Teaching and Learning (CTL) method. Besides book lessons, he often uses a projector, board writing, and various type of tool learning aids and media other. Material conveyed by WA in a very interesting way, with notice life real students. Because using this strategy pushes students to notice what the teacher said and try to develop *soft skills* such as training Qira'ah, writing khat, and reciting, part of the learning process of Islamic Religious Education begins with planning, implementation, and evaluation from activity Study teach.

In implementing the Merdeka curriculum, Mr. WA uses certain media to convey learning, depending on the purpose of learning in teaching modules. The choice of media by the teacher and the use of media by students must be considered. Many students can read the Qur'an easily, but some students haven't read the Koran smoothly, which is a challenge for Mr. WA. Ulum's latest curricula requires PAI teachers to offer comprehensive and equitable services to all students. And with conducting a thorough assessment of student abilities, this service can be utilized optimally.

Table 1. Implementation Observation Table Implementation of the Independent Curriculum

No.	Before the Independent Curriculum	Implementation of the Independent Curriculum
1	The method used when learning Islamic Religious Education (PAI) is to use the Conventional form, namely; <ul style="list-style-type: none"> • Lecture • Demonstration • Discussion • Question and answer 	<ul style="list-style-type: none"> • use Contextual Teaching and Learning (CTL) method. • Starting the teaching and learning process with apperception exercises, such as instructing students always to greet each other, start each day with a prayer, and have high grades. • Emphasizes the importance of students' understanding by actively encouraging them to identify key ideas in their study content. • Develop <i>soft skills</i> of students like training Qira'ah, writing khat, and reciting.
2	Islamic Religious Education Learning Materials still use existing materials. Namely, the curriculum or textbooks	<ul style="list-style-type: none"> • Learning materials are more diverse according to the needs of children and are more flexible.

No.	Before the Independent Curriculum	Implementation of the Independent Curriculum
	provided through the local Education Office and the Ministry of Religion.	<ul style="list-style-type: none"> <li data-bbox="783 315 1374 412">• The use of more varied learning media such as using a projector, board writing, and various type of tool learning aids and media other.

Teacher faces several challenge moment they try to apply Freedom Curriculum. Pak WA, a teacher at PAI, is confined by the independent learning platform, which should become partners. Study for teachers to make modules more easy and convenient. However, the teaching platform is independent. Still Needs to be by teachers' needs. Constraint This is shown from the results of an interview we conducted with one of the instructors at the driving school; he stated that "the first time I entered learning, I didn't have a module, so I learned independently in making teaching modules" and "after one month, learning was carried out on the platform". When I squeeze the teaching tools section button, we hope there will be a learning module there; But what comes out on the platform isn't module teaching books, but teacher and student books. "Last year, about a few months later, we just got the module," he added. Still, many teachers Can use and apply independent platforms to teach because they need help understanding the medium.

There are also differences in socialization, such as that government assistance and tier-based training should be provided to instructors. However, instructors are required to study independently using the Merdeka Mengajar government platform. Lack of teacher involvement in the training process held so that only 3 out of 28 teachers learned it alone to gain experience and certificates. According to the data that the researchers saw, the instructors still needed to do a better job implementing the Independent Curriculum because they needed more personal experience with it. Meanwhile, teachers' understanding of the Independent Curriculum still needs to be improved. In line with the learning paradigm of the Independent Curriculum, so they still encounter obstacles and challenges in carrying out learning.

D. Conclusion

PAI teachers at SMP Negeri 3 Kaliwungu are implementing the Independent Curriculum PAI learning in class VII by giving children the freedom to obtain sources of information from the material being taught through various available technological media. In PAI learning at SMP Negeri 3 Kaliwungu, the teacher uses the method of *Contextual Teaching and Learning* (CTL). Independent curricula give benefits, but also the constraints experienced by teachers in schools Because they have yet to use curriculum independently. As well as, the implementation of curriculum independence at school is Not yet done in manner maximum because students still need to be released. Study in a manner independent and very needy instruction from the teacher.

Study This gives a clear picture of How implementation development Free curriculum for Islamic Religious Education at SMP N 3 Kaliwungu Kendal. With provide freedom to the inner teacher to select and develop relevant material, engage learning student

in activity religious practices, as well as notice the development of the attitude of spiritual student in school. This creates an environment of holistic and appropriate learning with Islamic values. Result of the study: This expectation can contribute to the development of the PAI curriculum at the junior high school level as well as become an inspiration for other schools to increase the quality of Islamic religious education.

Furthermore, with interesting methods, the study is expected to refine and improve the effectiveness and utilization of curriculum independence in Islamic Religious Education at SMPN 3 Kaliwungu (Roqib, 2015).

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