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The Impact of the Independent Curriculum on Islamic Education Learning Outcomes: Evidence from Grade VII Students at SMP Negeri 6 Surakarta

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Abstract

Objective: This study aims to determine the implementation of the Merdeka Curriculum among class students and to determine the extent of its influence on the learning outcomes of class VII A students in SMP Negeri 6 Surakarta in the 2024/2025 academic year. **Theoretical framework:** This theory is based on theoretical concepts and previous findings related to the educational curriculum, especially the Merdeka Curriculum, learning outcomes, specifically Islamic religious education, and active student participation in learning. **Literature review:** There is a considerable amount of research on the Merdeka Curriculum, but that related to learning outcomes in Islamic religious education is still limited. **Method:** This study used a quantitative method by distributing questionnaires. The data were analysed using descriptive statistics techniques and processed using SPSS for Windows. **Results:** The study revealed two key findings. First, the Merdeka Curriculum in Islamic Religious Education contributes to the development of students who are not only academically proficient but also exhibit noble character and morals, in line with the Pancasila Student Profile. Second, the implementation of the Independent Curriculum significantly improved students' learning outcomes in Islamic Religious Education. It enhanced their understanding of religious concepts, promoted active participation in the learning process, and reinforced key character values such as tolerance, cooperation, and responsibility, in alignment with SDG 4.7 (education for sustainable development and global citizenship). **Implications:** The Independent Curriculum serves as a crucial factor in improving learning outcomes in Islamic Religious Education. Its emphasis on character-building and student-centred learning supports the broader goals of SDG 4 (inclusive and quality education). **Novelty:** This study examines the implementation of the Independent Curriculum in Islamic Religious Education, which has distinct material characteristics and learning approaches due to its emphasis on moral, spiritual, and character-building values.

Keywords: independent curriculum, learning outcomes, islamic religious education, sdgs, pancasila student profile.

INTRODUCTION

Indonesia has experienced numerous curriculum changes and developments in its implementation, starting with the 1952 curriculum and continuing to the current, newly

introduced curriculum, the Merdeka Curriculum [1]. These curriculum changes are deeply rooted in the nation's educational goals, which align with global trends, such as the implementation of the Sustainable Development Goals (SDGs). Education is a critical component of SDG 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Curriculum reforms, like the Merdeka Curriculum, play a vital role in achieving these goals by fostering skills that align with global education standards, such as critical thinking, creativity, and innovation.

The emergence of digitalization has been a key factor in the development of the Merdeka Curriculum, reflecting the need to adapt to the challenges and opportunities of the digital era. However, the implementation of educational concepts in Indonesia often does not meet the specific needs of students and teachers [2]. A curriculum is more than just a guide for teaching; it is a tool that ensures that students develop the skills and competencies necessary to thrive in an ever-changing world. By understanding and adapting the curriculum to the diverse needs of students, educators can help foster skills aligned with SDG 4, such as problem-solving, communication, and collaboration [3].

The introduction of the independent curriculum aims to address the challenges posed by the Industrial Revolution 4.0. Its implementation is focused on supporting the development of essential skills such as critical thinking, problem-solving, creativity, and collaboration skills that align with SDGs 4.4 and 4.7, which emphasize the need for skills that prepare students for the workforce and for sustainable development. Indonesia, with its vast geography, faces challenges in ensuring equitable access to quality education, particularly in remote areas [4]. This highlights the urgency of implementing the independent curriculum as a national education policy, which is essential for improving learning outcomes and reducing educational inequalities in line with SDG 10, which calls for reducing inequalities.

The independent curriculum provides flexibility for educational units, allowing them to adapt to the specific characteristics and needs of students, the local context, and available resources. This flexibility is critical for achieving SDG 4, as it ensures that education is tailored to diverse contexts and helps promote the holistic development of students [5]. It also empowers teachers to design learning experiences that foster the development of critical, creative, and problem-solving skills, which are essential for meeting the demands of modern society and for advancing sustainable development [6].

The relevance of the independent curriculum to educational development, particularly Islamic Religious Education, can be seen through the integration of character-based curricula that promote positive values and attitudes in students. These values, which are grounded in Islamic teachings, support the development of moral integrity, social awareness, and inclusive attitudes, aligning with SDG 16, which promotes peaceful and inclusive societies. By teaching Islamic values in a context that emphasizes inclusivity and tolerance, the curriculum aims to develop students who are not only knowledgeable but also socially responsible and capable of adapting to societal changes [7], [8].

SMP Negeri 6 Surakarta, as one of the junior high schools in the area, provides an ideal setting for studying the impact of the Independent Curriculum on Islamic Religious Education learning outcomes. Good learning outcomes are not solely measured by cognitive achievements but also by the affective and psychomotor aspects, which are integral to religious education [9]. The changes brought about by the curriculum impact not only teaching methods but also student motivation and engagement with the subject matter [10]. Evaluating how the Independent Curriculum influences learning outcomes in Islamic Religious Education at SMP Negeri 6 Surakarta is essential for understanding its contribution to achieving SDG 4.4.

Learning outcomes include not only knowledge and skills but also values, attitudes, and behaviors [11]. These outcomes are a measure of the success of the educational process, reflecting changes in student behavior after engaging in learning activities [12]-[19]. This study, therefore, aims to assess the impact of the Independent Curriculum on the learning

outcomes of Islamic Religious Education among grade VII A students at SMP Negeri 6 Surakarta during the 2024/2025 academic year, contributing to the realization of SDG 4 and fostering a generation of students prepared for the challenges and opportunities of the future.

LITERATURE REVIEW

Independent Curriculum

The Independent Curriculum is a learning framework that provides flexibility for educators and students to adapt the learning process to their individual needs, potential, and learning environment context. This curriculum emphasises simplifying essential material, developing character, and strengthening basic competencies such as literacy and numeracy [20]. Furthermore, the Independent Curriculum provides ample opportunities for students to optimise their abilities according to their interests and talents, making learning more meaningful and student-centred [21]. SDG alignment: This flexibility operationalises SDG 4 (Quality Education), particularly SDG 4.1 (quality primary and secondary learning outcomes), SDG 4.5 (equity and inclusion), and SDG 4.7 (education for sustainable development, values, and global citizenship).

The Goal of the Independent Curriculum

The primary goal of the Independent Curriculum is to improve the quality of human resources through adaptive, relevant education that is oriented toward developing students' potential. This curriculum is expected to shape a generation that is independent, creative, and virtuous, with a strong work-readiness and social contribution [22]. Assessment in the Independent Curriculum focuses not only on cognitive aspects but also includes attitudes, skills, and character, in line with the profile of Pancasila students. SDG alignment: By broadening outcomes beyond cognition, the curriculum advances SDG 4.4 (relevant skills for employability and entrepreneurship) and SDG 4.7 (values, attitudes, and competencies supporting sustainable development and responsible citizenship).

Implementation and Influencing Factors

The implementation of the Independent Curriculum is influenced by several factors, such as teachers' understanding of curriculum concepts, educational policies, educational unit readiness, and the ability to adapt learning to local contexts [23]. The learning process is directed at project-based learning and differentiated learning models, which provide space for students to learn according to their abilities. This curriculum is also being developed gradually through the school-led program and is expected to be implemented comprehensively across all educational units in Indonesia [24]. SDG alignment: Strengthening teacher capacity and school conditions directly supports SDG 4.c (qualified teachers) and SDG 4.a (safe, inclusive, effective learning environments). Local adaptation also reinforces SDG 4.5 by narrowing gaps for remote or underserved learners.

Learning Outcomes

According to Purwanto, learning outcomes can be explained by understanding the two words that form them: outcome and learning. The definition of outcome (product) refers to an achievement resulting from an activity or process that results in a functional change in input. Meanwhile, according to Usman [25], learning is a change in behaviour within an individual due to interactions between one individual and another and between the individual and the environment. Furthermore, Sudjana defines student learning outcomes as essentially a change in behaviour resulting from learning in a broader sense, encompassing cognitive, affective, and psychomotor domains [26]. Learning outcomes need to be evaluated. Evaluation is intended to reflect on whether the set goals have been achieved and whether the teaching and learning process has been effective in achieving learning outcomes. In general, Abdurrahman

explains that learning outcomes are the abilities acquired by children after undergoing learning activities. He also believes that successful children in learning are those who have successfully achieved learning goals or instructional objectives [27]. SDG alignment: A multi-domain conception of outcomes and systematic evaluation resonates with SDG 4.1 (measurable learning outcomes) and encourages disaggregation to monitor equity per SDG 4.5. Emphasis on skills and applicability connects to SDG 4.4.

Islamic Religious Education

The meaning of education in Islam is more universal. Islamic Religious Education carries a very heavy burden, namely, empowering the natural potential of humans who gravitate towards the values of truth and virtue so that they can function as servants, ready to carry out the mandate assigned to them, namely, "caliphate for all." Therefore, the meaning of Islamic Religious Education is "all efforts to maintain and develop human nature and the human resources within it, leading to the formation of a complete human being (insan kamil) in accordance with Islamic norms" [28]. The religion whose teachings perfect the teachings of the Prophets and Messengers is Islam. Islam regulates the relationship between humans and humans, humans and nature, or other creatures, related to the fields of faith, sharia, and morals [29].

Ali Hasan, as quoted by Aminuddin et al., defines Islam as the belief in salvation and happiness for humans, revealed by Allah through His messengers [30]. Islam is the religion brought by the Prophet Muhammad, revealed in the Qur'an and expressed in the Sunnah in the form of guidance, commands, and prohibitions for safety in this world and the hereafter. According to Zakiah Daradjat, as quoted by Halimatussa'diyah that Islamic education is guidance and instruction for understanding, internalising, and practising Islamic teachings, which are fully believed in and used as a guide for life for safety and well-being in this world and the hereafter [31]. SDG alignment: IRE's moral-ethical orientation, integrity, social responsibility, and stewardship support SDG 4.7 (values and global citizenship) and SDG 16 (peaceful, inclusive societies) through the cultivation of tolerance, empathy, and justice.

The Goal of Islamic Religious Education The goal of Islamic religious education, when viewed in its literal meaning, is to shape students into people of faith, piety, and noble character. Therefore, according to M. Athiyah al-Abrasyi, the primary and fundamental goal of Islamic religious education is "educating character and educating the soul" [32]. Therefore, he believes that all subjects must include moral lessons, and every teacher must pay attention to morality. **The Scope of Islamic Religious Education** Ramayulis states that the orientation of Islamic religious education is directed toward three domains: cognitive, affective, and psychomotor [33]. Each of these domains has its own assessment focus in Islamic religious education. The values to be internalised include the values of the Quran, faith, sharia, morals, and dates. The scope of IRE in public schools includes aspects, namely: Al Qur'an and Hadith, Aqidah Akhlak, Jurisprudence, and Islamic Cultural Dates.

METHODOLOGY

The type of research used is quantitative research. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with the aim of testing predetermined hypotheses, because in this research refers to or emphasizes the analysis of data or numbers, then the data is processed into statistical data [34], [35].

This quantitative approach was selected for several reasons:

1. The study examines two key variables: the Independent Curriculum (as the independent variable) and the learning outcomes of Grade VII A students at SMP Negeri 6 Surakarta (as the dependent variable).

2. The study aims to assess the impact of the Independent Curriculum on the learning outcomes of Islamic Religious Education, particularly in relation to the development of students' cognitive, affective, and psychomotor domains, aligning with the holistic approach of SDG 4.1 (ensure that all youth and adults achieve literacy and numeracy) and SDG 4.7 (education for sustainable development, including global citizenship education).

Additionally, the study will contribute to understanding how curriculum reforms, such as the Independent Curriculum, play a role in promoting inclusive, equitable, and quality education for all, as outlined in SDG 4.5. By focusing on this curriculum's implementation, the research will help measure its effectiveness in reducing inequalities in educational access and outcomes, as highlighted by SDG 4.5 (ensuring equal access to education for vulnerable groups) and SDG 10 (reducing inequality within and among countries).

Through statistical analysis, the study will provide insights into how educational innovations like the Independent Curriculum contribute to achieving the broader SDGs, particularly in fostering quality education and reducing disparities. The results will inform future curriculum development and contribute to the goal of SDG 4. a, which emphasizes building inclusive and effective learning environments. By focusing on the learning outcomes of Islamic Religious Education under the Independent Curriculum, this study will also support the moral and ethical dimensions of education, in alignment with SDG 4.7, which advocates for the teaching of values, sustainable development, and global citizenship.

RESULTS AND DISCUSSION

Implementation of the Independent Curriculum in Islamic Religious Education

According to interviews conducted by researchers, the independent curriculum was implemented at SMP Negeri 6 Surakarta in the 2021/2022 academic year as a government program to provide schools and teachers with greater freedom to design a curriculum tailored to student needs. The primary goal is to increase the flexibility and quality of education, allowing learning to be more optimally tailored to student characteristics and needs [36]. This approach aligns with SDG 4.1 (ensuring that all youth and adults achieve literacy and numeracy) by focusing on inclusive and accessible learning that is aligned with students' individual needs.

The implementation of the independent curriculum at SMP Negeri 6 Surakarta has been successful. Both the school and teachers have been able to creatively and flexibly adapt learning methods to meet student needs. This has resulted in a more effective and enjoyable learning process for students. The Independent Curriculum is characterized by greater flexibility and a student-centered approach, with an emphasis on contextual and practice-based learning. Teachers and schools are empowered to adapt learning to the specific needs of students, fostering a more inclusive and equitable educational environment, in line with SDG 4.5 (achieving gender equality and empowering all women and girls through education) and SDG 4a (building and upgrading education facilities that are child, disability, and gender-sensitive).

Furthermore, students are encouraged to actively construct their own knowledge through direct experiences and real-life activities, such as the Pancasila Student Profile Strengthening Project (P5). This approach makes learning more meaningful and relevant to students' lives, helping them move beyond mere memorization to real-world application. This aligns with SDG 4.7, which emphasizes education for sustainable development and the importance of teaching values that prepare students for global citizenship and sustainable futures [37].

However, there is a weakness in implementing this curriculum: it requires more time for practical activities than for theoretical learning [38]. Teachers are not only tasked with teaching but also guiding students in carrying out projects and practical activities. This process takes longer and requires more complex assessments. Limited effective time and additional administrative burdens often hinder teachers, resulting in less than optimal curriculum

implementation and increasing workloads [39]. This challenge highlights the importance of SDG 4.c (increasing the supply of qualified teachers) by ensuring adequate support and professional development for teachers.

In Islamic Religious Education (IRE) lessons, the Merdeka (Freedom) curriculum emphasises practical-based learning and real-life projects. Teachers help students practice Islamic values through hands-on activities. Learning materials and methods are tailored to students' needs and the context of their environment. Assessments focus not only on the theoretical aspects but also on the process and outcomes of practical activities, aligning with SDG 4.1 (ensuring effective learning outcomes) and SDG 4.4 (expanding access to vocational training and work-ready skills) [40].

This curriculum also helps shape positive character traits in students, such as tolerance and cooperation. The Merdeka curriculum also strongly supports student character development, particularly in IS lessons, which focus on moral and social values [41]. By instilling Islamic values such as honesty, tolerance, and empathy, the curriculum helps students apply these positive character traits in their daily lives. This approach fosters SDG 16 (promoting peace, justice, and strong institutions) by encouraging social responsibility, integrity, and empathy, which are essential for building peaceful and inclusive societies.

The Impact of the Implementation of the Independent Curriculum on Islamic Religious Education

The results of this study are compiled based on data obtained by the researcher after conducting research at SMP Negeri 6 Surakarta by distributing questionnaires to grade VII A students at SMP Negeri 6 Surakarta. The validity test results for the Merdeka Curriculum (X) questionnaire showed that 30 questions, all of which had a V value > 0.6 , were considered valid. The validity test results for the Merdeka Curriculum (X) questionnaire showed a Cronbach's Alpha value of 0.718. The reliability test results for the 30 questions indicated that all questions about the Merdeka Curriculum were reliable. For more details, see the following table:

Table 1. Results of the Reliability Test of Variable X

Cronbach's Alpha	N of Items
.718	31

Independent Curriculum

After researchers distributed the Independent Curriculum questionnaire to grade VII A students at SMP Negeri 6 Surakarta for the 2024/2025 academic year, the data processing results were as follows:

Table 2. Characteristic Data of Variable X

N	Valid	30
	Missing	0
Mean	85.7000	
Std. Error of Mean	.63815	
Median	86.0000	
Mode	84.00 ^a	
Std. Deviation	3.49532	
Variance	12.217	
Range	16.00	

Minimum	77.00
Maximum	93.00
Sum	2571.00

Based on the processed data, the independent curriculum (X) data obtained had the highest score = 93, and the lowest score = 77. The average value was 85.7, the standard deviation = 3.49532, the mode = 84, and the median = 86. These values indicate that the closer the mean, median, and mode values are to each other, the more normal the data distribution is. For further description, the processed data was transformed into a group frequency distribution by finding the number of intervals and classes. The results were as follows:

$$\begin{aligned}
 K &= 1 + (3.33 \log n) \\
 &= 1 + (3.33 \times 1.477) \\
 &= 5.87 \text{ (rounded to 6)} \\
 I &= \text{range} / k \\
 &= 16 / 6 \\
 &= 2.6 \text{ (rounded to 3)}
 \end{aligned}$$

Table 3. Distribution of Variable Group X

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	77-79	1	3.3	3.3	3.3
	80-82	4	13.3	13.3	16.7
	83-85	9	30.0	30.0	46.7
	86-88	11	36.7	36.7	83.3
	89-91	3	10.0	10.0	93.3
	91-93	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Thus, it can be seen that the independent curriculum for class VII A of SMP Negeri 6 Surakarta for the 2024/2025 academic year, with 30 students, is mostly in the 86-88 range (36.7%). Meanwhile, the other frequency distributions are in the 77-79 range (3.3%), 80-82 range (13.3%), 89-91 range (10.0%), and 91-93 range (6.7%).

The distribution table of the independent curriculum variables can be seen in the following pie chart:

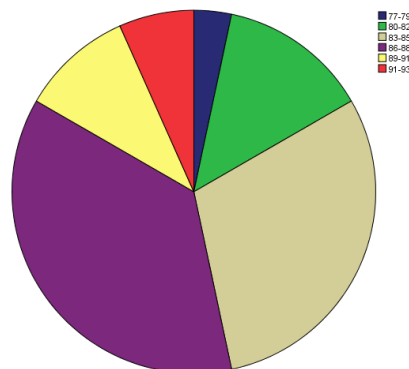


Figure 1. Pie chart of the independent curriculum

Next, score categorisation is performed on the independent curriculum variables. To perform this categorisation, a score categorisation requirements table is used, with the following provisions:

Formula	Category
Low	$X < M - 1 \text{ SD}$
Medium	$M - 1 \text{ SD} \leq X < M + 1 \text{ SD}$
High	$M + 1 \text{ SD} \leq X$

Based on the table above, the results of the independent curriculum score categorisation calculation are as follows:

Table 4. Classification of Score Categorisation of Variable X

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rendah ($x < 82$)	2	6.7	6.7	6.7
	Sedang (82-88)	23	76.7	76.7	83.3
	Tinggi (91>)	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

The table above shows that the independent curriculum variable falls into the low category at 6.7%, the medium category at 76.7%, and the high category at 16.7%. Therefore, it can be seen that the independent curriculum falls into the medium category.

Islamic Religious Education Learning Outcomes

After researchers obtained the Islamic Religious Education learning outcomes, they processed the data, and the results are as follows:

Table 5. Data Characteristic Variable Y

N	Valid	30
	Missing	0
Mean		85.3667
Std. Error of Mean		.63333
Median		85.0000
Mode		85.00
Std. Deviation		3.46891
Variance		12.033
Range		16.00
Minimum		75.00
Maximum		91.00
Sum		2561.00

Based on the results of the processed data, the learning achievement data for Islamic religious education subjects (Y) were obtained, with the highest score = 91, and the lowest score = 75. The average mean value = 85.3, standard deviation = 3.46891, mode = 85 and median = 85. This value means that the closer the mean, median, and mode values are, the normal the data distribution is. For further description, the data has been processed into a group frequency distribution by looking for many intervals and many classes, then the results are as follows:

$$\begin{aligned}
 K &= 1 + (3,33 \log n) \\
 &= 1 + (3,33 \times 1,477) \\
 &= 5,87 \text{ (rounded up to 6)} \\
 I &= \text{range} / k \\
 &= 16 / 6 \\
 &= 2,6 \text{ (rounded up to 3)}
 \end{aligned}$$

Table 6. Distribution of Variable Group Y

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75-77	1	3.3	3.3	3.3
	78-80	2	6.7	6.7	10.0
	81-83	8	26.7	26.7	36.7
	84-86	11	36.7	36.7	73.3
	87-89	6	20.0	20.0	93.3
	90-91	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Thus, it can be seen that the learning outcomes of Islamic religious education class VII A of SMP Negeri 6 Surakarta in the 2024/2025 academic year, with 30 students, are mostly in the interval between 84-86 at 40.0%. While the other frequency distributions are in the interval 75-77 at 3.3%, 81-83 at 20.0%, 87-89 at 16.7% and 90-91 at 16.7%. The distribution table of Islamic religious education learning outcome variables can be seen in the following pie chart:

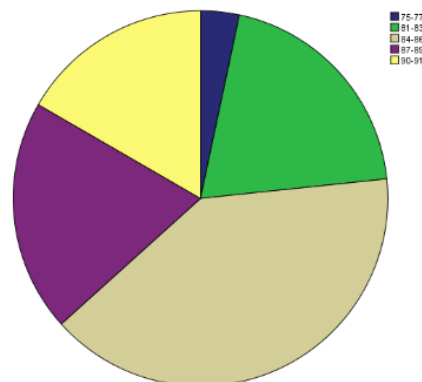


Figure 2. Pie chart of Islamic Religious Education learning outcome data

Next, scores were categorised for the Islamic Religious Education learning outcome variable. To perform this categorisation, a score categorisation table was used, with the following provisions:

Formula	Category
Low	$X < M - 1 \text{ SD}$
Medium	$M - 1 \text{ SD} \leq X < M + 1 \text{ SD}$
High	$M + 1 \text{ SD} \leq X$

Based on the provisions of the table above, the results of the calculation of the categorisation of scores for Islamic religious education learning outcome variables are as follows:

Table 7. Classification of Y Variable Score Categorisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low ($x < 85$)	11	36.7	36.7	36.7
	Medium (85-90)	18	60.0	60.0	96.7
	High ($x > 91$)	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

The table above shows that the learning outcomes for Islamic religious education fall into the low category (36.7%), the medium category (60.0%), and the high category (3.3%). Therefore, the learning outcomes for Islamic religious education fall into the moderate category.

Testing Analysis Requirements

Normality Test

A normality test is performed to determine whether the data population is normally distributed. The normality test is analysed using SPSS using the Kolmogorov-Smirnov test. If the number of subjects is less than 50, the Kolmogorov-Smirnov test is used to measure significance. After analysis with SPSS, the following data results were obtained:

Table 8. Results of Normality Test for Variables X and Y

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.23359399
Most Extreme Differences	Absolute	.099
	Positive	.077
	Negative	-.099
Test Statistic		.099
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the table above, the significance value obtained in the table (Asymp. Sig. (2-tailed)) is $0.200 > 0.05$, which means that the distribution of the independent curriculum variable (X) with the IRE learning outcome variable (Y) is normally distributed.

Linearity Test

In this linearity test, the basis for decision-making is as follows:

1. If the significance value is < 0.05 , the linearity requirement is met.
2. If the significance value is > 0.05 , the linearity requirement is not met.

The results of the linearity test of the independent curriculum variables and Islamic religious education learning outcomes using SPSS 24 are as follows:

Table 9. Linearity Test Results for Variables X and Y

			Sum of Squares	df	Mean Square	F	Sig.
Islamic Religious Education Learning Outcomes* Independent Curriculum	Between Groups	(Combined)	214.883	11	19.535	2.622	.034
		Linearity	45.739	1	45.739	6.140	.023
		Deviation from Linearity	169.144	10	16.914	2.271	.062
	Within Groups		134.083	18	7.449		
	Total		348.967	29			

From the ANOVA table above, it can be seen that the Linearity sig. Value is 0.062, meaning this value is greater than 0.05 ($0.062 > 0.05$). Thus, it can be concluded that the relationship between the independent curriculum variable and Islamic religious education learning outcomes is linear.

Hypothesis Testing

To prove whether the researcher's hypothesis is acceptable, the correlation coefficient between the independent curriculum variable (X) and the Islamic religious education learning outcomes variable (Y) will be determined using the product-moment formula. The results are as follows:

Table 10. Correlation Test Results for Variables X and Y

		X	Y
Independent Curriculum	Pearson Correlation	1	.362**
	Sig. (2-tailed)		.049
	N	30	30
Islamic Religious Education Learning Outcomes	Pearson Correlation	.362**	1
	Sig. (2-tailed)	.049	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

From the product moment correlation coefficient value of variable X and variable Y, it is known that the calculated r is 0.362. To determine whether the hypothesis is accepted or rejected, it is necessary to first consult the r table with N = 30.

At a significance level of 5%, the results obtained were:

R count = 0.362

R table = 0.361

It turns out that the calculated r is greater than the table r, or in other words $r_h > r_t$ at a significance level of 5% ($0.362 > 0.361$), then the hypothesis that states "There is an Influence Between the Implementation of the Independent Curriculum on the Learning Outcomes of Islamic Religious Education Class VII A at SMP Negeri 6 Surakarta in the 2024/2025 Academic Year" is accepted or proven true. Furthermore, the calculated r is entered into the interpretation of the correlation coefficient, with the interpretation that the calculated $r = 0.362$ is between 0.25-0.5 that this study has sufficient correlation. Based on the results of the analysis of the independent curriculum conducted by testing the instrument, namely the validity and reliability tests assisted by using SPSS, it shows that, in the validity test of the independent curriculum instrument consisting of 30 questions, it has a V value > 60 , which

means that all the instrument items are said to be reliable, reliable means that the instrument is said to be good and can be trusted as a data collection tool. After that, the distribution of groups was made, and in the score tendency classification table, the results showed that as many as 23 respondents were included in the moderate category with an acquisition of 76.7%, which shows that the independent curriculum is classified as a moderate category.

Furthermore, the results of data analysis with hypothesis testing show that the correlation coefficient value is 0.362, so it can be stated that variable X (independent curriculum) and variable Y (Islamic religious education learning outcomes) have a positive and significant relationship between the two variables (H_0 is accepted). If seen from the interpretation of the correlation coefficient price, the results obtained are that $r_{\text{count}} = 0.362$ is between 0.25 to 0.5, which means that this study has sufficient correlation. Based on the descriptive results above, it can be stated that the independent curriculum can influence Islamic religious education learning outcomes based on predetermined standards or criteria, which may differ for each institution or agency [42].

CONCLUSION

The implementation of the Independent Curriculum at SMP Negeri 6 Surakarta during the 2024/2025 academic year yielded positive results, with a more flexible, student-centred, and practice-based learning environment. The findings indicate that the level of implementation of the Independent Curriculum among 30 respondents in Grade VII A was in the moderate category, with an average score of 76.7% (interval 82–88). Similarly, the learning outcomes of Islamic Religious Education also fell within the moderate category, with an average of 60% (interval 85–90). These results reflect the potential of the Independent Curriculum to foster quality education and inclusive learning as outlined in SDG 4. The analysis further demonstrated a significant correlation between the Independent Curriculum's implementation and the learning outcomes of Islamic Religious Education. The hypothesis test using the product-moment formula yielded an r value of 0.362, which is greater than the r -table value at a significance level of 5%. This confirms a significant influence of the Independent Curriculum on the learning outcomes of Grade VII A students in Islamic Religious Education, supporting the goals of SDG 4.1 (quality primary and secondary education) and SDG 4.5 (equity in education). By aligning educational practices with the SDGs, particularly SDG 4.7 (education for sustainable development), this study contributes to the broader mission of ensuring inclusive and equitable education. The findings suggest that the Independent Curriculum has the potential to enhance both academic achievements and character development, empowering students with the skills and values needed to thrive in a rapidly changing world.

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Author Contribution

Iftitah Amin Suryani designed the study, collected data, and drafted the manuscript. Muhammad Isa Anshory supervised the research. Meti Fatimah analyzed data. Muhammad Rehan Sabir and Abdam Yusif reviewed, edited, and approved the final manuscript.

Conflicts of Interest

The authors declare that they have no financial, professional, institutional, or personal conflicts of interest that could have influenced the design, implementation, analysis, interpretation, or publication of this research.

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