

**THE INFLUENCE OF THE INDEPENDENT CURRICULUM TOWARD ACADEMIC
ACHIEVEMENT IN THE SUBJECT OF QUR'AN AND HADITH ON 8th GRADE
STUDENTS MBS ZAM-ZAM JUNIOR HIGH SCHOOL
CILONGOK BANYUMAS**

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Abstrak

Kurikulum Merdeka adalah kurikulum yang ditetapkan oleh KEMENDIKBUDRISTEK RI berdasarkan PERMENDIKBUDRISTEK RI Nomor 262/M/2022, dengan tujuan untuk mempercepat tercapainya visi pendidikan di Indonesia. Kurikulum ini memiliki karakteristik lebih sederhana dibanding kurikulum sebelumnya, fleksibel, fokus pada materi esensial dan memberi ruang kreasi yang luas bagi siswa maupun guru. Penelitian ini bertujuan untuk mengerahui bagaimana pengaruh penerapan Kurikulum Merdeka dalam meningkatkan capaian belajar siswa kelas 8 pada mata pelajaran Al-Qur'an dan Hadist di SMP Muhammadiyah Boarding School Zam-Zam Cilongok, Banyumas. Penelitian ini merupakan penelitian lapangan menggunakan metode campuran dengan pendekatan kualitatif dan kuantitatif secara berurutan (*mixed method sequential exploratory design approach*). Pendekatan Kualitatif dilakukan dengan cara observasi, wawancara dan dokumentasi, sedangkan pendekatan kuantitatif dilakukan dengan menggunakan angket yang dibagikan kepada 186 siswa kelas 8 sebagai sampel dalam penelitian. Selanjutnya, hasil dari analisis kualitatif digunakan untuk merumuskan hipotesis, yang kemudian akan diuji secara kuantitatif menggunakan hitung statistik regresi linier sederhana untuk mendapatkan kesimpulan akhir hasil penelitian. Hasil penelitian menunjukkan bahwa Kurikulum Merdeka pada pembelajaran Al-Qur'an dan Hadist sudah diterapkan sejak tahun ajaran 2022/2023 menggunakan konsep Mandiri Belajar, dimana Kurikulum Merdeka menjadi kurikulum wajib sekolah yang diselenggarakan bersama dengan Kurikulum Al-Islam, Kemuhammadiyahan dan Bahasa Arab (ISMUBA) sebagai pendalaman mata pelajaran PAI. Berdasarkan hasil hitung statistik, menunjukkan bahwa Kurikulum Merdeka memberikan pengaruh positif terhadap capaian belajar siswa pada mata pelajaran Al-Qur'an dan Hadist, namun pengaruhnya sangat lemah dan tidak signifikan.

Kata kunci: Kurikulum Merdeka, Pembelajaran Al-Qur'an dan Hadist, SMP Muhammadiyah Boarding School.

Abstract

Independent Curriculum is a curriculum established by th KEMENDIKBUDRISTEK RI based on PERMENDIKBUDRISTEK RI Number 262/M/2022, with the aims to accelerating the achievement of the vision of education in Indonesia. The characteristic of this curriculum are simpler than the previous curricullum, flexible, focused on essential material, and provide wider creative space for students and teachers. This research aims to describe the influence of the Independent Curriculum Implementation Toward Academic Achievement in The Subject of The Qur'an and Hadith on 8th grade students of MBS Zam-Zam Junior High School Cilongok Banyumas. This type of research is field research with a mixed method sequential exploratory design approach . Qualitative data collection techniques are carried out by observation, interviews and documentation, while quantitative data collection techniques use questionnaire instruments distributed to 186 students 8th grade as research samples. Furthermore, the results of qualitative research analysis are used to formulate temporary

hypotheses, which are then tested quantitatively using simple linear regression statistical calculations to obtain the final conclusion of the research results. The results of research show that the Independent Curriculum in the subject of Qur'an and Hadith has been implemented since 2022/2023 with the concept of Independent Learning, where the Independent Curriculum becomes a school mandatory curriculum, used together with the curriculum of Islamic Boarding School that is *Al-Islam Kemuhammadiyah* and Arabic Language curriculum (*ISMUBA*) for indept subject PAI. Based on statistical test, the Independent Curriculum provides positive result on academic achievement in subject the Qur'an and Hadith on 8th grade students MBS Zam-Zam Junior High School Cilongok Banyumas , however the influence is very weak and not significant.

Keyword : Independent Curriculum, Learning Qur'an and Hadit, MBS Junior High School

1. INTRODUCTION

In supporting the realization of the vision of Education in Indonesia, the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, implements the Independent Curriculum based on *PERMENDIKBUDRISTEK RI* Number 262/M/2022. As a recovery curriculum, this curriculum is designed to be simpler than the previous curriculum, with the intention that it is easy to apply to students in understanding essential material or concepts.¹

The curriculum also emphasizes the importance of learning processes that assist students in finding solutions to various problems and challenges, and encourage them to develop their creativity,so that in the end they can improve the competence of graduates both hard skills and soft skills to be relevant in facing the demands of the times, and prepare graduates as future leaders who are able to compete in the global world.²

Independent Curriculum is a curriculum has simpler characteristics than the previous curriculum, flexible and focused on essential material and developing the character and competence of student. The concept of the Independent Curriculum encourage student to be more active and creative in learning. Students are given freedom and independence in choosing how to learn according their individual needs, so that with this concept it is hoped that it can improve the quality of education and developing creativity and innovation in education.³

There are 3 options for implementing the Independent Curriculum that educational units can choose from, among other : 1) Independent learning, the implementation Independent Curriculum only in term of learning and assessement, educational units continue to use the curriculum currently being implemented,2) Independently change, using the Independent Curriculum as the development of the education unit curriculum and apply it in learning and assessement, 3) Independently share, using

¹ Kemendikbudristek RI, *Pedoman Penerapan Kurikulum Merdeka dalam rangka Pemulihan Pembelajaran* (Perubahan SK No 56 tahun 2022) (<https://jdih.kemendikbud.go.id.2022>), diakses tanggal 30 september 2023

² Tono Supriyatna Nugraha, " Kurikulum Merdeka untuk pemulihan krisis pembelajaran ", *Jurnal UPI Vol 19 No 2* (2022)

³ Kemendikbudristek RI, *Permendikbudristek RI No 262/M/2022 tentang pedoman penerapan kurikulum dalam rangka pemulihan pembelajaran* (<https://kurikulum.kemendikbud.go.id>) diakses tanggal 3 Oktober 2022

their own curriculum in developing their educational unit curriculum and applying in learning and assessment, with a commitment to share good practices with other educational units.⁴

Independent Curriculum structure at level SMP/MTs/ other equivalent forms, consist of one phase, namely phase D, for 7th grade and 8th grade divided into 2, namely :

- a. Intracurricular learning
- b. Co-curricular: is a *Projek Penguatan Profil Pelajar Pancasila* (P5), allocated approx 25% of the total lesson hour (JP) for year, flexible application both in term of load and time. Educational unit can add local content determined by the Regional Government, according to regional characteristics, flexibly through 3 option :
 - 1) Integrate into other subject.
 - 2) Integrate into *Projek Penguatan Profil Pelajar Pancasila*.
 - 3) Develop stand-alone subject.⁵

E. Mulyasa (2015), explained that implementation is a process of implementing ideas, policy concept or innovation in a practical action, so it has a good impact in the form of knowledge, skills, and attitude values.⁶ Implementation curriculum is not only interpreted as curriculum change, but is also interpreted as a process of how the curriculum content is introduced to teachers and how teachers can be convinced to adopt it and implement these changes in learning through appropriate strategies.⁷

The Qur'an is *wahyu, firman or kalam* Allah S.W.T which is guide for muslims troghout life, while hadith is everything that is attributed to Prophet Muhammad S.A.W, in the form of words, actions and decisions (*Taqrir*) and the Hadith is the second source of law after the Qur'an. The subject of Qur'an and Hadith is an element of Islamic Education material taught in each phase, from phase A in Early Childhood Education to phase E in the upper middle level. There are many importance learning, as contained in the *firman* of Allah S.W.T:

إِنَّ هَذَا الْقُرْآنَ يَهْدِي لِلَّيْ هِيَ أَقْوَمُ وَيُبَشِّرُ الْمُؤْمِنِينَ الَّذِينَ يَعْمَلُونَ الصَّالِحَاتِ أَنَّ لَهُمْ أَجْرًا كَبِيرًا

It means: "Indeed, this Qur'an gives guidance to the straight (path) and gives glad tidings to believers who do pious deeds, for them there is a great reward" (QS. Al-Isra (17): 9).⁸

Learning the Qur'an and Hadith is a teaching and learning process wich involves teacher as teaching staff and students as leaners with Qur'an and Hadith as teaching material. Some method,

⁴ Direktorat SMP Kemendikbudristek. *Tiga Opsi Implementasi Kurikulum Merdeka* (<https://ditsmp.kemendikbud.go.it>, 2022) diakses tanggal 3 Oktober 2023.

⁵ Kemendikbudristek RI. *PERMENDIKBUDRISTEK RI No 262/M/2022 sebagai perubahan atas Kemendikbudristek RI No 56/M/2022 tentang Pedoman Penerapan Kurikukum Merdeka dalam rangka pemulihan pembelajaran* (<https://jdih.kemendikbud.go.id> ,2022) Diakses tanggal 3 Oktober 2023.

⁶ E Mulyasa. *Implementasi Kurikulum Satuan Pendidikan Ed 1 Cetakan ke 6.*(Jakarta: Bumi Aksara,2015)

⁷ Muhammad Ansyar, *Kurikulum: Hakikat,Fondasi, Desain dan Pengembangan.Edisi pertama.* (Jakarta: Kencana ,2017)

⁸ Oktrigana Wirian, "Kewajiban Belajar dalam Hadist Rasulullah saw", *Jurnal Sabillarasyah Vol II (Juli – Agustus,2017)* hlm 121 -136.

can be applied discovery learning, inquiry learning, Problem Based Learning (PBL), Project Based Learning (PjBL).⁹ The command to study is contained in the Qur'an Surah Al-Alaq (96), verses 1 – 5 as follow:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ 1. خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ 2. اقْرَأْ وَرَبُّكَ الْأَكْرَمُ 3. الَّذِي عَلَّمَ بِالْقَلَمِ 4. عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ 5.

It means : “Read it in the name of your Lord who created it, He created man from a clot blood. Read it, and your Lord is the Most Gracious. Who teaches humans through the medium of *Kalam*. He taught man what he did not know. “ (QS.Al-Alaq (96): 1-5).

Based on Decision Letter from the Curriculum and Educational Assesemen Standart Agency (SK BSAKP , Kemendikbudristek RI), Number 008/H/KR/2022, regarding learning achievement in Islamic Education subject on elements of the Qur'an and Hadith, namely :

- a. Student can understand the definition of the Qur'an and Hadith and their position as sources of legal law for Islamic religious teachings.
- b. Student are able to read and memorize the Qur'an and Hadith with the correct *tartil*.
- c. Student understand the importance of preserving nature and the environment as an inseparable part of the teachings of the Islamic religion.
- d. Student are able to explain their understanding of moderate attitudes in religion, as well as understand the high scientific of several great Islamic intellectuals.¹⁰

Islamic Boarding School Education System, is a formal educational institution combined with the Islamic Boarding School System, where the Islamic Boarding School curriculum is included in school curriculum, so that the combination of this curriculum produces a comprehensive Islamic Education System, with not only emphasizes classical Islamic scholarship, but also emphasizes modern scientific aspects. Islamic Boarding culture includes in-depth study of religious knowledge, while modern science includes learning general science, so that the development of the Islamic Boarding School System, will provide superiority to the formal education system and the Islamic Boarding School system¹¹

Implementation of the Independent Curriculum in the subject of Qur'an and Hadith, include activity: Analyzing Learning Achievement (CP), planning and implementing diagnostic assesemen , develop teaching moduls (MA), formulate Learning Objectives, Flow of Learning Objectives, defferentiated learning, and Learning evaluation by processing formative and Summative test and co-curricular activity, namely: *Projek Penguatan Profil Pelajar Pancasila (P5)*.

⁹ Chusniatun, et.al, *Pendidikan Al-Qur'an dan Hadist: Terampil mendesain Pembelajaran dan Pengajarannya*. (Surakarta: Muhammadiyah University Press, 2018)

¹⁰ BSAKP. *Standart Kompetensi Capaian Pembelajaran pada Kurikulum Merdeka*. (<https://bsakp.kemendikbud.go.id/2022>), diakses tanggal 3 Oktober 2023

¹¹ Juju Saepudin. “Pendidikan Agama Islam pada Sekolah Berbasis Pesantren SMP Al-Muttaqien Kota Tasikmalaya”. *Jurnal penelitian Pendidikan Agama dan Keagamaan*, 2019.17(2):172-187.

Theoretical Framework:

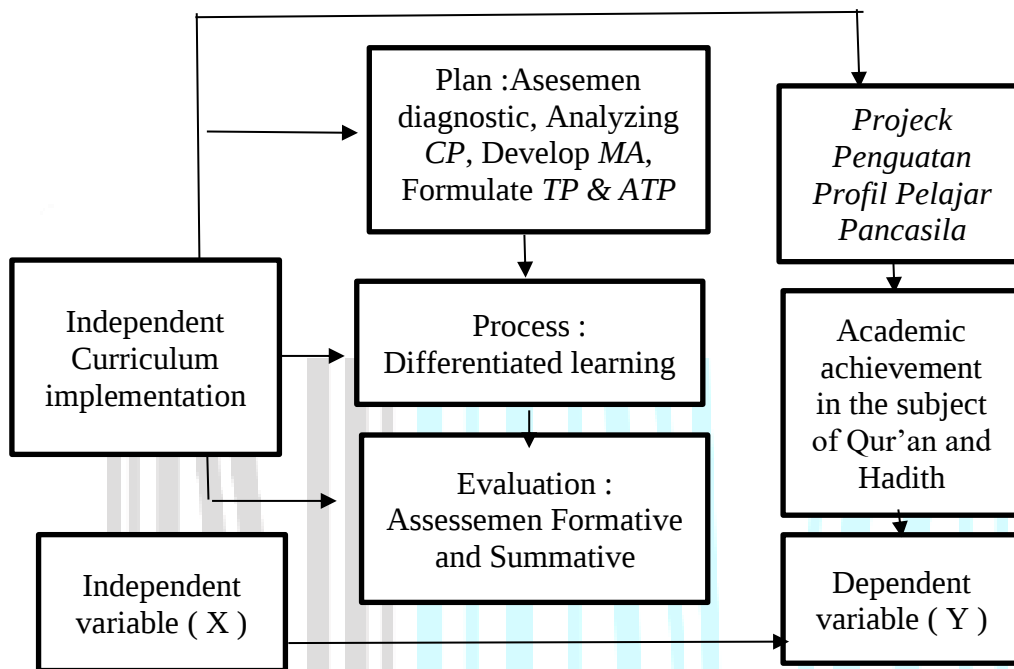


Figure 1.Theoritcal framework

Muhammadiyah Boarding School (MBS) Zam-Zam Junior High School Cilongok, is one of 7 Islamic Boarding Schools in Banyumas, which has implemented an Independent Curicullum since 2022/2023. This school also applies the curriculum *Al-Islam Kemuhammadiyah* and Arabic Language curriculum (*ISMUBA*). One of the goals of school is to produce *muhafidz* and *muhafidzoh* who memorize the Qur'an minimum 3 juz and understand of Hadith Arba'in Nawawi, so the subject of Qur'an and Hadith in this school become an important subject, with minimum completeness criteria 75.¹² Information from one of the PAI teachers, during the Covid-19 pandemic, there are some problem in learning the subject of Qur'an and Hadith, is caused by : 1) Learning is carry out online 2) Many general lesson task, 3) Teacher limitation in conveying teaching methode and material, 4) Lack of awareness and enthusiasm of students in practicing reading and memorization. This situation has an impact on low academic achievement students in the subject of Qur'an and Hadith, only about 50% from 349 8th grade student can reach the minimum completeness criteria.

Based on the problem mentioned above, researchers are interested to study how the influence of the Independent Curriculum toward Academic Achievement in the Subject of the Qur'an and Hadith on 8th Grade Students MBS Zam-Zam Junior High School Cilongok, Banyumas. Research Objective are to describe the concept of implementation the Independent Curriculum, as well as to determine the influence toward academic achievement in the subject of the Qur'an and Hadith on 8th grade students MBS Zam-Zam Junior High School Cilongok, Banyumas.

¹² Profil SMP MBS Zam-Zam Cilongok, Kabupaten Banyumas 2022

2. METODE

This research is a Field Research, used a mixed method sequential exploratory design approach, which is combines research that qualitative and quantitative research sequentially. At the initial stage, exploration was carried out with qualitative research, to formulate hypotheses. Then, a hypothesis test is carried out with quantitative research to get final conclusion on a wider population ¹³

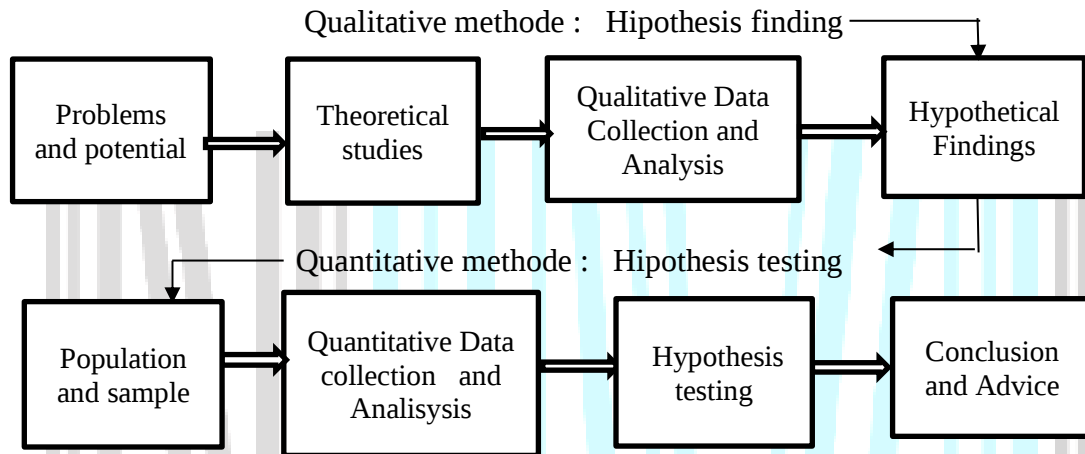


Figure 2. Mixed method Sequential Exploratory Design

2.1 Qualitative metode

Qualitative data collection techniques were carried out by observation, interviews with selected source person who understood and were directly involved in the implementation of the Independent Curriculum in the subject of Qur'an and Hadith, and documentation that support the research.

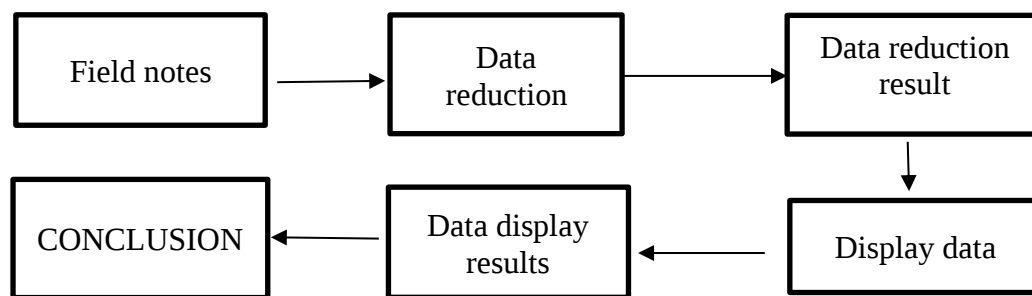


Figure 3. Qualitative data analysis chart

Qualitative data analysis is carried out by Miles and Huberman metode, there are: data reduction, data display and data verification, to obtain provisional conclusions that will be used to formulate research hypotheses, which to carried out quantitative.¹⁴

¹³ Rully Indrawan, *Metodologi Penelitian: Kuantitatif, Kualitatif dan Campuran untuk Manajemen, Pembangunan dan Pendidikan*, (Bandung: Refika aditama, 2014)

¹⁴ Yusuf M, *Metode penelitian: Kuantitatif, Kualitatif dan Penelitian Gabungan*, Ed I (Jakarta :Kencana, 2014)

2.2 Quantitative methode

Quantitative research collection, using questionnaires distributed to as respondents or research samples. In this research the population have similarities and known number, there are all 8th grade students MBS Zam-Zam Junior High School. So that sampling uses the Simple Random Sampling technique, with calculated using the Slovin formula as follows :

$$n = \frac{N}{N(d)^2+1}$$

n = sample;

N = population;

d = presisi value 95% or sig. = 0,05

Quantitative data analysis techniques use statistical methods simple linear regression analysis of causal relationship type, to determine the influence of Independen Curricullum as variable X (independent variable) and the Academic Achievement in the subject of Qur'an and Hadith on 8th grade students as variable Y (dependent variable).¹⁵

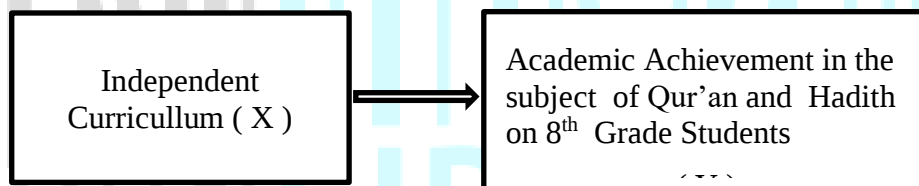


Figure 4. Patterns of Relationships between variable

The formula for the simple linear regression equation uses the following equation:

$$Y = a + bX + \epsilon$$

Y = Foreseen value;

X = independent variable; a = constanta ; b = coeficien regresi; ϵ = residu value.

2.3 Hyphothesis

Ha: Accepted if $b > 0$, t count $> t$ table

There is a positive and significant influence between the Independent Curriculum and academic achievement in the subject of the Qur'an and Hadith for 8th grade students.

Ho: Accepted if $b \leq 0$, t count $\leq t$ table

There is no positive and significant influence between the Independent Curriculum and academic achievement in the subject of Qur'an and Hadith for 8th grade students

¹⁵ Syahrums, Salim. *Metodologi Penelitian Kuantitati*(Bandung : Citapustaka Media,2012)

3. RESULT AND DISCUSSION

3.1 The concept of implementation Independent Curriculum in subject the Qur'an and Hadith.

The implementation of the Independent Curriculum in the subject of Qur'an and Hadith, includes intracurricular activity and co-curricular activity, namely *Projek Penguatan Profile Pelajar Pancasila (P5)*. According to observation data, interview with source person and documentation, it was found that Independent Curriculum Implementation in subject of Qur'an and Hadith at MBS Zam-Zam Junior High School Cilongok, Banyumas, includes activities:

3.1.1 On Learning Planing

The teacher carry out an diagnostic assessment to identify students ability to read and write the Qur'an and Hadith, this is intended to design learning methods that will be used according to student's needs and abilities. The teacher also prepares teaching modules (*MA*) for each theme, wich includes Learning Objectives (*TP*), the flow of learning objectives (*ATP*) and learning achievement (*CP*) and evaluation plans through formatif and summative assessemen.

3.1.2 Implementation differentiated learning:

In the learning process, the teacher used the teaching module (*MA*), Then the teacher explain the learning objectives, the flow of learning objectives (*ATP*) and the learning achievement (*CP*) that student fulfill. In delivering teaching material, teacher use various methods, including: lecture methods, question and answer, drill, discussion, and per lesson and so on. For students whose have low abilities or even have exceed abilities that minimum complete competency, it is recommended that students receive special guidance at Islamic Boarding School outside of school hours.

3.1.3 Implementation on learning evaluation :

Learning evaluation is the result of the learning process which is measured based on the cognitive, affective and psikhomotor domain, which carried out through formative assessemen at the end of each theme and summative assessements at the middle and end of the semester, as well as evaluating the ability to memorize the Al-Qur'an and Hadith. For students who didn't reach the minimun complete competency set by school (value 75), they are given the opportunity to repeat (remedial) and receive guidance and deepening at the Islamic Boarding School. At the end of each semester , the teacher prepares a report on the students learning progress in the form of a written report, which is given to the student, the student parents and the same time as a reflection for the teacher and school to improve and enhance the learning system.

3.1.4 *Projek Penguatan Profil Pelajar Pancasila (P5)*

Projek Penguatan Profil Pelajar Pancasila (P5), using a time allocation of around 25% of the total *JP* in a year, held every Saturday integrated with other subject such us Science Education or Social Education, wich the choice of theme guided by the theme in the Independen Curriculum. Based on the results of interviews with the Principal and Vice Principal for Curriculum, it was explained that at MBS Junior High School Zam-Zam Cilongok Banyumas, has implemented the Independent Curriculum since 2022/2023, where the Independent Curriculum has become a mandatory curriculum, while still implementing the Islamic Boarding School Curriculum, *Al-Islam Kemuhammadiyah* and Arabic Language Curriculum (*ISMUBA*) as a deepening of Islamic Education materials, including the Qur'an and Hadith. This implementation concept is in accordance with the Independent Learning.

3.2 The influence of Independen Curricullum towads Academic Achievement in subject Qur'an and Hadith

3.2.1 Population and sample :

3.2.1.1 Population : As the population in this research are 8th grade students, the number of students is 349 students (N)

3.2.1.2 Sample: the sample in this research taken using the Slovin formula:

$$n = \frac{N}{N \times (0,05)^2 + 1} \quad (1)$$

$$n = \frac{349}{349 \times (0,05)^2 + 1} = 186,3 \text{ (186 students)} \quad (2)$$

3.2.2 Learning achievement on subject the Qur'an and Hadisth 8th grades students **odd semester**.

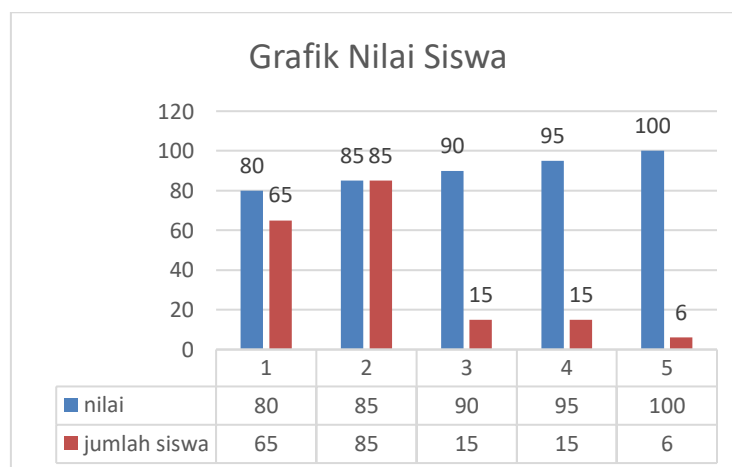


Figure 5. Learning achievement on subject the Qur'an and Hadisth 8th grades students

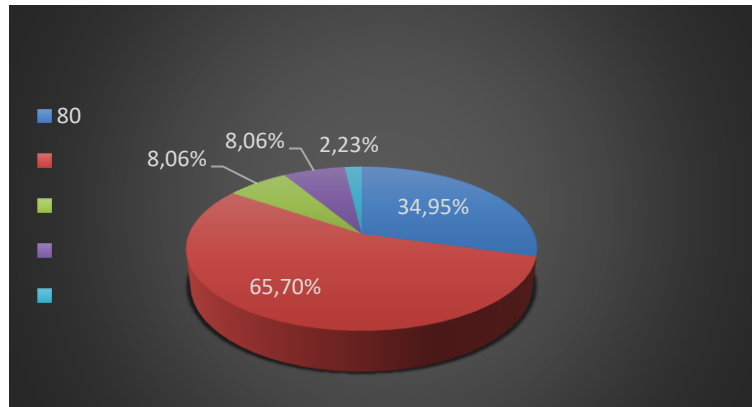


Figure 6. Percentage of the average score of the Qur'an and Hadith

Description:

The recapitulation of formative and summative assessment scores on subject the Qur'an and Hadith for 8th grades students in the odd semester 2022/2023, the average score are ; 100 (2,23 %) ; score 95 (8,06 %) ; score 90 (8,06%);score 85 (34,95%) ; score 80 (65,70%). Based on data from the results of student questionare recapitulation of the academic achievement in the subject of Qur'an and Hadith on 8th grade students, then researches conducted statistical test to prove wether or not there was influence between the Independen Curriculum as an variable independent (X) and academic achievement 8th grade students as a dependent variable (Y). The calculate statistical test used a simple linear regression test causal type relationship.

3.2.3 Validity and reliability

3.2.3.1 In qualitative data, validity and realibility using triangulation methode. By matching data from observation, interviews and documentation. After a triangulation test is carried out there is a match between the observation data, interview results and documentation, thus the instrument is said to be valid and can be used for the research.

3.2.3.2 In quantitative data validity test uses statistical test and the Bivariate Product Moment Pearson correlation and realibility test used the Cronbach Alpha formula.

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right)$$

r_{11} : Capabilities sought ;

n : Number of question items tested;

$\sum \sigma_t^2$: Number of score variants for each item;

σ_t^2 : Total variance;

Table 1. Validity test

Indikator	r hitung	r tabel	Keterangan
X1	434	000	Valid
X2	724	000	Valid
X3	631	000	Valid
X4	753	000	Valid
X5	614	000	Valid
X6	535	000	Valid
X7	754	000	Valid
X8	440	000	Valid
X9	433	000	Valid
X10	592	000	Valid
X11	754	000	Valid
X12	772	000	Valid
X13	511	000	Valid
X14	705	000	Valid
X15	760	000	Valid
X16	682	000	Valid
X17	809	000	Valid
X18	776	000	Valid
X19	767	000	Valid
X20	810	000	Valid
X21	713	000	Valid
X22	647	000	Valid

Description: From 22 question items r count are greater than the r table with alpha score > 0.9 is a perfect reliability. This shows that all variables in the questionnaire are valid.

Tabel 2. Questionnaire Reliability Test

Case Processing Summary

		N	%
Cases	Valid	186	100.0
	Excluded ^a	0	.0
	Total	186	100.0

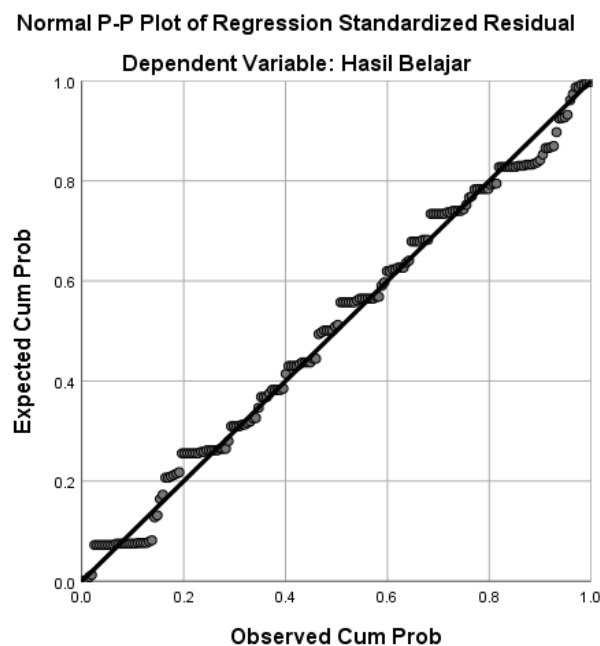
- a. Listwise deletion based on all variables in the procedure.
b. Description : All respondents (186) filled out the
c. questionnaire (100%)

Reliability Statistics

Cronbach's Alpha	N of Items
.909	22

Description: Of the 22 question items/statements give alpha value of 0.909 (> 0.9), meaning that all data in the category of perfect reliability.

3.2.4 Normality test and Kolmogorof Residual Normality – Smirnov Test



6. Linear Graph Normality Test and Kolmogorof Residual Normality – Smirnov Test

Table 3 One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		186
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.11145060
Most Extreme Differences	Absolute	.061
	Positive	.061
	Negative	-.061
Test Statistic		.061
Asymp. Sig. (2-tailed)		.084 ^c
a. Test distribution is Normal.		
b. Calculated from data.		

Interpretation :

Based on the graph in table 4 above, it is known that all data spreads around diagonal lines, so it can be concluded that the data in this study is normally distributed.

3.2.5 Correlation test

Table 4. R and R square X versus Y

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.037 ^a	.001	-.004	3.11989
a. Predictors: (Constant), Independent curriculum				
b. Dependent Variable: Academic achievement				

Interpretation : Based on the table 4 above, the R value as a correlation coefficient is 0,037 and R square is 0,001 . There is a positive influence independent curriculum toward academic achievement , but the influence is very weak.

Table 5 Correlation test

Correlations

		Academic Achievement	Independent Curriculum
Pearson Correlation	Academic achievement	1.000	.037
	Independent Curriculum	.037	1.000
Sig. (1-tailed)	Learning Outcomes	.	.310
	Curriculum Implementation	.310	.
N	Learning Outcomes	186	186
	Curriculum Implementation	186	186

Interpretation: Correlation value of X to Y (R xy) 0,037 (almost 0), there is very weak and significant level sig value (1-tailed) is 0,310 on level significance 0,05 ($0,310 \geq 0,05$), so is called not significant.

3.2.6 Linearity test

Table 6. Linearity test

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2.406	1	2.406	.247	.620 ^b
Residual	1,791.008	184	9.734		
Total	1,793.414	185			

a. Dependent Variable: Learning outcomes

b. Predictors (Constant) : Independent Curriculum

3.2.7 Regression test

Table 7. Regression test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	86.366	6.264		13.788	.000
Independent Curriculum	.029	.058	.037	.497	.620
a. Dependent Variable: Academic achievement					
b. Independen Variavle : Independent Curriculum					

Interpretation :

The regression result in table 8 above, show the coefficient values from the simple regression regression :

$$Y = a + b X + e$$

Y = dependen variable (academic achievement 8th grade student) ; X = independent variable (Independent Curriculum) ; a= constanta; b = coeficien regresi ; e = residual. So, the regression equation is :

$$Y = 86,366+0,029 X.$$

From the equation, the value of a (constanta) = 86,366 and b = 0,029, X (Independen Curriculum) is positive value, this mean that Independen Curriculum has a positive influence toward academic achievement 8th grade students. Meanwhile, the strength of influence is seen in the standardized beta coefficient column, whichis equal to 0,037 (almost 0), this show that the influence of X variable (Independent Curriculum) does not have a significant influence toward Y variable (Academic achievement) is very weak.

4. CLOSING

Based on the result of research can be concluded that the Independent Curriculum Implementation in the learning Qur'an and Hadith at MBS Zam-Zam Junior High School Cilongok, Banyumas, it has been implemented since 2022/2023, with the concept of Independen Learning, where the Independent Curriculum becomes a Mandatory Curriculum, used together with the Islamic Boarding School Curriculum namely *Al-Islam kemuhammadiyah* and Arabic Language (*ISMUBA*).

On statistical tests, the result showed that there was a positive influence between the Independent Curriculum toward academic achievement in the subject of Qur'an and Hadith on 8th grade students MBS Zam-Zam Junior High School Cilongok, Banyumas, but this influence is very weak and not significant.

It is recommended to carry out periodic evaluations on the implementation of the Independent Curriculum both internally and externally to improve and increase the implementation of learning and optimize the use of Information Technology in learning activities for teachers and students.

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