

The Role of Islamic Religious Education in Realizing an Independent Learning Curriculum System

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ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489	Education is a process for the younger generation to live their lives and fulfill their life goals more effectively and efficiently . This study examines the role of Islamic religious education in realizing the independent learning curriculum system, it was found that Islamic Religious Education (PAI) in the Independent Learning Curriculum system is becoming a key factor in the development of the independent learning curriculum system. part of the key to realizing educational goals. The researcher uses qualitative research that can produce data words and library research . The results of this study are that in the context of Islamic religious education, the Independent Learning Curriculum is very relevant to the development of children's independence in the learning process , seen in the provision of freedom and flexibility for teachers in integrating Islamic religious values for aspects of children's learning. so that Islamic religious teachings can be delivered contextually and relevant to children's development. The Independent Curriculum has great potential to increase understanding and appreciation of Islamic values, the Independent Curriculum also incorporates Islamic religious principles into various areas of children's lives, including social interactions, environmental awareness, and social responsibility, so that children see Islam as a relevant and valuable guideline in dealing with various circumstances and obstacles in everyday life. The conclusion is that Islamic religious education in the independent learning curriculum system has an important role to achieve the goals of both, namely the goals of Islamic religious education and also the goals of the independent learning curriculum.
KEYWORD	
Education, Islamic Religious Education, Independent Learning Curriculum	

1. Introduction

Education is Wrong One pillar main in build civilization nation . Through education , human No only equipped with knowledge , but Also guided For develop character , skills , and values that become guidelines his life (Bakhrudin et al., 2024). In context Indonesia, curriculum hold role central as directions and guidelines in organization education national . Along with with development era, government Keep going do update curriculum to be relevant with need participant education , global demands , and dynamics society. One of the breakthrough big in world education Indonesia is birth Curriculum Independent Learning that begins implemented since year 2022/2023 academic year (Kemendikbud, 2023). Curriculum This designed For

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give flexibility to schools , teachers, and participants educate in the learning process , with emphasis on strengthening competence basic , development characters , as well as achievement Student Profile Pancasila (Mulyasa, 2023).

On the side others , education religion still become aspect fundamental in system education national , including Islamic Religious Education (PAI) . PAI does not only functioning as transfer knowledge religious , but Also as an internalization process Islamic values in personality participant educate . The goal is form a generation of faith , piety , morals noble , and capable practice Islamic teachings in life everyday (Faelasup and Aprianti Astuti, 2025).

With Thus , education religion play a role important in build moral, spiritual, and social foundations participant educate in the middle current modernization and globalization. The relationship between Curriculum Independent Study with Islamic Religious Education becomes very strategic , because both of them own same vision in form participant independent , creative , and character- based education . Curriculum Independent give room for teachers to innovate in integrate values religion to in learning , while PAI provides strong spiritual and moral foundation for participant educate . By Because that 's important For study role Islamic Religious Education in realize system Curriculum Independent Learn , to see to what extent is the synergy both of them capable create education that is not only superior in a way academic , but Also meaningful spiritually and morally for generation successor nation .

2. Literature Review

In an effort to prevent similarities with previous research, the author believes that it is very important to include a literature review, with the aim of providing clarity and limitations on information through library methods, especially with matters related to the title of the discussion of this research.

Journal written by Muammar Khadafie entitled "Islamic Religious Education in the Independent Learning Education System " this 2023 journal discusses that Islamic Religious Education aims For give deep understanding about Islamic teachings, developing spiritual intelligence , and strengthen values religious in life students .In system education Independent Learning , implementation Islamic Religious Education is carried out with approach student- centered learning on students . Islamic Religious Education teachers play a role as facilitator who directs student For develop understanding And internalize Islamic teachings in a way active . Purpose And implementation of PAI in system education Independent Study is For develop deep understanding about Islamic teachings , strengthening students' spiritual intelligence , appreciation diversity , and integrate religious teachings with context learning others (Muammar Khadafie, 2023).

Journal written by Amril M and Witari Triarni Panggabean , entitled "Learning Islamic Education in the Independent Curriculum" This 2024 Journal discusses the concept of "Freedom to Learn" as an effort to realize freedom of thought. The existence of this policy provides great hope for educational institutions to explore and develop the quality of education in their institutions. Islamic Religious Education as a series of Islamic subjects delivered both formally in schools or informally and formally at home and in the community with material taught from elementary school to university level must respond to this "Freedom to Learn" policy by training students under the supervision of Islamic Religious Education teachers to always think critically so that it is hoped that students can have more mature, wiser, more careful and noble thoughts in practicing the teachings of Islam it self (Amril M and Witari Triarni Panggabean, 2024).

The journal written by Fatoni Achmad entitled " Implications of the Independent Curriculum in the Development of Islamic Religious Education in Early Childhood: A Review of Roles, Challenges, and Opportunities " this 2024 journal discusses that The Independent Curriculum provides a significant opportunity to improve the standard of Islamic religious education in the early stages of child development. The Independent Curriculum's crucial role is evident in providing teachers with the freedom and flexibility to integrate Islamic values into every aspect of early childhood learning, allowing Islamic teachings to be delivered contextually and relevantly to children's development. However, challenges are also encountered in implementing the Independent Curriculum, particularly related to the lack of adequate resources and training for teachers to effectively integrate Islamic values, as well as the need for improved public understanding. Nevertheless, opportunities such as the development of innovative learning methods, the use of information technology, and collaboration between educational institutions, parents, and the community offer hope for improving the quality of Islamic religious education in early childhood (Fatoni Achmad, 2024)

3. Methodology

Research methods are procedures or steps in obtaining knowledge or information and data for a specific purpose or use. In this study, the author used a qualitative research type. Qualitative research is a process in research that can produce data in the form of written or spoken words from people or observed behavior, known as descriptive data (Rahmadi: 2011). In this study, the author also used library research, namely research that uses written materials using library sources and data related to the research discussion from previous studies (Milya Sari & Asmendri, 2020). Data and information collection by studying book references, articles, and browsing the internet related to system analysis. The data collection technique is through online data searches or internet searching. Internet searching is a data collection technique using technology or search engines on the internet where all information from various eras is available. Searching for data can be done by searching, browsing, surfing, or downloading. For the information or data collection process, researchers conducted online searches from various internet sources, then analyzed the information obtained, then compiled it into an article and supplemented it with their perspectives. Views from researchers and figures regarding something being discussed.

4. Results and Discussion

4.1 Independent Learning Curriculum

According to Law No. 20 of 2003 on the National Education System, the curriculum is a set of learning plans related to objectives, content, teaching materials, and methods used, and serves as a guideline in organizing learning activities to achieve national education goals (Rahayu, 2022). Minister of Education, Culture, Research, and Technology Nadiem Anwar Makarim launched a new curriculum in the form of a prototype called the independent learning curriculum. The independent curriculum is developed into a more flexible curriculum and focuses on basic material and developing the character and abilities of students, by providing diverse intracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. The independent learning curriculum is a flexible, creativity-based curriculum established by the government starting in 2022/2023 for primary and secondary education. Often referred to as the prototype curriculum, it is a refinement of the 2013 curriculum. The independent learning curriculum is a policy program planned by the Minister of Education and Culture of the Republic of Indonesia to restore the state education system to its legal core by granting schools, teachers, and students the freedom to learn freely (Mulyasa, 2023).

The Independent Curriculum aims to create a more flexible and inclusive education system, giving students the freedom to explore their interests and talents and also giving teachers the freedom to innovate in teaching methods and giving schools the authority to manage education according to regional conditions and aims to develop skills and character in accordance with the Pancasila Student Profile (Pisca Regina Putri et al., 2023). The Ministry of Education and Culture is committed to creating Pancasila Students. Pancasila Students are the embodiment of Indonesian students as lifelong learners who have global competence and behave according to the values of Pancasila, with 6 main characteristics, namely: faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. Characteristics are realized through the development of Indonesian cultural values and Pancasila, which are the foundation for all national development directions (Yuni Sagita Putri & Meilan Arsanti, 2022).

4.2 Islamic education

Islamic Religious Education is essentially an ongoing effort to transfer religious values, knowledge, and culture so that these values can become personal, become a source of motivation and aspiration, and a benchmark for actions, attitudes, and thought patterns. This effort is closely related to the curriculum and its implementation, both formally and informally, in both subject and object (Sujarwo & Muhammad Aqib, 2023).

Islamic Religious Education is an effort and process of instilling something (education) continuously between teachers and students, with noble character as the ultimate goal. The instillation of Islamic values in the soul, feelings, and thoughts; and harmony and balance are its main characteristics. According to the Government Regulation of the Republic of Indonesia number 55 of 2007 concerning Religious Education and Religious Education Chapter 1 Articles 1 and 2 it is emphasized that "Religious and religious education is education implemented through subjects or lectures at all levels of education that aims to provide knowledge and shape attitudes, human personalities who believe and fear God Almighty, as well as skills and abilities of students in responding to religious values, and to prepare students to become people who can carry out and practice the teachings of their religion (BPK RI, 2025).

Islamic religious education aims to achieve Islamic values through a progressive educational process based on Islamic teachings. in the character of students at the end of the educational process. Islamic religious education is an effort to direct and provide guidance to humans, including students, so that they are able to achieve a human state in accordance with their nature, namely the recognition of the oneness of God, which then creates humans who have an awareness of their duties as caliphs on earth, act by upholding Islamic moral and ethical values, and are responsible in carrying out their mandates and obligations as servants of God, encouraging individual abilities in practicing values that have been internalized in the individual in the form of morals, intellectuals and skills; social goals that aim at providing the ability to practice values in social, interpersonal and interactional life with others in society; moral goals that aim at providing the ability to behave in accordance with moral demands (Nabila, 2021).

4.3 The Role of Islamic Religious Education in the Independent Curriculum System

Islamic Religious Education is not only provided with knowledge, but also serves to shape attitudes and personalities, as well as the ability to practice the teachings of each student's religion. Therefore, Islamic Religious Education learning activities must strive to create independent students. Freedom to acquire Islamic Religious Education subject matter and freedom to advance it in the school and community environment. (Amril M and Witari Triarni Panggabean : 2024) In the context of Islamic religious education, the Independent Learning Curriculum is highly relevant to the development of children's independence in the learning process. The important role of the Independent Curriculum is seen in providing freedom and flexibility for teachers in integrating Islamic religious values into every aspect of children's learning, so that Islamic teachings can be delivered contextually and relevantly for children's development. The Independent Curriculum has great potential to increase understanding and appreciation of Islamic values. The Independent Curriculum also incorporates Islamic religious principles into various areas of children's lives, including social interaction, environmental awareness, and social responsibility. This helps children see Islam as a relevant and valuable guide for dealing with various situations and obstacles in everyday life. Through this approach, children learn not only about Islamic religious concepts but also about the moral, ethical, and ethical principles that form the foundation of their character (Fatoni Achmad, 2024).

The Merdeka Belajar Curriculum provides space for collaboration between subjects. Included in Islamic Religious Education (PAI) learning, PAI in the Merdeka Curriculum is directed at preparing students to be spiritually sound, have noble morals, and have a basic understanding of Islam and how to implement it in their daily lives. The Merdeka Curriculum provides 72 to 108 hours per year for PAI. The calculation is 2 hours of lessons per week multiplied by 36 weeks. Then, 1 hour of lessons can be added for an Islamic religious project, totaling 108 hours of PAI per year. Based on this time allocation, teachers can direct PAI learning as an activity to develop students' soft skills and character through initial and final assessments in several phases. The Islamic Religious Education (PAI) learning method in the Merdeka Belajar Curriculum System in Indonesia encompasses a variety of approaches and strategies designed to optimize the student learning process. The following are several Islamic Education learning methods commonly used in the Independent Learning education system (Balya Ziaulhaq Achmadin & Abdul Fatta, 2024) :

1. Student-Centered Approach: This method places students at the center of learning, with the teacher acting as a facilitator. Students are given the freedom to express their opinions, discuss topics, and actively participate in Islamic Religious Education (PAI) learning. This approach encourages students to think critically, develop a deep understanding, and relate Islamic teachings to their own lives.
2. Collaborative Learning: This method involves students in group or team activities, where they work together to achieve learning objectives. Students interact with each other, discuss, and share their understanding of Islamic teachings. Collaborative learning encourages active student engagement, the development of social skills, and a deeper understanding through the exchange of ideas and experiences.

3. Project-Based Learning: This method involves students in real-life projects related to Islamic teachings. Students conduct research, analysis, and presentations on specific topics related to Islam. Through project-based learning, students can develop research, creativity, and problem-solving skills.
4. Problem-Based Learning: This method encourages students to identify and solve problems within the context of Islamic teachings. Students are presented with challenges or situations that require critical thinking and solutions based on religious values. Problem-based learning encourages students to connect religious teachings to everyday life and develop problem-solving skills.
5. Use of Information and Communication Technology (ICT): This method involves the use of information and communication technology in Islamic Religious Education (PAI) learning. Teachers use digital media, electronic resources, and online learning platforms to present Islamic Religious Education (PAI) material in an interactive and engaging manner. The use of ICT allows students to access broader religious information, interact with other students, and participate in technology-supported learning activities.

With the important role and method of Islamic Religious Education (PAI) in the Merdeka Belajar Curriculum, the objectives of Islamic Religious Education (PAI) in the Merdeka Belajar Curriculum will be achieved not only to provide religious knowledge, but also to prepare children spiritually, develop noble morals, and equip them with a solid understanding of the fundamentals of Islam and their application in daily life under the Unitary State of the Republic of Indonesia (NKRI). Islamic Religious Education in the Merdeka Belajar Curriculum also aims to provide guidance to children to achieve spiritual stability, noble morals, and prioritize compassion and tolerance as the foundation of life. Overall, the goal of Islamic Religious Education (PAI) in Merdeka Belajar is to provide meaningful and relevant learning experiences for students in understanding, practicing, and internalizing Islamic teachings. These goals include in-depth understanding, developing religious and spiritual attitudes, applying religious values in social life, building awareness and tolerance between religious communities, developing critical thinking skills, and utilizing information and communication technology in Islamic Religious Education (PAI) learning.

5. Conclusion

In the context of Islamic religious education, the independent learning curriculum system is highly relevant to developing children's independence in the learning process. The crucial role of Islamic religious education in the independent curriculum is seen in the role of a teacher in integrating Islamic religious values into every aspect of learning for students with significant learning and providing freedom for them to determine appropriate learning so that Islamic values can be understood by students. Thus, Islamic teachings can be delivered contextually and relevant to children's growth and development. The goal of Islamic Religious Education (PAI) learning in Independent Learning is to provide meaningful and relevant learning experiences for students in understanding, practicing, and internalizing Islamic teachings.

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