

## Effectiveness Of The Implementation Of The Independent Curriculum In Man 2, Cilegon City, Banten Province

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### **Abstract.**

*This study aims to analyze the effectiveness of the implementation of the Independent Curriculum (IKM) at State Islamic Senior High School (MAN) 2 in Cilegon City, which was designated as the "Piloting Project" for IKM in Banten Province by the Directorate General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia. The study used a descriptive qualitative approach, collecting data through documentation, observation, and interviews. Primary data were obtained from interviews with informants, while secondary data came from the Independent Curriculum documents and related literature. Data analysis was carried out through the stages of reduction, presentation, and drawing conclusions. The results of the study indicate that the implementation of IKM at MAN 2 Cilegon City has been effective. The implementation strategy includes leadership commitment, optimizing stakeholder roles, and institutional partnerships. The managerial stages include planning with socialization and appointment of project-based learning coordinators (P5 and P2RA), integrated implementation of intracurricular and project-based learning, and monitoring and evaluation through internal and office meetings. This implementation has successfully instilled the values of Pancasila and religious moderation, demonstrated the effectiveness of the Merdeka Curriculum in building student character, creativity, and skills, and served as an example of successful innovative curriculum management practices.*

**Keywords:** *Implementation of the Merdeka curriculum; P5; P2RA; and flagship programs.*

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### **I. INTRODUCTION**

Education is one of the main pillars of national development. It aims not only to educate the nation but also to shape the character, personality, and competencies of students, enabling them to adapt to changing times. With the advancement of globalization, the demand for graduates with critical, creative, collaborative, and communicative thinking skills is increasing. Therefore, the Indonesian education system must be able to respond to these changing dynamics by continuously updating its curriculum. According to Oemar Hamalik (2020), a curriculum is an educational program provided by an educational institution for students. Based on this educational program, students undertake various learning activities to encourage their development and growth in accordance with the established objectives. This is in line with Law Number 20 of 2003 concerning the National Education System, Article 1 Paragraph (9), which states that the curriculum is "a set of plans and arrangements regarding the objectives, content and learning materials as well as methods used as guidelines for organizing learning activities to achieve certain educational objectives." Changes to the educational curriculum are inevitable because educational needs are always evolving to keep pace with the dynamics of the times. Osler (2021) states that "a curriculum responsive to globalization must be centered on skills (*skill*) and attitude (*attitude*), which includes social elements, collaborative skills, and a pluralistic nature." The COVID-19 pandemic in 2020 became a revolutionary momentum for education in Indonesia. Learning that was previously conducted face-to-face shifted to online, requiring curriculum adaptations to maintain learning effectiveness.

The Independent Curriculum was born in response to this challenge. The Independent Curriculum was initially designed to address learning gaps caused by the COVID-19 pandemic. However, as it evolves, it is expected to address market demand for superior human resources prepared to face changing times (Rohman, 2022). This curriculum emphasizes freedom of thought, makes student engagement a key element

in determining their learning process and success, and encourages collaboration between students and educational institutions. The Independent Curriculum is also implemented in educational institutions under the Ministry of Religious Affairs. Ministerial Decree No. 184 of 2019 concerning Guidelines for Curriculum Implementation in Madrasahs provides space for madrasahs to innovate in managing education and learning. Implementation of the Independent Curriculum in Islamic Senior High Schools began in the 2022/2023 academic year. Madrasahs are given the opportunity to develop operational curricula, aligned with the core and basic competencies established by the government, to integrate local needs, student character, and global demands (Ministry of Religious Affairs of the Republic of Indonesia, 2020). One of the important innovations in the Independent Curriculum is the Rahmatan lil 'Alamin Student Profile Strengthening Project (P5RA), a project-based co-curricular activity designed to strengthen students' competencies and character, aligned with the Rahmatan lil 'Alamin student profile.

This project is flexible in terms of content, activities, and implementation time. At Madrasah Aliyah (Islamic Senior High School), the project focuses on instilling religious moderation through programmed activities and fostering habits that support moderate attitudes, such as conditioning learning to combat lust (mujahadah) and training the soul to resist bad tendencies (riyadlah) (Sari, 2021). MAN 2 Cilegon City is one of the madrasahs designated as a pilot project for the implementation of the Independent Curriculum in Banten Province. Starting in the 2022/2023 academic year, this madrasah has implemented the Independent Curriculum with the goal of preparing students to face technological developments and future challenges. This implementation emphasizes multi-skill development, character building, and collaboration between teachers, students, and the community (Yuliani, 2022). The phenomenon that emerged at MAN 2 Cilegon City demonstrates a serious effort to implement the Independent Curriculum, despite the complex challenges in practice. Some of the problems identified include teachers' lack of understanding of the new curriculum concept, limited facilities, a curriculum system that still needs improvement, and obstacles to integrating the curriculum with local culture (Nurjanah, 2023). Therefore, this study is crucial to assess the effectiveness of the Independent Curriculum implementation at the madrasah. The Independent Curriculum emphasizes the role of teachers as facilitators who connect the curriculum with students' interests and needs, not merely as instructors. This aligns with Audrey Osler's (2021) concept, which emphasizes that "a market-oriented curriculum must produce educational outputs with collaborative skills and essential competencies relevant to the needs of the times." The implementation of the Independent Curriculum at MAN 2 Cilegon City serves as a practical laboratory to assess the program's effectiveness in improving the quality of learning, student character, and graduates' readiness to face the world of work and social life.

The issues to be analyzed in this study include: 1) the effectiveness of the implementation of the Independent Curriculum in achieving educational goals at MAN 2 Cilegon City, 2) supporting and inhibiting factors in curriculum implementation, 3) the role of the madrasah principal and teachers in supporting successful implementation, and 4) the impact of curriculum implementation on the quality of learning and student character. This research is expected to serve as a reference for other madrasahs in implementing the Independent Curriculum effectively and proportionally.

**Table 1.** Observation Results of the Implementation of the Independent Curriculum at MAN 2 Cilegon City

Observed Aspects	Initial Findings	Explanation
Curriculum Structure	In accordance with government guidelines, with madrasa innovation	The curriculum at MAN 2 Cilegon has adapted the Independent Curriculum and provides space for local development.
Learning Implementation	Active students, teachers as facilitators	Project-based learning is implemented, including the P5RA project.
Assessment	Combination of formative and summative	Evaluation not only measures knowledge but also skills and character.
Curriculum Socialization	Done regularly	Socialization targets teachers, students, and parents to ensure understanding of the curriculum.
Monitoring & Evaluation	Done periodically	Monitoring to assess program effectiveness and make continuous improvements.

Source: Observation Results, 2025

The table above presents the results of initial observations regarding the implementation of the Independent Curriculum at MAN 2 Cilegon City. Observations covered various important aspects, including the curriculum structure applied, the implementation of both intracurricular and project-based learning, the assessment methods used, outreach efforts to teachers and students, and the program's monitoring and evaluation mechanisms. This data serves as the basis for assessing the madrasah's readiness to effectively implement the Independent Curriculum. Several previous studies have discussed the implementation of the Independent Curriculum at various levels of education, including madrasahs, as an effort to improve the quality of learning and develop student character. Rohman (2022) found that the implementation of the Independent Curriculum in secondary schools increased active student participation through project-based learning, thus further honing students' collaborative skills. Sari (2021) examined the Rahmatan lil 'Alamin Student Profile Strengthening Project (P5RA) at Madrasah Aliyah and found that competency- and character-based projects effectively instilled religious moderation and developed students' social skills. Yuliani's (2022) research added that teachers act as facilitators in the Independent Curriculum, enabling students to be more active in determining the learning process, although challenges remain, such as teacher adaptation to the new system and increased administrative burdens.

Nurjanah's (2023) research confirms that the success of curriculum implementation is determined not only by design but also by madrasah capacity, teacher quality, and policy support, including curriculum integration with local culture and the availability of supporting resources. Although studies provide insight into the potential of the Independent Curriculum to improve learning quality, several gaps remain that require further investigation. Most studies focus on general high schools, resulting in limited in-depth studies on Islamic Senior High School. Furthermore, the comprehensive effectiveness of the Independent Curriculum, encompassing curriculum structure, learning, assessment, strengthening Pancasila student profiles, monitoring, evaluation, socialization, and learning outcomes, has not been widely studied in an integrated manner. Previous research has also failed to map in detail the supporting and inhibiting factors for implementation from the perspective of internal madrasah management and community involvement. Furthermore, the experience of MAN 2 Cilegon City as a pilot project for the Independent Curriculum in Banten Province has not been widely studied. Therefore, this study aims to fill this gap and provide an empirical contribution regarding the effectiveness of the Independent Curriculum implementation in madrasahs.

This research is novel because it focuses on evaluating the effectiveness of the Merdeka Curriculum implementation in Islamic Senior High Schools, specifically MAN 2 Cilegon City as a pilot project in Banten Province, which has not been widely studied before. Its novelty lies in its comprehensive approach, which not only assesses aspects of student learning and character development through the Rahmatan lil 'Alamin Student Profile Strengthening Project, but also analyzes curriculum structure, assessment, Pancasila student profile strengthening, monitoring, evaluation, socialization, and learning outcomes in an integrated manner. Furthermore, this study highlights supporting and inhibiting factors in the implementation of the Merdeka Curriculum from the perspective of internal madrasah management, the role of teachers as facilitators, and community and workplace involvement. Thus, this research is expected to provide a concrete empirical contribution as a reference for other madrasahs in implementing the Merdeka Curriculum effectively, innovatively, and proportionally, while also adding to the scientific literature on project-based education practices and character strengthening in madrasahs in the post-pandemic era.

## II. LITERATURE REVIEW

### Independent Curriculum

The Independent Curriculum is an educational innovation that provides flexibility to educational units, teachers, and students in designing and implementing learning according to their individual needs and characteristics. This curriculum aims to create more meaningful, relevant, and enjoyable learning experiences, while also developing 21st-century competencies in students. The Independent Curriculum emphasizes diverse intracurricular learning, gives teachers the freedom to choose teaching materials, and allows students time to deepen concepts and strengthen their competencies (Ministry of Education, Culture,

Research, and Technology, 2023). Furthermore, the Independent Curriculum is a response to the need for contextual and flexible education, with the primary goal of developing students' potential holistically (Arif, et.al., 2022).

### **Curriculum Evaluation**

Evaluating the effectiveness of the Independent Curriculum implementation is crucial to assess the extent to which learning objectives have been achieved. This evaluation encompasses teacher readiness, school support, and parental and community involvement. Susilowati (2022) stated that various challenges arose in the implementation of the Independent Curriculum, such as limited resources, minimal community support, and unclear evaluation mechanisms. This suggests that the success of curriculum implementation depends not only on design but also on the internal readiness of educational units and external support. Similarly, Murtadlo, Oktafiani, & Faizah (2024) emphasized the importance of teacher, school, and educational policy support to ensure curriculum effectiveness, making ongoing evaluation key to improving the learning process.

### **The Role of Madrasah**

Madrasahs play a strategic role in the implementation of the Independent Curriculum, particularly in religious education and student character development. Curriculum implementation in madrasahs must adapt to specific characteristics and needs, including strengthening Islamic religious education and Arabic language (Apriatni et al., 2023). Since the 2022/2023 academic year, several madrasahs have been designated as pilot projects for the Independent Curriculum, allowing madrasahs to adapt the curriculum to local contexts and student characteristics (Apriatni et al., 2023). The Ministry of Religious Affairs provides a legal framework through a Ministerial Decree, allowing madrasahs to adapt according to learning needs, including strengthening Islamic religious education and Arabic language, so that students develop character, religiousness, and competence (Ministry of Religious Affairs, 2022).

## **III. METHODS**

### **Research methods**

This study uses a descriptive qualitative approach, where the data collected are in the form of words, images, and documents, not numbers. The qualitative approach was chosen because it is appropriate for examining phenomena in natural conditions in the field, so that researchers can understand the process of implementing the Independent Curriculum as a whole (Moleong, 2020). In accordance with the views of Bogdan and Taylor as quoted by Lexy J. Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Moleong, 2020). This study aims to describe the effectiveness of the implementation of the Independent Curriculum at Madrasah Aliyah Negeri 2 Cilegon City by examining various aspects, including curriculum structure, learning processes, assessments, strengthening student profiles, monitoring and evaluation, socialization, and learning outcomes.

### **Time and Place of Research**

This research was conducted at State Islamic Senior High School (MAN) 2, Cilegon City, Banten Province, which was designated as "*Piloting Project*" The Independent Curriculum (Kurikulum Merdeka) was implemented by the Directorate General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia. The research period lasted three months, from January 2025 to March 2025, encompassing the entire data collection process, observations of learning activities, interviews with madrasah principals, teachers, and related staff, as well as documentation of flagship programs and daily habits applied in the implementation of the Independent Curriculum at the madrasah.

### **Data source**

The data sources in this study were divided into primary and secondary data. Primary data were obtained through direct observation and interviews with parties involved in the implementation of the Independent Curriculum, namely the Madrasah Principal, Deputy Principal for Curriculum Affairs, Coordinator of P5RA (Project for Strengthening Rahmatan lil 'Alamin Student Profiles), and teachers. Secondary data were supporting sources obtained from official documents, such as the Guidelines for the

Implementation of the Independent Curriculum in Madrasahs, the curriculum structure for MA, school profiles, reference books, and other documents related to curriculum implementation at MAN 2 Cilegon (Sari & Prasetyo, 2021). The combination of primary and secondary data allows this study to obtain a more comprehensive picture of the process and effectiveness of curriculum implementation.

#### **Data Collection Instruments and Techniques**

The primary instrument in qualitative research is the researcher themselves, who are tasked with observing, interviewing, and documenting phenomena occurring in the field. Researchers are assisted by supporting instruments, such as interview guides, field notes, and audio recorders, to ensure the accuracy and completeness of the data obtained (Sugiyono, 2021).

Data collection techniques include:

##### 1. Observation

Observations were conducted at MAN 2 Cilegon to obtain an initial overview of the implementation of the Independent Curriculum, including the learning process, teacher-student interactions, and the use of learning media. These observations also aimed to identify best practices and challenges encountered during curriculum implementation (Nurjanah, 2022).

##### 2. Interview

In-depth interviews were conducted with the Madrasah Principal, Deputy Principal for Curriculum Affairs, P5RA Coordinator, and teachers. The interviews aimed to obtain more detailed information regarding the planning, implementation, challenges, and achievements of the Merdeka Curriculum, as well as to assess teachers' perceptions of the curriculum's effectiveness (Rohman, 2022).

##### 3. Documentation

Documentation was used to obtain data through manuals, meeting notes, P5RA project results, learning recordings, and other written documents. This technique helped researchers obtain authentic evidence and understand phenomena from the school's perspective (Sari, 2021).

#### **Data Analysis Techniques**

Data analysis was conducted using descriptive qualitative methods to organize, interpret, and present data to provide a clear picture of the implementation of the Independent Curriculum. According to Sugiyono (2021), the data analysis technique consists of three stages:

##### 1. Data Reduction

Data collected from observations, interviews, and documentation is typically extensive and complex. Data reduction involves summarizing, focusing, and selecting data relevant to the research objectives, making it easier to identify themes, patterns, and key information related to curriculum implementation.

##### 2. Data Presentation

After data reduction, the data is presented systematically using narratives, tables, graphs, matrices, or diagrams. This presentation makes it easier for researchers to understand the phenomenon and plan subsequent analysis steps. Furthermore, visual data presentation can demonstrate the relationship between curriculum aspects and student learning outcomes (Yuliani, 2022).

##### 3. Conclusion Drawing

Conclusions were drawn by interpreting the collected and analyzed data, taking into account objectivity, systematicity, and generalization based on the characteristics of the messages found in the field. This technique ensures that the conclusions reflect the actual conditions at MAN 2 Cilegon and are relevant to the research objectives (Holsti in Guba & Lincoln, 2021).

## **IV. RESULTS AND DISCUSSION**

### **Research result**

This study found that the implementation of the Independent Curriculum at MAN 2 Cilegon City has been implemented by following the latest curriculum structure based on KMA 450 of 2024, replacing the structure of KMA 347 of 2022. In general, the curriculum is divided into two main parts, namely intracurricular learning and project-based learning to strengthen the character of Pancasila student profiles,

hereinafter known as the Pancasila Student Profile Strengthening Project (P5) and the Rahmatan Lil' Alamiin Student Profile Strengthening Project (P2RA).

### Strategic Steps for Implementing the Independent Curriculum

In implementing IKM, MAN 2 Cilegon City took several strategic steps to ensure its success. First, the commitment of the madrasah leadership was the main foundation. The Principal of MAN 2 Cilegon City, Munirudin, showed full support for this program, including facilitating the provision of infrastructure that supports project-based learning. Second, the optimization of stakeholder roles encompassed all structural elements, P2RA coordinators, facilitators, madrasah committees, and students. Coordinators and facilitators played a role in designing project themes, schedules, and student guidance, while the madrasah committee provided moral and material support. Third, institutional partnerships were built with various educational and non-educational partners, including industries in Cilegon City such as PT Amoko Indonesia.

### Managerial Stages of IKM

The planning, implementation, and evaluation stages form the main framework for implementing the Independent Curriculum. During the planning stage, madrasahs conduct IKM outreach to teachers and academics, develop operational curricula, and appoint project coordinators and facilitators. During the implementation stage, intracurricular and project learning are carried out in a balanced manner, emphasizing the integration of Pancasila values and religious moderation. Project-based learning activities include art performances, entrepreneurship programs, student product bazaars, integration of cultural diversity materials, and daily habituation programs such as Tuesday Basil Prayer, Friday Donation, congregational Duha Prayer, Gotong Royong (Gotong Royong), Istighatsah (Islamic Religious Service), Kultum (Sultaneous Sermon), and Monday-Thursday Fasting.

The following table shows several flagship programs that have been implemented at MAN 2 Cilegon City:

**Table 2.** Table of Featured Programs for the Implementation of the Independent Curriculum

No	Featured Programs	Description	Objective
1	Art Performance	Dance performances, drama, cabaret, poetry, digital video	Internalizing the artistic, aesthetic, and character values of Pancasila
2	Entrepreneurship Program	Recycling workshop, business proposal preparation	Training life skills and entrepreneurship
3	Product Bazaar	Exhibition of student products	Demonstrate student creativity and innovation, involving external stakeholders
4	Cultural Integration	Seminars, scientific discussions, debates, language clubs	Developing intercultural insight, perspective and tolerance
5	Daily Habituation Program	Tuesday Basil, Friday Alms, Duha Prayer in Congregation	Building positive habits, spirituality, and social awareness

*Source: Processed data, 2025*

The table above shows the various flagship programs implemented by MAN 2 Cilegon City in implementing project-based and intracurricular learning. These programs are designed to develop students' character, spirituality, creativity, and skills holistically. Integrated, these programs not only enhance students' academic competency but also foster a moderate attitude, social awareness, and critical thinking skills, thus optimally supporting the achievement of the Independent Curriculum goals. The evaluation phase was conducted through internal monitoring by the madrasah leadership, teacher/facilitator reports, service meetings, and assessment of student project achievements. This evaluation emphasized intracurricular learning outcomes, the development of P5 and P2RA projects, student achievement, and the sustainability of the habituation program. The results showed that the implementation of the Merdeka Curriculum at MAN 2 Cilegon City was effective, with full support from the leadership, teachers, students, the madrasah committee, and relevant stakeholders. All intracurricular and project-based learning activities, as well as the integration of habituation programs, have successfully fostered moderate, tolerant, creative, independent, and Pancasila-minded student character. These flagship programs and daily habituation activities consistently have a positive impact on the development of student character, skills, and attitudes, enabling the madrasah to prepare competent, noble-minded students who are ready to face global challenges.

## **Discussion**

### **Integration of Intracurricular and Project-Based Learning**

The implementation of the Independent Curriculum at MAN 2 Cilegon City successfully integrated intracurricular learning with project-based learning, specifically the Pancasila Student Profile Strengthening Project (P5) and the Rahmatan Lil'Alamiin Student Profile Strengthening Project (P2RA). This integration was systematically implemented through daily learning activities and a consistent habituation program. Observations showed that the combination of these two types of learning improved students' critical thinking skills, creativity, and character, including empathy, tolerance, and moderation in everyday life. These findings align with research by Prasetya & Hidayat (2022), which demonstrated that the integration of projects and habituation within the Independent Curriculum significantly improved students' critical thinking skills and character. Furthermore, research by Herlina (2023) confirmed that projects based on Pancasila values and religious moderation fostered empathy, tolerance, and moderation in students. This demonstrates that the integration of intracurricular and project-based learning at MAN 2 Cilegon City has a significant positive impact on student character development.

### **Managerial Strategy and Stakeholder Roles**

The successful implementation of the Independent Curriculum was also driven by MAN 2 Cilegon City's strategic initiatives in managing the IKM program, including leadership commitment, optimizing stakeholder roles, and institutional partnerships. The principal, deputy principal for curriculum affairs, infrastructure staff, and the madrasah committee were actively involved in supporting program implementation, from scheduling and coordinating facilitators to providing supporting facilities. This collaborative approach ensured that all parties understood their respective roles and responsibilities, ensuring effective program implementation. According to Sari & Fadillah (2021), leadership commitment and stakeholder synergy are key factors in the successful implementation of a project-based curriculum. At MAN 2 Cilegon City, stakeholder support is reflected in effective coordination between the P2RA coordinator, facilitators, teachers, and external parties. Furthermore, partnerships with educational and non-educational institutions, including local industries, strengthen resources and collaboration opportunities, ultimately supporting the sustainability of the IKM program as a whole.

### **Implementation of Projects Based on Pancasila Values and Religious Moderation**

The implementation of the P5 and P2RA projects has proven effective in instilling Pancasila values and religious moderation through concrete activities, such as art performances, entrepreneurship programs, student product bazaars, seminars, and scientific debates. These activities not only develop students' academic abilities, creativity, and innovation, but also foster global perspectives and an appreciation for cultural, religious, and ethnic diversity. Thus, projects based on Pancasila values and religious moderation equip students with social competencies and character that balance reason, heart, and mind. This aligns with research by Nugraha et al. (2020), which found that project-based learning can develop students' creativity, innovation, and collaborative character. Rahmawati (2022) also emphasized that cross-cultural activities and collaboration in a scientific context strengthen students' tolerance and communication skills. At MAN 2 Cilegon City, the integration of academic activities with character values creates a contextual learning experience that directly impacts student character development.

### **Daily Habituation Program and Continuous Evaluation**

Daily habituation programs such as Tuesday Basil Prayer, Friday Almsgiving, congregational Duha prayer, mutual cooperation, Istighatsah (Islamic prayer), Kultum (sermon), and Monday-Thursday fasting play a vital role in continuously strengthening students' character, discipline, spirituality, and social awareness. These programs are implemented consistently and become part of the school culture, ensuring that the values of Pancasila and religious moderation are not only taught in the classroom but also practiced in students' daily lives. Program evaluation is conducted continuously through internal monitoring, teacher/facilitator reports, and official meetings. Evaluation results indicate that the P5 and P2RA programs successfully improved student learning motivation, academic achievement, social skills, and character development. These findings align with Fitriani & Hidayat (2021) and Wahyuni & Putra (2023), who emphasized that internal monitoring and regular evaluation are crucial factors in the successful

implementation of a project-based curriculum. Therefore, the implementation of the Independent Curriculum at MAN 2 Cilegon City has proven effective in developing students' character, creativity, and skills comprehensively.

## V. CONCLUSION

Based on the results of the data analysis that has been conducted, it can be concluded that the implementation of the Independent Curriculum (IKM) at MAN 2 Cilegon City shows high effectiveness and has been carried out in a structured manner through clear strategic steps and managerial stages. The strategic steps implemented include: (a) the commitment of madrasah leaders in implementing the IKM program, which is a major factor in the success of implementation; (b) optimizing the role of stakeholders, including teachers, coordinators, facilitators, and madrasah committees, who actively support the implementation of the program; and (c) developing institutional partnerships with various internal and external parties as part of strengthening the program. The implementation of IKM at MAN 2 Cilegon City goes through three main stages, namely: (a) the planning stage, which includes curriculum socialization, appointment of P2RA coordinators, and preparation of project-based and intracurricular learning systems; (b) the implementation stage, which is the core of the IKM program, including intracurricular learning and project-based learning (P5 and P2RA) which are carried out in an integrated manner, as well as various flagship programs such as art performances, entrepreneurship programs, student product bazaars, integration of cultural diversity materials, and daily habits that include Tuesday Basil, Friday Donation, Duha Prayer in congregation,

Mutual Cooperation, Istighatsah, Kultum, and Monday-Thursday Fasting; and (c) the evaluation stage, which is carried out through internal monitoring, service meetings, and individual teacher/facilitator reports to ensure the smoothness and sustainability of the program. The implementation of the Independent Curriculum at MAN 2 Cilegon City successfully integrated intracurricular learning with project-based learning, while consistently instilling the noble values of Pancasila and religious moderation through flagship programs and daily practices. The program's achievement rate approached 100%, indicating that the IKM program has been effective and has had a positive impact on the development of character, creativity, skills, and moderate attitudes in students. These results demonstrate that a comprehensive combination of strategy, implementation, and evaluation is key to the successful implementation of the Independent Curriculum at this pilot madrasah.

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