

Islamic Religious Education Teacher's Problems in Implementing the Independent Curriculum in Junior High School Number 1 Suralaga

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Abstract

This study aims: 1) To find out the problems faced by Islamic religious education teachers in implementing an independent curriculum. 2) To find out the solutions that schools do to overcome these problems. This research uses qualitative methods. The subject in this research is the Islamic religious education teachers. Data collection techniques using observation, interviews, and documentation techniques. The data analysis technique used source triangulation and technique triangulation. The research findings show that there are several problems faced by Islamic education teachers in implementing an independent curriculum, which can be summarized as follows: (1) Lack of deep understanding of the concepts and objectives of the independent curriculum. (2) lack of understanding in making teaching modules. (3) lack of socialization of the application of the independent curriculum. (4) Difficulty in making teaching modules.

Keywords: *Problematic, independent curriculum, Islamic religious education teachers*

Abstrak

Penelitian ini bertujuan: 1) Untuk mengetahui problematika yang dihadapi guru pendidikan agama Islam dalam penerapan kurikulum merdeka. 2) Untuk mengetahui solusi yang dilakukan sekolah dalam mengatasi problema tersebut. Penelitian ini menggunakan metode kualitatif. Subjek dalam penelitian ini yaitu guru PAI. Teknik Pengumpulan data menggunakan teknik observasi, wawancara dan dokumentasi. Teknis analisis data menggunakan tranguulasi sumber dan tranguulasi teknik. Temuan penelitian menunjukkan bahwa terdapat beberapa problematika yang dihadapi oleh guru pendidikan agama Islam dalam penerapan kurikulum merdeka dapat disimpulkan sebagai berikut: (1) Kurangnya pemahaman yang mendalam tentang konsep dan tujuan kurikulum merdeka. (2) kurangnya pemahaman dalam membuat modul ajar. (3) Kurangnya sosialisasi terhadap penerapan kurikulum merdeka. (4) kesulitan guru PAI dalam memetakan kemampuan siswa (5) keterbatasan sarana dan prasarana. Penelitian ini termasuk dalam kategori penelitian deksriftif kualitatif. Berbagai metode perolehan data digunakan oleh peneliti, yang terdiri dari dokumentasi, wawancara, dan observasi. Untuk mengatasi problematika tersebut pihak sekolah melakukan 1) pelatihan dan penataran tentang kurikulum, 2) sharing dengan sesama pendidik, 3) mengadakan pendampingan; 4) peningkatan sarana dan prasarana.

Kata Kunci: Problematika, Guru PAI, Kurikulum Merdeka

Introduction

Education is an attempt to help the souls of students on a casual and mental level, from their inherent nature to a future where education will be better. Education is a continuous process that never stops, or what is known as a "never-ending process," to produce qualities that will last in the future and are embedded in national cultural values and Pancasila (Magdalena et al., 2023). One of the key elements that influence a country's development and

the quality of its human resources is education (Wantiana & Mellisa, 2023). Education aims to help all students achieve their maximum success including parents and teachers, work together to lead, teach, train, and direct children so that they can realize the potential that exists within them (Lisnawati et al., 2023). Education is very important for human existence. Bearing this in mind, all Indonesians have a legal claim to education, that education is a means to transform a developing country into a developed country, and that teaching cannot occur without a curriculum. An important component of the educational process is the curriculum (Astri Fifani, 2023).

The curriculum has a dynamic characteristic. It is continuously updated and evaluated to reflect advances in science, technology, and educational requirements as well as changing times. The curriculum plays an important role in achieving educational goals. When creating a curriculum, it is important to consider several factors such as student characteristics, local wisdom, learning objectives, learning resources, learning methods, assessment strategies, and learning media. Curriculum development is based on educational demands. Continuous efforts are made to update the curriculum in response to changing demands and technological advances. Curriculum design and content provide children with opportunities to gain experiences and rights related to learning. The success of the curriculum is closely related to a long process that begins with generating concepts and ideas for teaching (Indriani et al., 2023).

The curriculum has developed over time as a strategy to achieve National Education goals. The basis for this curriculum overhaul is its application to recent advances in science. The curriculum must be in line with the conditions of time and location so that it can adapt to the demands and perspectives of human life. As time continues to change, the curriculum also changes (Indriani et al., 2023). Curriculum is an indispensable instrument, which embodies the essence of education. The curriculum in Indonesia has undergone several revisions. The curriculum that has been introduced in Indonesia is the independent curriculum (Merdeka Belajar, 2013) curriculum and education unit-level curriculum. Curriculum implementation in educational units functions as a guide for managing learning at the educational unit level (Budi Teguh Harianto, 2023).

The curriculum for the Independent curriculum program offers a variety of extracurricular activities tailored to give students more time to learn concepts and develop skills. Because the independent curriculum is easier and more adaptable, teachers can concentrate on teaching important subjects, and students can engage in more activities based on their interests (Alviana, 2024). An important component of the ongoing teaching and learning process is the curriculum. For education to function consistently if it does not use curriculum in its learning system. The curriculum is a very important educational program to achieve academic goals and serves as a guide for teaching in schools and Islamic Boarding Schools The curriculum used in a country's educational units shows the direction and attitude of the nation's life (Munawar, 2024).

This new independent curriculum paradigm aims to give educators, students, and educational institutions greater flexibility in making decisions about their education. By taking into account local needs, student potential, and social and cultural conditions in a community, this idea seeks to provide flexibility in the selection of resources, teaching methods, and assessment of learning outcomes (Syamsudin & Lailatul, 2024).

The curriculum serves as the basis for creating learning materials, creating learning resources, and assessing and monitoring student learning outcomes. The curriculum serves as

a guide for implementing education as well as a tool for achieving academic goals. On the other hand, as a learning aid in assessing the effectiveness of the curriculum, it also plays an important role in the curriculum. Teachers and educational institutions receive feedback from the learning process regarding how well the curriculum meets the set learning objectives (Paulus et al., 2023).

In addition, curriculum changes demonstrate the commitment of the government and stakeholders to develop the quality of learning. Education today is expected to provide a strong foundation for students to compete globally and face future challenges by changing its curriculum to keep up with the times. Curriculum changes also enable the implementation of innovative and inclusive-oriented learning approaches, to increase students' interest and encourage them to participate in the learning process. However, curriculum changes pose several problems/challenges, such as teachers who are not ready to implement the new curriculum, the availability of adequate resources, and the consistency of curriculum implementation across different regions and levels of education. Therefore, curriculum change must be supported by a comprehensive training and coaching strategy for educators, as well as close supervision from relevant parties to ensure that the curriculum remains consistent (Sonia Widia Sipahutar, 2024).

The implementation of the independent curriculum has different characteristics compared to the curriculum implemented previously. The independent curriculum approach focuses more on practical processes in the form of projects that focus on instilling the values of the Pancasila student profile and creating a pleasant learning environment. Apart from that, the differentiation approach is an important aspect of independent curriculum learning. In this research, the learning process is organized based on individual student needs, talents, and interests. The learning process in the independent curriculum is aimed at forming the profile of Pancasila students, to produce graduates who have good character (Zurohman & Hasanah, 2023).

The idea of an independent learning curriculum is to rebuild the education system to embrace progress and change at the national level. The idea behind this approach is to restore the basic purpose of education, which is to humanize people or to educate and civilize the country. When teaching is based on the idea of self-directed learning, students and teachers are treated as equal participants in the learning process. Teachers now work together with students to investigate truth and knowledge, rather than being the exclusive source of information. Instead of just providing explanations and homogenizing teachers' opinions, teachers have the responsibility to cultivate students' ability to think critically when facing problems around them. Internet and information technology have become a momentum to liberate education as it can break away from the rigid and non-liberating education system. Therefore, schools, educators, and students can foster creativity, innovation, and independence in the learning process (Mustofa et al., 2024). Self-learning independence means that students have the freedom to think individually and in groups. This will help students become more critical, creative, innovative, collaborative, and engaged in the future. With the free learning program, it is expected that student engagement in learning will increase (Husaini & Ruslan Afandi, 2023).

Since society is continually changing due to convenience and changing demands as well as the needs of both society and pupils, school curricula frequently reflect historical shifts in society. In Indonesia, curricula are updated more often than in other countries. Teachers believe that curriculum changes are inevitable with every change in the education minister. However,

the interactions between students and teachers should be significantly impacted by curriculum revisions. Changes to the curriculum will have an immediate effect on these parties, both positively and negatively. They'll adapt to the evolving curriculum as well. Fundamentally, educators—teachers, lecturers, and other educators—have the freedom to design their own curricula; yet, there are a number of benefits and drawbacks to this process. Although curriculum development must be done because the curriculum must be adapted to the needs of society, curriculum development must consider existing principles (Munawar, 2024).

As for previous research that has studied this problematic theme, first by Lukman Hadi, there are four Merdeka Belajar policies implemented in schools: replacing the National Examination with AKM and SK, eliminating USBN, simplifying RPP, and implementing zonal PPDB. (Lukman Hadi, 2020). Second, Miranda Utari with the research title Problems of Islamic Religious Education Teachers in Facing the Independent Curriculum in Islamic Religious Education Lessons (Utari et al., 2022). Third, Izza Kharisma Arifiani, research title Teacher Problems in Implementing the Independent Curriculum at Smkn 1 Pagerwojo, Tulungagung Regency, the results of the research show that there are several problems faced by teachers in implementing the independent curriculum(Arifiani & Umami, 2023). Fourth, Teguh Harianto, Research Title, Teacher Problems in Implementing the Independent Curriculum(Budi Teguh Harianto, 2023). Fifth, Rahma Alviana, Analysis of Teacher Problems in Implementing the Independent Curriculum at SD Negeri 1 Lambheu, Aceh Besar Regency (Alviana, 2024). Sixth, Ina Mandalenea Research title, Problems of Implementing the Independent Curriculum at Sdn Cikokol 1 Tangerang City (Magdalena et al., 2023). Seventh, Muhammad Akbar, research title: Teacher Problems in Implementing the Independent Curriculum in Class VII Mathematics Learning at Smpn 20 Simbang, research results show that teachers face several problems, such as difficulty adapting to the concept and implementation of the new Independent Curriculum, creating modules and projects strengthening the Pancasila student profile (P5), as well as adapting teaching materials to student needs. Factors causing problems include a lack of comprehensive understanding of the Independent Curriculum, limited time and technological facilities, as well as delays in providing books as teaching tools. Teachers have made several efforts to overcome problems, such as identifying obstacles during the implementation of the Independent Curriculum, participating in training, and being involved in Subject Teacher Conferences (MGMP), as well as collaborating with fellow teachers and supervisors. They also apply collaborative and project-based learning methods and technology to increase student interactivity and independence. This research highlights teachers' efforts to improve the quality of education at SMPN 20 Simbang(Akbar & Setyawan, 2023).

In adapting curriculum content to the demands of students in society, input from teachers is very important during the curriculum creation process. Teachers as educational resources must be able to apply the learning strategies and tactics that will be used, as well as understand student psychology. Effective and cooperative teacher participation in the curriculum creation process so that resources, learning materials, and textbooks can be collected and compiled. However, all efforts to improve educational standards will fail if teachers are not skilled in the teaching materials and learning process. Furthermore, if educators have the necessary credentials and competencies, as well as a shared understanding of the pedagogical paradigm determined by the curriculum, then the implementation of this curriculum can run well.

The introduction of the independent curriculum has not gone well at Junior High School Number 1 Suralaga, according to preliminary research. It is caused by despite having received training and preparedness to do so, teachers nevertheless encounter difficulties or obstacles when implementing the independent curriculum. The following issues are these: 1) Lack of Teachers' Understanding of the Independent Curriculum Learning Model, 2) Islamic religious education teachers' difficulties in creating lesson plans, 3) Teachers are not socialized enough to execute an independent curriculum, 4) The challenge of mapping student abilities for Islamic religious education teachers and 5) Limited infrastructure and educational resources.

The focus of this study is (1) the problems faced by the Islamic Education Teacher in applying Independent Curriculum. However, the goal of this study is to understand the issues that the Islamic religious education teachers had when implementing the Independent Curriculum at Junior High School Number 1 Suralaga. The purpose of this study is to increase teacher knowledge and Islamic Education Teacher solutions for Independent curriculum implementation. Due to this, the purpose of this study is to identify and understand the issues that the Islamic religious education teachers had when implementing the new curriculum at Junior High School Number 1 Suralaga.

Research Methods

This research uses qualitative methodology. This type of study is qualitative and uses descriptive analysis, information collected from informant sources, namely Islamic religious education teachers at the research location, is then detailed thoroughly. This field research conducted at Junior High School Number 1 Suralaga, East Lombok provided a source of research data for Islamic religious education teachers in implementing the independent curriculum and was studied using qualitative methodology.

The techniques used in this research are documentation, interviews, and observation as data collection methods. The data analysis technique uses steps according to Miles & Huberman (1984) namely data collection analysis, data reduction, data presentation, and conclusion drawing stages. Apart from monitoring and interviewing teachers as data informants. Field study data is presented as research findings, abstracted to provide comprehensive information, and evaluated to produce knowledge to conclude.

Results And Discussion

A. Islamic Religious Education Teachers Problems in Implementing the Independent Curriculum at Junior High School Number 1 Suralaga

This independent curriculum results in various difficulties that exist in every educational institution. These difficulties become problems and challenges for many educational institutions when implementing plans to implement the independent curriculum. Difficulties in implementing the independent curriculum plan are caused by various factors, one of which is experienced by Islamic religious education teachers at Junior High School Number 1 Suralaga, including:

1. Lack of Teacher Understanding of The Independent Curriculum Learning Model

The concept of implementing an independent curriculum is to give flexibility to schools in determining teaching tools according to the characteristics of students, or differentiated learning. However, this has not been implemented at Junior High School

Number 1 Suralaga, as stated by the Islamic religious education teachers, Mr. Najmul Huda, namely:

"Honestly, I still don't understand the learning model in the independent curriculum, including regarding differentiated learning, I still haven't implemented it. Because many things must be considered if we want to use this learning style. Therefore, I still use that learning style."

The researcher also interviewed the head of the curriculum at Junior High School Number 1 Suralaga, Mr. Ahmad, he mentioned that:

"Regarding the independent learning curriculum learning model, we understand the abilities of our fellow teachers at the institution, where there are still many of our teachers here who still don't understand related to independent learning because there are too many changes that have occurred in the curriculum. previously"

Based on the results of the observations and interviews above, it can be concluded that the teacher's understanding is the process of knowledge that seeks meaning or understands things that are not yet known. Therefore, teachers' levels of understanding vary depending on the amount of knowledge they have. It is necessary to increase teachers' knowledge of the independent curriculum to improve their understanding of it. Because they cannot apply the independent curriculum learning model, Islamic religious education teachers may not understand the independent curriculum. As a result, students are not interested in participating in the learning process. The success of the curriculum depends on appropriate teachers and in line with the new curriculum. Teachers' understanding of the curriculum greatly influences the way they organize learning in the classroom. Thus, a free curriculum can change learning to achieve goals. This is in line with Jannah's opinion, which says that the curriculum is a plan created to help the teaching and learning process run well and is regulated by teachers and schools (Basri & Rahmi, 2023). The successful implementation of the curriculum depends on the teacher's appropriate understanding and alignment with the new curriculum. Teachers' understanding of the curriculum greatly influences the way they organize learning in the classroom. Thus, an independent curriculum can bring about changes that are in line with the objectives. This is in line with belief (Basri & Rahmi, 2023).

2. Difficulties faced by Islamic Religious Education Teachers in Preparing Teaching Modules

The implementation of the Independent curriculum in schools provides more opportunities for teachers to experiment in choosing educational devices or media that suit students' interests and needs so that they are in line with the concept of independent learning. According to the interviewee, the initial preparation that teachers must make in implementing learning is by carrying out diagnostic tests to determine students' learning styles so that learning is carried out in a differentiated manner according to children's learning styles so that educational goals can be achieved. Apart from that, teachers must develop learning objectives and learning outcomes, develop effective teaching tools that meet students' needs systematically and practically, and prepare assessments by prioritizing the principles of an independent curriculum. Teachers must prepare learning devices that comply with the rules of the Independent Curriculum, including creating learning outcomes (CP), teaching modules that include learning process objectives (TP) and learning objective flow (ATP), as well as creating educational unit operational curricula (KOS). The absence of training on preparing teaching modules makes it difficult for teachers to plan teaching modules. This is due to a lack of training on how to develop independent curriculum teaching

modules and a lack of teacher interest in finding out independently about how to develop independent curriculum teaching modules (Novi et al., 2023).

From the results of interviews and observations at Junior High School Number 1 Suralaga, it was found that teachers' difficulties in creating teaching media are a serious challenge faced by teaching staff there due to the preparation of teaching modules where the components in the teaching modules are very different from previous lesson plans used in the 2013 curriculum so teachers are experiencing difficulties develop learning media. Teachers still face many challenges in developing teaching modules in this independent learning curriculum. For example, they cannot read learning objectives and organize the flow of learning objectives. Apart from that, the lack of teacher training to implement this teaching module is another obstacle.

3. Lack of Socialization towards Teachers In Implementing The Independent Curriculum

Teachers are always linked to any part of the education system, so their figure is always a strategic concern when talking about educational issues. This is because the most important component of the education system is the teacher, who needs to be given extra consideration. Teachers create education, especially that which is formally organized in schools. Teachers have a huge impact on student achievement, especially when it comes to the teaching and learning process. The most important factor in the development of high-quality educational procedures and outcomes is the teacher. Thus, without the help of qualified instructors, efforts to raise educational standards will fail. (Astri Fifani, 2023).

The results of the researcher's findings in an interview with one of the teachers at Junior High School Number 1 Suralaga stated that there was a lack of socialization regarding the implementation of the independent learning curriculum, which was seen when Islamic religious education teachers were still confused when asked how to implement the independent learning curriculum that had been developed so far. This is what causes teachers to not understand the concept of independent learning that will be used, and they must be trained to implement the independent curriculum. Training is a collection of events aimed at improving teachers' knowledge and skills so that they can do their work professionally. All relevant parties must be aware of the fact that teacher readiness to implement the curriculum greatly influences the success of the curriculum. This can be achieved through teacher training and socialization regarding the presence of the new curriculum. Therefore, teachers will not experience confusion when implementing a curriculum that is frequently changed. This is one reason why teacher understanding and readiness must be improved (Basri & Rahmi, 2023).

4. Difficulties Faced by Islamic Religious Education Teachers in Mapping Student Abilities

Mapping student abilities is an assessment carried out specifically to determine student strengths, weaknesses, and competition. This allows learning to be adapted to students' abilities and conditions. Every student falls into the visual category, which is visual learning ability. Furthermore, students of the auditory type have a better and more focused sense of hearing; students from the kinesthetic type learn with a movement style and students from the analytical type learn something thoroughly, specifically, and accurately (Fifani, 2023).

From the results of observations and interviews at Junior High School Number 1 Suralaga, teachers find that difficulties in mapping students' abilities are a challenge for the teachers themselves, due to the various types of students themselves, so this will be a

challenge for educators themselves. This can be seen when teachers do not divide students into groups according to their class. Mapping student abilities is an assessment carried out specifically to determine student strengths, weaknesses, and competition. This allows learning to be adapted to students' abilities and conditions. Every student falls into the visual category, which is visual learning ability. Furthermore, students of the auditory type have a better and more focused sense of hearing; students of the kinesthetic type learn with a movement style; and students of the analytical type learn something thoroughly, specifically, and accurately (Fifani, 2023).

5. Limitations of Facilities and Learning Infrastructure

Facilities and infrastructure can affect the quality of education due to the availability facilities and infrastructure which is good and appropriate and make students feel more comfortable in participating in educational activities at school. The availability of facilities and infrastructure will greatly help in developing students' interests and skills (Fitri & Ulfah, 2024).

Looking at the empirical data in the field, it is found that the infrastructure at Junior High School Number 1 Suralaga is still not complete to support the learning process, making it difficult for teachers to implement the independent learning curriculum, one example of which is that there are no computers, *InFocus* and other infrastructure provided so that teachers difficulties in developing teaching materials that will be used in the learning process.

The results of researchers' findings at Junior High School Number 1 Suralaga, limited facilities and infrastructure are a problem for Islamic religious education teachers in learning, so teachers when teaching continue to apply a lecture approach without using learning media such as *Infocus* and other supporting media. Many things have changed in education today. from the way students learn, their learning approaches, access to information resources, and the way they think about problem-solving. Learning media is part of supporting the learning process. It is hoped that this media can attract students' attention interestingly and interactively. Schools still lack Islamic religious education teachers' learning tools, such as a lack of visual learning media and teaching aids for religious practices. Limited facilities hamper teachers' efforts to implement innovative, contextual, and varied learning models following the demands of the Independent Curriculum. Printing media such as books and supporting materials are also inadequate to support students' independent learning at home (Mustofa et al., 2024).

B. Solutions for Overcoming Problems Faced By Islamic Religious Education Teachers In Implementing The Independent Curriculum

After the various problems mentioned above related to the implementation of the independent curriculum, it is clear that teachers have to face various difficulties or challenges when teaching, especially in Islamic religious education.

1. Training and upgrading the independent curriculum

Teachers are the main actors in implementing the curriculum, and they are required to be able to adapt to changes in the curriculum. Teachers' success in implementing the independent curriculum will help with existing curriculum problems, but there are still many teachers who don't understand it. Teachers play an important role in building education,

especially those provided officially in schools. Student success is greatly influenced by teachers, especially in terms of the teaching and learning process (Astri Fifani, 2023). Teachers should receive training and upgrading regarding the independent curriculum so that they can adapt to changes that occur both administratively and in their implementation in the teaching and learning process.

In overcoming the problems faced by teachers at Junior High School Number 1 Suralaga, the institution has prepared training and upgrading on the independent curriculum to overcome the ignorance of teachers regarding the concept of learning with the independent learning curriculum. Training and upgrading regarding the independent curriculum has been carried out to provide broad insight and knowledge for teachers so that they understand the concept and model of the independent curriculum itself. Teachers must be trained in learning approaches that support an independent curriculum.

The way to help teachers in adapting to the changing tasks students face, this training is necessary to implement student-centered approaches, use formative assessments, and create robust and sustainable assessment tools created by schools and other related organizations (Eka Listiani et al., 2023). Schools or other educational institutions may organize seminars and workshops to assist teachers in understanding and creating teaching modules for independent curricula as well as overcoming the difficulties involved in implementing independent curricula. Materials for seminars and workshops may include new teaching techniques, autonomous curriculum principles, and module-creation techniques (Novi et al., 2023). By participating in training and upgrading the independent curriculum, teachers are expected to gain a better understanding of the independent curriculum and its components. This will enable them to understand and apply the independent curriculum to their students (Munawar, 2024).

2. Sharing with fellow educators

In implementing the independent curriculum regulations, teachers are required to be able to provide something new in the learning process. In the current era, a teacher is not only required to be skilled in teaching but is also required to be able to apply unique learning media and learning methods to attract students' attention when learning takes place (Mulyana et al., 2023).

From the results of an interview with the head of the curriculum at Junior High School Number 1 Suralaga, sharing with fellow educators is also a step taken by the institution to help the teachers there overcome ignorance about the independent curriculum itself. By sharing a little of their knowledge with fellow teachers it will also make things easier for teachers who don't understand how to make teaching modules and other tools in this Independent Curriculum.

In the application of learning to ensure that this goes well, educators must be committed to learning and expanding networks to communicate with teachers in other subjects about problems that arise (Arifiani & Umami, 2023).

3. Providing Assistance

The success of curriculum implementation is greatly influenced by teacher readiness. Because the curriculum changes frequently, teacher knowledge must be improved through various training and outreach. Because teachers continue to use conventional learning

methods even though the curriculum changes, the readiness of teachers and school principals is very important to implement an independent curriculum.

The results of these field findings highlight the steps taken by the school to provide this assistance. We are taking this to help ease the burden on teachers who are having difficulty implementing this independent curriculum. By assisting independently and in groups, I think this is one good step to speed up his skills.

Activities involving mentoring involve helping friends or those in need to improve their learning. Teacher mentoring and coaching involve several steps. Initially, identification is carried out, namely by determining the basic needs of the school field for subjects related to the independent curriculum teaching module. Second, the socialization method is used after identifying the basic needs of the field, of socialization. Third, discussions can be carried out through the exchange of experiences between the team and teachers as well as discussions about problems and challenges related to creating teaching modules in schools. Fourth, a practical approach. This method is used as feedback on the subject development process after socialization and discussion. Fifth, evaluation and reflection methods are used to evaluate the success of training and coaching teaching modules (Novi et al., 2023).

4. Improvement of facilities and infrastructure

Infrastructure and facilities can influence the quality of education because if good and appropriate facilities and infrastructure are available, students will feel more comfortable taking lessons at school. The availability of facilities and infrastructure will also be very beneficial for developing the interests and skills of instructors and students and can help teachers in the learning process.

From the results of interviews conducted by researchers, improving facilities and feelings is a capital for the teachers there to apply the learning model and the school is trying to make improvements in terms of these facilities, such as providing facilities and feelings to support the success of the learning process, whether in the form of computers, LCDs. and other facilities and infrastructure.

Most of the problems faced by educational institutions are the lack of availability of facilities and infrastructure. Therefore, teachers must be creative in creating and designing facilities and infrastructure at school by improving it (Munawar, 2024). Improving classroom facilities and infrastructure such as libraries, laboratories, and classrooms will help create a better and more supportive learning environment for students (Hariani et al., 2023).

Conclusions

In facing the dynamics of contemporary education, Islamic Religious Education teachers are faced with the challenge of implementing the Independent Curriculum. This is an era where adaptation and innovation become imperative in the learning process to achieve educational goals that are inclusive and responsive to student needs in the 21st century. In facing the dynamics of contemporary education, Islamic Religious Education teachers are required to deeply understand the demands of the Independent Curriculum. In this era, challenges do not just stop at mastering the material but also require a deep understanding of students' needs in the 21st century. Teachers must also be able to create an inclusive and responsive learning environment, as well as integrate religious values with developments in technology and

information. Adaptation and innovation are the main keys to improve the quality of learning to suit current developments. Research result The problems with implementing the independent curriculum that occurs at Junior High School Number 1 Suralaga are 1) Lack of Teacher Understanding of the Independent Curriculum Learning Model, 2) Islamic Religious Education teachers' difficulties in preparing teaching modules, 3) Lack of socialization of teachers in implementing the independent curriculum, 4) Islamic Religious Education teachers' difficulties in mapping students' abilities, and 5) Limited learning facilities and infrastructure. The solutions to overcome the problems of implementing the independent curriculum include, 1) Sharing with fellow educators, 2) Providing assistance and 3) Improving facilities and infrastructure. Training and improving understanding of the independent curriculum, and 4) This research implies that there is a solution found in overcoming the problem of implementing the independent learning curriculum. From this research, teachers must be able to increase their capacity as professional educators in dealing with several problems in implementing this independent curriculum so that the learning process can run well and follow the learning objectives to be achieved.

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