



Implementation of the Independent Curriculum in the Fiqh Subject at the Al-Khoirot Buyut Udik Lampung Islamic Senior High School

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Abstract

This study aims to analyze the implementation of the Independent Curriculum in the Fiqh subject at Madrasah Aliyah (MA) Al-Khoirot Buyut Udik, Lampung. The Independent Curriculum provides flexibility for educators and students in choosing learning methods that are appropriate to the needs and characteristics of individuals. In the context of Fiqh learning, the implementation of this curriculum is expected to improve students' understanding and skills through a project-based approach and problem solving. This study uses a qualitative method with a descriptive approach. Data were collected through observation, interviews, and documentation involving the principal, Fiqh teachers, and students of MA Al-Khoirot Buyut Udik. Data validity testing was carried out using triangulation techniques, which include source triangulation to compare information from various parties and method triangulation to ensure data consistency through various data collection techniques. Data analysis was carried out using the Miles and Huberman interactive model, which includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that the implementation of the Independent Curriculum in Fiqh learning at MA Al-Khoirot faces several challenges, such as limited learning resources and teacher readiness in adopting more innovative learning methods. However, there are supporting factors such as high student interest in learning and curriculum flexibility that allows teachers to adjust the material to student needs. The results of this study provide implications for the development of more effective Fiqh learning strategies and can be a reference for other madrasas in implementing more adaptive curriculum policies that are oriented towards student needs.

INTRODUCTION

In the context of Islamic education, especially the subject of Fiqh, the implementation of the Independent Curriculum presents its own challenges for madrasas. Fiqh not only teaches Islamic legal theory but also requires an applied approach so that students can understand and implement Islamic teachings in everyday life. Therefore, the implementation of the Independent Curriculum in Fiqh learning at the Al-Khoirot Buyut Udik Lampung Islamic Senior High School (MA) is interesting to study. The implementation of the Independent Curriculum in this madrasah faces various challenges, such as limited learning resources, teacher readiness to apply more innovative methods,

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and adjustments to the assessment system. However, there are also opportunities that can be utilized, such as increasing teacher creativity in developing learning strategies and active student involvement in project-based learning. For example, teachers give assignments to make videos about learning fiqh, the practice of ablution and ta'amum. Fiqh teaching at MA Al-Khoirot does not only focus on theory, but also integrates local values and the context of students' daily lives. This helps students understand the application of Fiqh laws in real life and their relevance to local culture and customs. Therefore, this study aims to analyze how the implementation of the Merdeka Curriculum in Fiqh subjects at MA Al-Khoirot and the factors that influence its success.

Previous research Muhammad Ilham Al Ghifari's Thesis Study from 2024 entitled "Implementation of Independent Learning in Fiqh Subjects in Grade 8 of SMP Muhammadiyah Al Mujahidin" Gunung Kidul, This study found that: The background of the implementation of the independent learning curriculum in Fiqh subjects in grade 8 because the school was selected as a driving school and implemented an independent curriculum. For the evaluation of fiqh learning at SMP Muhammadiyah Al Mujahidin, the free learning curriculum is used, including: diagnostic evaluation, formative analysis evaluation, summative analysis, and final summative analysis. Therefore, this thesis can be considered a wealth of knowledge in understanding for everyone who reads it, Research written by Muhammad Fuadzy Al Khadziq entitled "Implementation of the Independent Learning Curriculum in Fiqh Subjects at MAN 4 Bantul" in 2023. The results of this investigation indicate that both advantages and disadvantages in learning fiqh through the independent curriculum, where the independent curriculum has been used for all subjects at MAN 4 Bantul, but there are shortcomings from teachers because not all of them understand the independent curriculum, and do not have supporting facilities such as student textbooks used for instruction. Tosim's research entitled "Implementation of the 2013 Curriculum in Improving the Quality of Learning in the Field of Fiqh Studies at MA Nurul Falah in 2020" based on the results data All students can find out the scores obtained. the total score must be above the average standard assessment limit, or above the KKM. If the student's score is above average, it indicates that the Fiqh learning process at Madrasah Aliyah Nurul Falah is running well. It has been running as expected, namely by showing the results show that student grades are good and above the assessment standards. studies conducted by the author on the evaluation process, it is clear that evaluation has an

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important meaning and is beneficial for students, teachers, schools and parents of students. so that students can evaluate their abilities with the results of this assessment.

Previous studies that are relevant to this study include the thesis study of Muhammad Ilham Al Ghifari (2024) which discusses the implementation of the Independent Curriculum in the Fiqh subject at SMP Muhammadiyah Al Mujahidin. This study found that the implementation of the independent curriculum in the school was based on its status as a driving school, with learning evaluations that included diagnostic, formative, summative, and final summative assessments. In addition, the research of Muhammad Fuadzy Al Khadziq (2023) on the implementation of the Independent Curriculum at MAN 4 Bantul revealed that this curriculum had been implemented in all subjects lessons, but still face obstacles such as lack of teacher understanding and limited learning facilities. Meanwhile, Tosim's (2020) research on the implementation of the 2013 Curriculum in Fiqh learning at MA Nurul Falah shows that good evaluation can improve the quality of learning, with student scores above the assessment standards. This study has similarities with previous studies in terms of focusing on curriculum implementation in Fiqh learning, the evaluation strategies applied, and the challenges faced in its implementation. However, this study contributes by adding a new perspective regarding the implementation strategy at MA Al-Khoirot Buyut Udik Lampung, the factors that influence its success, and solutions that can be applied to overcome existing obstacles. Thus, this study is expected to enrich insight into the implementation of the Merdeka Curriculum in Islamic religious education, especially in the Fiqh subject.

METHOD

This study uses a qualitative method with a descriptive approach to analyze the implementation of the Merdeka Curriculum in Fiqh learning at MA Al-Khoirot Buyut Udik, Lampung. This method was chosen because it allows researchers to understand the phenomenon in depth by observing, interviewing, and analyzing data in a natural context. The location of the study was MA Al-Khoirot Buyut Udik, Lampung. The data in this study consisted of primary data obtained through interviews with the principal Imam Baihaqi, Fiqh teacher Erna Wati and students. as well as secondary data from school documents, curriculum, and related academic literature. Data collection techniques include observation, interviews, and documentation. Observations were carried out directly to see how the implementation of the Merdeka Curriculum was applied in Fiqh learning.

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Interviews were used to explore the experiences and views of various informants, while documentation helped strengthen the data with written references from official school documents.

To ensure the validity of the data, this study uses data triangulation and source triangulation. Data triangulation is carried out by comparing the results of observations, interviews, and documentation to obtain consistent information. Meanwhile, source triangulation is carried out by comparing information obtained from various informants to increase the validity of the research results. Data analysis in this study uses the Miles and Huberman model, which consists of three main stages: data reduction, namely filtering and summarizing relevant data; data presentation, namely compiling data in the form of descriptive narratives; and drawing conclusions, namely interpreting research findings based on patterns that emerge from the results of observations, interviews, and documentation. With this method, the study is expected to provide a clear picture of the implementation of the Merdeka Curriculum in Fiqh learning as well as the challenges and opportunities faced by teachers and students in the learning process.

FINDINGS AND DISCUSSION

The implementation of the Independent Learning Curriculum in the Fiqh subject at MA Al-Khoirot Buyut Udik Lampung shows several significant findings. This curriculum provides freedom to teachers and students in the learning process, so it is expected to be able to improve the effectiveness and quality of education. The curriculum is increasingly broad, so the curriculum needs to be designed by considering the basic needs of students (psychological foundations), the needs of citizens (social foundations), and the growth of academic knowledge (philosophical foundations). The curriculum is one aspect that influences the progress or decline of an education process. In terms of learning strategies, it was found that the methods applied in the Independent Learning Curriculum are more flexible compared to the previous curriculum. The approach used focuses more on exploration and active participation of students in learning. Teachers also try to implement project-based learning, which allows students to develop critical and creative thinking skills.

In Fiqh learning, the Independent Curriculum provides space for students to better understand Islamic legal concepts in depth through a practice-based approach. However, the challenge that arises is how to ensure that students not only understand the theory, but are also able to apply it in everyday life. Therefore, a more interactive learning strategy is

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needed, such as case studies, group discussions, and simulations. Overall, the implementation of the Independent Learning Curriculum in Fiqh learning at MA Al-Khoirot Buyut Udik Lampung is still in the adaptation stage. Periodic evaluation is needed to see the extent to which this curriculum is effective in improving the quality of learning. With support from various parties, including the government, schools, and educators, it is hoped that the Independent Curriculum can have a positive impact on Islamic religious education in madrasas.

Since the implementation of the Independent Curriculum, the teaching of the Fiqh subject has undergone significant changes, especially in a more flexible and competency-based approach. The focus of learning is no longer just on memorizing the laws of fiqh, but rather emphasizes understanding, analysis, and application in everyday life. Learning is also more contextual by linking fiqh to the Pancasila Student Profile, so that students not only understand aspects of Islamic law, but also develop religious, critical, and collaborative characters. In addition, the concept of differentiated learning provides space for teachers to adjust teaching methods according to the abilities and needs of students. Since the implementation of the Independent Curriculum, the teaching of the Fiqh subject has undergone significant changes, especially in a more flexible and competency-based approach. The focus of learning is no longer just on memorizing the laws of fiqh, but rather emphasizes understanding, analysis, and application in everyday life. Learning is also more contextual by linking fiqh to the Pancasila Student Profile, so that students not only understand aspects of Islamic law, but also develop religious, critical, and collaborative characters. In addition, the concept of differentiated learning provides space for teachers to adjust teaching methods according to the abilities and needs of students.



Interview Documentation with the Principal

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1. Learning Planning

planning in general is a process to achieve the objectives of Learning planning in the Independent Curriculum at MA Al-Khoirot Buyut Udik Lampung is carried out through several main stages. Teachers understand the Learning Outcomes (CP) which are the basic competencies that must be achieved by students. Furthermore, teachers formulate learning objectives based on the curriculum guide and compile the Learning Objective Flow (ATP) which functions like a syllabus, ensuring that learning runs systematically. This planning also includes the creation of teaching modules which are the main guides for teachers in implementing learning, including teaching methods, initial assessments, and final assessments. objectives Learning planning in the independent curriculum consists of several stages:

- a. Understanding Learning Outcomes (CP). Learning Outcomes (CP) are learning competencies that must be achieved by students at each phase.
- b. Formulating Learning Objectives Based on Curriculum Guidelines, by Anggraena et al., understanding CP, teachers begin to gain an understanding of what students should learn. At this point, the Educator begins to develop a written concept, using the key phrases he or she collected in the first step, to form learning objectives.
- c. Developing the Learning Objective Flow. The learning objective flow actually has a function comparable to that previously known as "syllabus", which means the preparation and overall learning and assessment system for a one-year period. The preparation of this ATP will be easier if you collaborate with experts. who are proficient in the written topic.
- d. Planning Learning and Assessment: The flow of objectives determines the learning plan. The instructions that educators use to create it are more detailed than the flow of knowledge objectives.

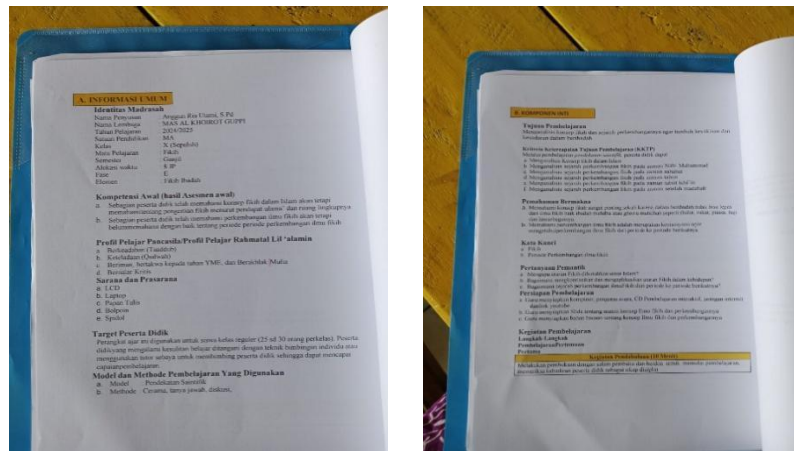
This lesson plan is designed as a teaching module. The purpose of creating a teaching module is an educational tool that guides teachers in implementing knowledge. Here are some components: the minimum that must be in an educational module:

- 1} Educational objectives (one of the objectives in the educational objectives flow)
- 2} Learning methods or activities. usually for a specific purpose knowledge gained in one or more meetings.
- 3} Assessment plan at the beginning of learning with evaluation tools and methods.
- 4} An end-of-class assessment plan to evaluate the achievement of educational objectives along with instructions and evaluation procedures.

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The learning media used include the books used, assignment sheets, videos and links to websites that students should know about.



Documentation of Fiqh Teacher Teaching Module for Class X

2. Implementation of learning

Planning that has been made, this stage is the implementation stage. The learning implementation process includes three main tasks, namely initial tasks, main activities, and closing activities: The learning implementation stage includes:

a. Preliminary Activities

The preliminary activities carried out by the teacher begin with greetings. followed by reading a prayer. with students. It is hoped that the teaching and learning process will run well. and successfully when started and closed with prayer. After that, during the preliminary activities before the teacher discusses new material, the teacher must do apperception. The benefit is to remind the return of the material that has been used delivered at the previous meeting, and as a link in the next transmission. Therefore, there is a relationship between previous materials. with the material to be studied. The opinion of Marno and Idris was quoted by Iman Firmansyah et al. in the journal of Islamic Religious Education. said that understanding is a link that connects the information that students already have, can be used as a starting point or stepping stone in providing explanations about or new material for students to learn

b. Core Section

The design or lesson plan greatly influences the core activities in learning. which are made by the teacher. Basically, the main learning activities must be designed first and identified by the educator in a system that allows them to be used in written

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education. The core learning activity process will explain the use of strategies and implementation of learning approaches used by teachers during the learning process, according to Rusman, the main activities are intended to achieve basic skills and educational goals achieved by this method, media strategies that are adjusted to characteristics of students and subjects. Antonius also said that good core activities can be seen from learning strategies that continuously combine learning models, the same as cooperative learning models, methods and additional science knowledge controlled by a combination of several teaching approaches are also adjusted to student features and teaching materials.

c. Closing Activities

Closing activities are the teacher's efforts to provide a complete picture. that has been learned or summarize the main material, to identify student success in understanding the material, and determine the basis for the next lesson. Closing activities include reflection, making conclusions or summaries of lessons. on previous activities carried out, providing incentives to return to the process and results of education, giving assignments, both individual and group work according to the findings of alumni education, and conveying plans for the next meeting.



3. Assessment

Learning assessment is the next stage. This is an activity that becomes consistency during the learning process. The evaluation process is carried out to find evidence or a basis for considering when the learning objectives are achieved, then As a result, educators are advised to do the following tests.

- a. Formative assessment: Conducted during the learning process to provide feedback to students and teachers to improve and optimize the learning process.

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- b. Summative assessment: Conducted after completing a topic or learning unit to measure the extent to which learning objectives have been achieved.
- c. Diagnostic assessment: Used to determine students' initial abilities before learning begins, so that teachers can adjust methods and materials according to student needs.

APSEN SOLAT DUHA DAN SHOLAT DUHUR MA AL-KHOIROT
RELAS X

No	Nama	Tanggal	Solat Duha	Sholat Dhuhur	Keterangan
1	Ahadi	10-02-2025	✓	✓	
2	Ardi Juliansyah	10-02-2025	✓	✓	
3	Anda Pratama	10-02-2025	✓	✓	
4	Beni	10-02-2025	✓	✓	
5	Brendi Setiawan	10-02-2025	✓	✓	
6	Dian Irtan	10-02-2025	✓	✓	
7	Fina Saffini	10-02-2025	✓	✓	
8	Farel Andika	10-02-2025	✓	✓	
9	Hani Arana	10-02-2025	✓	✓	
10	Juwita Sari Marcel	10-02-2025	✓	✓	
11	Juwita Sari Marcel	10-02-2025	✓	✓	

No	Nama	Tanggal	Solat Duha	Sholat Dhuhur	Keterangan
1	Ahadi	11-02-2025	✓	✓	
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3	Anda Pratama	11-02-2025	✓	✓	
4	Beni	11-02-2025	✓	✓	
5	Brendi Setiawan	11-02-2025	✓	✓	
6	Dian Irtan	11-02-2025	✓	✓	
7	Fina Saffini	11-02-2025	✓	✓	
8	Farel Andika	11-02-2025	✓	✓	
9	Hani Arana	11-02-2025	✓	✓	
10	Juwita Sari Marcel	11-02-2025	✓	✓	
11	Juwita Sari Marcel	11-02-2025	✓	✓	

Absent Duha prayer and Dhuhur prayer

Since the implementation of the Independent Curriculum, the teaching of the Fiqh subject has undergone quite significant changes. Learning now emphasizes more on understanding the concepts and application of Fiqh laws in everyday life, not just memorization. Teachers are given flexibility in adjusting learning methods according to the needs of students through a differentiation approach. In addition, project-based learning (PBL) has begun to be implemented to invite students to explore and apply Fiqh values in various real activities, such as worship simulations, case studies, and character strengthening based on the Pancasila Student Profile. To ensure that the implementation of the Independent Curriculum runs smoothly, Fiqh teachers are prepared through various training and mentoring programs. They receive intensive workshops on basic curriculum concepts, formative assessment strategies, and the preparation of teaching modules that are appropriate to student needs. In addition, technical guidance (Bimtek) is carried out to understand learning achievements and the use of technology in the teaching process. In supporting this learning transformation, teachers are also equipped with digital literacy so that they can optimally utilize various online learning platforms.

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Teacher training and mentoring are continuously conducted to improve the quality of Fiqh teaching. Various programs such as active learning method training, mentoring in the implementation of the Pancasila Student Profile Strengthening Project (P5), and classes to share good practices between teachers are part of the efforts to improve teaching quality. In addition, periodic academic supervision and coaching are provided to provide constructive input and evaluation for teachers. Before the implementation of the Independent Curriculum, Fiqh teaching focused more on memorizing Islamic theories and laws taught through lecture methods. However, after the Independent Curriculum was implemented, the learning method became more interactive, flexible, and experience-based. Students not only memorize theories, but also analyze and apply Fiqh laws in everyday life. Yes, I started implementing a project-based and discussion approach. For example, in Fiqh Muamalah, students are asked to create a simulation of a sharia buying and selling transaction and analyze its validity based on Islamic law. I also use digital media, such as learning videos to increase student participation. I compile teaching modules based on Learning Outcomes (CP) set out in the Independent Curriculum.

Learning plans are more flexible and adjust to the needs of the students. I also include project-based activities, discussions, and reflections, so that students can be more active in learning. Students are given more space to experiment and work on projects. For example, in Fiqh Ibadah, they make video tutorials on the correct practice of worship according to the school of thought being studied. While in Fiqh Sosial, they observe and analyze the application of Islamic law in society. I use group discussion methods, case studies, and simulations. In addition, I often hold role-playing or role-playing in understanding the laws of Fiqh, for example in inheritance law or Islamic marriage law. I conduct evaluations through formative and summative assessments. In addition to written exams, I also see students' activeness in discussions, their project results, individual reflections and daily worship practices regarding their understanding of Fiqh. I hope there will be more support from the government and madrasas in terms of teacher training, provision of digital learning resources, and facilities that better support project-based learning. I also hope that this method can continue to develop so that students are more enthusiastic and understand Fiqh in depth and apply it in their lives.

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Interview source: Class X Fiqh Teacher

In my opinion, the Independent Curriculum in Fiqh learning is very good because it is more flexible and emphasizes understanding rather than just memorization. We can be more active in discussing and understanding Fiqh in the context of real life. One of the positive changes is that learning has become more interactive. We are more often invited to think critically, relate the laws of Fiqh to current societal conditions, and learn through case studies. I find it easier to understand how the laws of Fiqh apply in everyday life. For example, when discussing buying and selling, we also learn how to apply it in small businesses or online transactions. I hope that learning Fiqh increasingly relevant to today's conditions, including discussions on Islamic economics, digital law in Islam, and the role of Fiqh in solving social problems, I also feel more comfortable because there are many learning methods, such as group discussions, presentations, and projects. Not just reading and memorizing, the role of the teacher is more as a guide who directs us in understanding the material, not just as a provider of material. We are given more opportunities to ask questions and discuss. I feel more prepared because I not only learn theory, but also how to think critically in responding to various problems in society based on Islamic law.



Documentation of class X student interview

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CONCLUSION

The implementation of the Independent Curriculum in Fiqh learning at MA Al-Khoirot shows positive developments even though it still faces various obstacles. The success of implementing this curriculum is highly dependent on teacher readiness, the availability of learning resources, and policy support from the madrasah. To increase its effectiveness, further training is needed for teachers, the provision of more diverse learning resources, and adjustments to the evaluation system to comply with the principles of the Independent Curriculum. The Independent Curriculum is present as an innovation in the Indonesian education system that provides freedom for teachers and students to choose learning methods that suit the needs and conditions of each educational unit. The results of the study show that the implementation of the Independent Curriculum in Fiqh learning brings opportunities and challenges. On the one hand, this curriculum provides space for teachers to develop learning methods that are more innovative and relevant to everyday life. Fiqh learning becomes more interactive, discussion-based, and emphasizes conceptual understanding and real practice.

On the other hand, there are obstacles such as the lack of teacher readiness to adapt to the new curriculum, limited learning resources, and the need for improved learning support facilities and infrastructure. Factors influencing the successful implementation of the Independent Curriculum at MA Al-Khoirot include planning, implementation, and assessment strategies. Teachers have a central role in ensuring the effectiveness of learning by adapting methods that are appropriate to student characteristics and teaching materials. In addition, active student participation in project-based learning and discussions are important aspects in the successful implementation of this curriculum. Thus, this study confirms that the implementation of the Independent Curriculum in Fiqh learning has the potential to improve the quality of education, but requires thorough preparation from various parties, including teachers, students, and schools. Recommendations from this study include training for teachers, development of more varied learning media, and periodic evaluations to ensure the effectiveness of curriculum implementation.

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