

THE INFLUENCE OF INDEPENDENT CURRICULUM AND MA'HADY-BASED COACHING ON THE LEARNING OUTCOMES OF ISLAMIC RELIGIOUS EDUCATION FOR STUDENTS IN SMP NEGERI 2 TULUNGAGUNG

Habibulloh

Email: Alfinfais0@gmail.com
(UIN Sunan Ampel Surabaya)

Abstract

The purpose of this study was to analyze the independent curriculum and Ma'hadiy-based coaching, to analyze the learning outcomes of Islamic religious education for students, and to analyze the influence of independent curriculum and Ma'hadiy-based coaching on the learning outcomes of Islamic religious education for students in SMP Negeri 2 Tulungagung. This study used quantitative research, while associative research was used in this study. The results of this research are there is a correlation between the independent variable (X1 and X2) with the dependent variable (Y). This is indicated from the value of Fhitung 7.335 and Ftabel 3.28 while the significance value = 0.00 so that Fhitung 7.335 > Ftabel 3.28 and 0.00 < 0.05. This shows that Ho is rejected and Ha is accepted meaning that simultaneously there is a positive influence of independent curriculum and Ma'hadiy-based coaching on the learning outcomes of Islamic religious education for students at SMP Negeri 2 Tulungagung.

Keywords: Curriculum Merdeka, Ma'hady, learning

INTRODUCTION

Every person needs to acquire education, which is a learning process that lasts throughout his life. The intention is to cultivate one's true capacity and character towards development and autonomy that can be done anywhere and anytime.¹ instructive interactions can be formal, casual or informal. Education that takes place in educational institutions such as formal education includes preschool, elementary, junior high, upper secondary, and college levels.² Relaxed teaching is obtained through a family climate where the primary educator is the gatekeeper. Non-formal preparation is obtained from correspondence communication between students and the surrounding environment.³ According to guideline number 20 of

¹ Hunaepi Hunaepi and I. Gusti Putu Suharta, "Transforming Education in Indonesia: The Impact and Challenges of the Merdeka Belajar Curriculum," *Path of Science* 10, no. 6 (2024): 5026–39, <https://doi.org/https://doi.org/10.22178/pos.105-31>.

² Raudatus Syaadah et al., "Pendidikan Formal, Pendidikan Non Formal Dan Pendidikan Informal," *PEMA: Jurnal Pendidikan Dan Pengabdian Kepada Masyarakat* 2, no. 2 (2022): 125–31, <https://doi.org/10.56832/pema.v2i2.298>.

³ M. Mahruf C. Shohel and Andrew J. Howes, "The Relevance of Formal and Nonformal Primary Education in Relation to Health, Well-Being and Environmental Awareness: Bangladeshi Pupils' Perspectives in the Rural Contexts," *International Journal of Qualitative Studies on Health and Well-Being* 13, no. 1 (January 2018): 1554022, <https://doi.org/10.1080/17482631.2018.1554022>.

2003, the goal of the general progress of the state education system is to help students become followers of God Almighty who are sincere and pious, noble, strong, educated, healthy, creative, independent, fair, and focused.⁴

Learning plans that give students the opportunity to progress calmly, relaxed, fun, and tension-free and demonstrate their normal talents are referred to as self-curriculum programs.⁵ Merdeka learns to uphold individuality and creativity. One of the efforts that the teaching and culture Branch made to provide free learning was the start of the driving school program. This educational Program aims to help every school in producing a generation of Pancasila students who have a strong sense of identity. The efforts of an instructor are necessary to achieve this.⁶

The teacher as the actual subject whose job it is should have the option to act as the main motivator to perform actions that provide positive things to learners.⁷ The presence of the free education program is a redesign of the state school system in Indonesia, this declaration is to invite changes and progress in the country so that it can adjust to the Times. Similarly, the Imam of the training, Nadiem Makarim, said “ changes in education cannot be done only with regulatory methodologies, but must implement a culture of change”.⁸

Based on the perception that underlies the researcher during several observations, the researcher has the thought that the life experience of SMP Negeri 2 Tulungagung school has grown rapidly and it can be said that this educational foundation continues to run with the ultimate goal to further develop the school. execution. This can be seen in the last three years from the signs of success of a foundation, in particular 1) student participation rates increased, 2) dropout rates decreased. Because it is accredited A, SMP Negeri 2 Tulungagung is one of the preferred and respected schools in Tulungagung. However, both the learning process and learning outcomes in SMP Negeri 2 Tulungagung have not been fully achieved.

⁴ Bálint Ábel Bereményi and Sílvia Carrasco, “Bittersweet Success. The Impact of Academic Achievement Among the Spanish Roma After a Decade of Roma Inclusion,” in *Second International Handbook of Urban Education*, ed. William T. Pink and George W. Noblit (Cham: Springer International Publishing, 2017), 1169–98, https://doi.org/10.1007/978-3-319-40317-5_62.

⁵ Indah Lepi Lestari, Tri Mustika Sarjani, and Ayu Wahyuni, “Implementasi Kurikulum Merdeka Dalam Meningkatkan Hasil Belajar Siswa MAN 2 Langsa: (Implementation of the Deep Independent Curriculum Improves Learning Outcomes MAN 2 Langsa Students),” *BIODIK* 11, no. 1 (March 2025): 82–93, <https://doi.org/10.22437/biodik.v11i1.39555>.

⁶ Hari Putra Yani and Mhd Hidayatul Khairi, “Upaya Guru Dalam Mengimplementasikan Kurikulum Merdeka Belajar Pada Mata Pelajaran Pendidikan Agama Islam Dalam Meningkatkan Kreativitas Siswa Di SMPN 3 Lubuk Alung,” *JURNAL Studi Tindakan Edukatif (JSTE)* 1, no. 4 (July 2025): 1355–62.

⁷ Mehmet Ali Seven, “Motivation in Language Learning and Teaching,” *African Educational Research Journal* 8 (October 2020): 62–71.

⁸ Joseph Ato Forson et al., “Employee Motivation and Job Performance: A Study of Basic School Teachers in Ghana,” *Future Business Journal* 7, no. 1 (September 2021): 30, <https://doi.org/10.1186/s43093-021-00077-6>.

RESEARCH METHOD

This study employed a quantitative explanatory research design to examine the causal relationship between the independent variables (Independent Curriculum and *Ma'hadiy*-based coaching) and the dependent variable (students' Islamic Religious Education learning outcomes). Quantitative research emphasizes the use of numerical data and statistical analysis to test hypotheses and explain relationships among variables.⁹ The study was conducted at SMP Negeri 2 Tulungagung using a probability sampling technique. From a population of 432 ninth-grade students, the sample size was determined using the Slovin formula with a 5% margin of error, resulting in a final sample of 37 respondents.

Data analysis was performed using multiple regression with the F-test to examine the simultaneous effect of the Independent Curriculum and *Ma'hadiy*-based coaching on students' learning outcomes. The null hypothesis (H_0) stated that the independent variables had no significant joint effect on learning outcomes, while the alternative hypothesis (H_1) stated that they had a significant simultaneous effect. The decision rule was based on the comparison between the calculated F-value and the critical F-value, where $F_{\text{count}} > F_{\text{table}}$ indicated a significant joint effect, whereas $F_{\text{count}} < F_{\text{table}}$ indicated no significant effect.

FINDINGS AND DISCUSSION

The initiator of the change of the education program into a free learning education program is a training office figure named Nadiem Makarim. Accentuation in the educational program of autonomous learning is freedom in the student. Indarta said, the sense of autonomy contained in it is that students are given the opportunity to obtain various.¹⁰ Kinds of information obtained, both from non-formal and formal education. The independent curriculum Program gives students the opportunity to progress by not limiting the teaching and learning thoughts that occur, this must be able to be done both outside and inside the school and imagination is also maintained here for students and educators. Imagination and

⁹ John W. Creswell et al., "Qualitative Research Designs: Selection and Implementation," *The Counseling Psychologist* 35, no. 2 (March 2007): 236–64, <https://doi.org/10.1177/0011000006287390>.

¹⁰ Fatchatus Sa'diyah, "Aktualisasi Kaidah 'Al-Muhafadzah 'Ala Al-Qadim Al-Shalih, Wa Al-Akhdzu Bi Al-Jadid Al-Ashlah' di Pesantren Dalam Menghadapi Tantangan Era Disrupsi (Sebuah Pembacaan Atas Teori Fungsionalisme Struktural)," *Prosiding AnSoPS (Annual Symposium on Pesantren Studies)* 3 (December 2024): 21–36.

opportunity are the concentration in the free education plan.¹¹ This educational Program was created to form a flexible educational plan and focus on basic materials, in addition, this educational program also centers on fostering the abilities and character of students.¹²

In accordance with the main characteristics of the free education program there are three, precisely the initiator of the change of education programs into free learning education programs is a school official figure named Nadiem Makarim. Accentuation in the educational program of autonomous learning is freedom in the student. Indarta said that the sense of autonomy contained in it is that students are given the opportunity to obtain various kinds of information obtained, both from non-formal and formal education.¹³ The independent curriculum Program provides an opportunity for students to progress by not limiting the teaching and learning thoughts that occur, this must be able to be done both outside and inside the school and imagination is also maintained here for students and educators. Imagination and opportunity are the concentration in the free education plan. This educational Program is made to form a flexible educational plan and focuses on the subject matter, in addition to this educational program is also centered on fostering the ability and character of learners.¹⁴

According to Davina in her exam, there are three main characteristics of the free education program, namely the improvement of the subtle skills and character of Pancasila students, the educational and developmental experience centered on the project; with the aim that students cultivate the subtle abilities and character of Pancasila students, the educational and educational experience is centered on the project; so that students have; Furthermore, in conducting educational and learning exercises, educators are given adaptability schemes.¹⁵

To find out The Independent curriculum at SMP Negeri 2 Tulungagung, a review of 37 students at the school. The scientists asked 23 questions with optional answers to these situations, each with a different focus or cost burden. The scientists used SPSS version 28 to

¹¹ Beril Firmansyah Romadhon, "Model Pendidikan Non Formal Lembaga Bimbingan Belajar Mentari Ilmu 3 Kecamatan Sukun Kota Malang," *J-PIPS (Jurnal Pendidikan Ilmu Pengetahuan Sosial)* 5, no. 1 (December 2018): 27–39, <https://doi.org/10.18860/jpips.v5i1.7329>.

¹² Anis Anisah, "Implementation Strengthening Education Character Student School Al-Anwar's Foundations Through School Culture," *Assyfa Journal of Islamic Studies* 1, no. 2 (December 2023): 121–29, <https://doi.org/10.61650/ajis.v1i2.296>.

¹³ Abdurrahman Harun et al., "Pengaruh Model Pembelajaran Hybrid Learning Terhadap Hasil Belajar Pendidikan Agama Islam," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 12, no. 2 (December 2021): 349–59, <https://doi.org/10.24042/atjpi.v12i2.11221>.

¹⁴ Primanita Sholihah Rosmana et al., *Kebebasan Dalam Kurikulum Prototype | AS-SABIQUN*, March 25, 2022, <https://ejournal.stitpn.ac.id/index.php/assabiqun/article/view/1683>.

¹⁵ Intan Sintia Dewi Agustin, Lia Nur Atiqoh B.d, and Arief Ardiansyah, "Analisis Program Kurikulum Merdeka Belajar Mandiri Belajar Di Sekolah Menengah Pertama," *Vicratina : Jurnal Ilmiah Keagamaan* 8, no. 2 (July 2023): 86–98.

validate the findings and determine if they were genuine after receiving a response. The results of the calculation of validity and reliability test are as follows:

Chart 1. Reliability Of Independent Curriculum Instruments

Case Processing Summary			
		N	%
Cases	Valid	19	100,0
	Ecluded ^a	0	0,0
	Total	19	100,0

a: Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
0,825	23

Given the impact of this calculation, it can be clearly seen that $r\text{-count} > r\text{-table}$ so that a questionnaire instrument totaling 23 questions can be used. Meanwhile, instrument dependencies based on SPSS variant 28 estimates. When viewed from the estimation of SPSS variant 28, the unshakable quality of the instrument should be seen from Cronbach's Alpha of $0.825 > 0.05$, which means that the instrument is solid with the legitimacy of the instrument given to 19 respondents with a level of 100 percent.

Chart 2. Reliability Of Ma'hady-Based Construction Instruments

Case Processing Summary			
		N	%
Cases	Valid	19	100,0
	Ecluded ^a	0	0,0
	Total	19	100,0

a: Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
0,802	26

Learning outcomes are the abilities that students have after receiving their growth opportunities. Learner learning outcomes are basically changes that include mental,

emotional, and psychomotor fields that are arranged in the direction of teaching and developing experiences experienced by learners. According to Sudjana, learning outcomes are a cycle described by changes in a person.

Given the impact of this calculation, it can be clearly seen that $r\text{-count} > r\text{-table}$ up to a questionnaire instrument totaling 11 questions can be used. Meanwhile, instrument dependencies based on SPSS variant 28 estimates are as follows:

Chart 3. Reliability of PAI learning outcomes instruments

Case Processing Summary			
		N	%
Cases	Valid	19	100,0
	Ecluded ^a	0	0,0
	Total	19	100,0

a: Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
0,825	23

After knowing the validity and reliability of the instruments that have been submitted to the respondents, the next step is to conduct a fairness test, especially to see whether the data on each research variable circulated consistently. then the examination strategy used is Kolmogorov Smirnow test, homogeneity test, and multicollinearity test. which expects to determine the design of the relationship between each independent factor and the dependent variable. Both of these tests use SPSS version 28. Here are the results:

Chart 4. Normality of variables X and Y

One-Sample Kolmogorov-Smirnov Test

		Kurikulum merdeka	Pembinaan Berbasis Ma'hady	Hasil Belajar PAI
N		37	37	37
Normal Parameters ^{a,b}	Mean	81,35	92,27	39,43
	Std. Deviation	1,620	1,694	1,168

Most	Absolute	0,153	0,179	0,227
Extreme	Positive	0,153	0,179	0,160
Differences	Negative	-0,143	-0,126	-0,227
Test Statistic		0,153	0,179	0,227
Asymp. Sig. (2-tailed)		.828 ^c	.704 ^c	.755 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Selecting the table above states that the independent curriculum program variables usually include information because it has a signature Asymp value (tail 2) more than 0.05 ($0.8284 > 0.05$), education variables based on MA'hady usually provide information because it has an Asymp value. sign it. (2-tailed) is more than 0.05 ($0.704 > 0.05$) and the PAI learning outcome variable provides broader information because it has an Asymp value. sign. (2-tailed) greater than 0.05 ($0.755 > 0.05$). From the knowledge gained, independent curriculum, Ma'hady-based education, and Pai learning outcomes are usually information obtained and all information obtained from learning outcomes. Summary of Uji homogenitas:

Chart 5. Homogeneity of variables X and Y

Test of Homogeneity of Variances

		Levene	df1	df2	Sig.
		Statistic			
Hasil	Based on Mean	1,088	5	31	0,386
Belajar	Based on	0,598	5	31	0,702
PAI	Median				
	Based on	0,598	5	18,554	0,702
	Median and with adjusted df				
	Based on	1,080	5	31	0,691
	trimmed mean				
Hasil	Based on Mean	0,601	5	30	0,700
Belajar	Based on	0,441	5	30	0,817
PAI	Median				

Based on Median and with adjusted df	0,441	5	29,323	0,816
Based on trimmed mean	0,661	5	30	0,656

From the table above states that the independent curriculum variable with PAI learning outcomes delivered homogeneously because it has a managed average value of more than 0.05 ($0.691 > 0.05$) and Ma'hady-based guidance with PAI learning outcomes distributed homogeneously because it has a managed value. the mean is more than 0.05 ($0.656 > 0.05$). Therefore, independent curriculum, Ma'hady-based coaching, and Pai learning outcomes are homogeneous information delivery and all information meets the presumption of homogeneity. Next is the multicollinearity test:

Chart 6. Multicollinearity of variable X and variable Y

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1 (Constant)	64,644	15,653		4,130	0,000		
Kurikulum Merdeka	0,466	0,721	5,231	3,378	0,877	0,972	1,029
Pembinaan Berbasis Ma'hady	0,627	0,515	0,884	3,896	0,781	0,972	1,029

a. Dependent Variable: PAI learning outcomes

From the above test results show that the value of Vif independent curriculum variables and Ma'hady-based coaching is 1.029, it can be described that there is no multicollinearity or there is no relationship between Mahad-based coaching factors and learning outcomes because the VIF value is below 10 ($1.029 < 10$).

After the information of all factors meet the assumption of habitability, homogeneity and multicollinearity, it can proceed to the next stage, namely speculation testing with f test using SPSS 28, but before that a t test is carried out to decide the relationship between variables:

Chart 7. T test variable X and variable Y

Coefficients ^a		
Standardized Coefficients Beta	t	Sig.
	4,130	0,000
5,231	3,378	0,877
0,884	3,896	0,781

a. Dependent Variable: PAI learning outcomes

Based on the table of t test results can be seen that the independent curriculum variable has a calculated t value of 3,378 and GIS. equal to 0.877, while T table is known to be 2.032 for n=37 and $\alpha = 0.05$. The hypothesis used as follows:

- H_{01} = no effect of independent curriculum on the learning outcomes of Islamic religious education for students in SMP Negeri 2 Tulungagung.
- H_{a1} = there is an influence of independent curriculum on the learning outcomes of Islamic religious education for students in SMP Negeri 2 Tulungagung

The value of t count is 3.378 and T table is 2.032 and significance is 0.845 so that t count is $3.378 > t$ Table is 2.030 and $0.877 > 0.05$. This shows that H_0 is rejected and H_a is accepted, meaning that there is an influence of independent curriculum on the learning outcomes of Islamic religious education for students at SMP Negeri 2 Tulungagung.

Based on the results of the T-test table, it can be seen that Ma'hady-based coaching variables have a calculated t value of 3,896 and GIS. of 0.781, while ttable is known to be 2.032 for n=37 and $\alpha = 0.05$. The hypothesis used as follows:

- H_{02} = no effect of Ma'hadiy-based coaching on the learning outcomes of Islamic religious education for students in SMP Negeri 2 Tulungagung.

- b. Ha2 = there is an influence of Ma'hadiy-based coaching on the learning outcomes of Islamic religious education for students at SMP Negeri 2 Tulungagung.

The value of t count is 3.896 and T table is 2.032 and significance is 0.781 so that t count is $2.945 > t$ Table is 2.030 and $0.781 > 0.05$. It shows that Ho is rejected and Ha is accepted, meaning that partially shows the influence of Ma'hadiy-based coaching on the learning outcomes of Islamic religious education for students of SMP Negeri 2 Tulungagung.

Chart 8. Test F variable X and variable Y

ANOVA^a

dfi	Mean Square
2	1,786
34	1,338
36	

a. Dependent Variable: PAI

learning outcomes

b. Predictors: (Constant),

Ma'hady-based coaching,

independent curriculum

Based on the F test table above shows that the value of F count is 7.335, the value of $df1 = 2$ while $df2 = 34$ and the value of significance = 0.00. known Ftable value of 3.28 for $df1 = 2$ while $df2 = 34$ and GIS. 0.05. the hypothesis used as follows:

- a. H03 = there is no effect of independent curriculum and Ma'hadiy-based coaching on the learning outcomes of Islamic religious education for students in SMP Negeri 2 Tulungagung
- b. Ha3 = there is a positive influence of independent curriculum and Ma'hadiy-based coaching on the learning outcomes of Islamic religious education for students in SMP Negeri 2 Tulungagung

value of F count is 7.335 and F Table is 3.28 while the significance value = 0.00 so that F count is $7.335 > f$ table is 3.28 and $0.00 < 0.05$. This shows that Ho is rejected and Ha is accepted meaning that simultaneously there is a positive influence of independent curriculum and Ma'hadiy-based coaching on the learning outcomes of Islamic religious education for students at SMP Negeri 2 Tulungagung.

In this exploration, blom's hypothesis is used as a premise. The connectedness between learning outcomes is linked to the goals to be achieved in the developing experience. blom

structured learning outcomes into three areas, namely mental, soulful, and psychomotor. mental space is centered on the creation of scientific capacities and abilities. The emotional Area is concerned with improving sentiments, points of view, values and feelings, while the psychomotor space is centered on exercises or machine abilities. In addition, in this exploration great hypotheses are applied, in particular the cognitivist learning hypothesis. The cognitivism hypothesis, as presented in Rahyubi's book, underlines the importance of individual elements in the evolving experience, without neglecting the work of external or natural variables. Non-stop learning exercises include the psychological movements of the person who is learning. In the point of view of cognitivism, learning is seen as a mental cycle that serves to reach, remember and utilize information.

From the combined information test results tend to show a relationship between the independent factors (X1 and X2) with the dependent variable (Y). This is indicated from the value of F count of 7.335 and Ftable of 3.28 while the significance value = 0.00 so that $f \text{ count } 7.335 > F \text{ table } 3.28$ and $0.00 < 0.05$. This shows that H_0 is rejected and H_a is accepted meaning that simultaneously there is a positive influence of independent curriculum and Ma'hadiy-based coaching on the learning outcomes of Islamic religious education for students at SMP Negeri 2 Tulungagung.

Therefore, following and implementing learning in accordance with the independent curriculum plan even though it is with Ma'had exercises and is created with satisfactory learning power will obviously affect student learning outcomes. It is clear that the independent curriculum program and Ma'hady-based learning are two factors that generally affect Pai students' learning outcomes. In addition to the planned Ma'had exercise. According to Rahmadona and Yanti Fitria who explore the impact of hierarchical actions and the use of study hours in Ma'had, it should be seen in the development of discipline. With a predetermined schedule, students will more often do their learning exercises according to the schedule that has been made, showing the discipline formed through Ma'had exercises. In addition to helping to frame the discipline, Ma'had's practice also impacts nearby parts of the educational experience. Students stated that a calm atmosphere near the house is necessary in learning, and the practice of Ma'had forms a firm personality. With a strict and solid point of view, deep security is achieved, so it will create a calmer and more interesting learning atmosphere.

CONCLUSION

There is a correlation between the independent variable (X1 and X2) with the dependent variable (Y). This is indicated from the calculated F value of 7.335 and F table of 3.28 while the significance value = 0.00 so that F count 7.335 > F Table of 3.28 and 0.00 < 0.05. This shows that Ho is rejected and Ha is accepted meaning that simultaneously there is a positive influence of independent curriculum and Ma'hadiy-based coaching on the learning outcomes of Islamic religious education for students at SMP Negeri 2 Tulungagung.

REFERENCES

- Agustin, Intan Sintia Dewi, Lia Nur Atiqoh B.d, and Arief Ardiansyah. "Analisis Program Kurikulum Merdeka Belajar Mandiri Belajar Di Sekolah Menengah Pertama." *Vicratina : Jurnal Ilmiah Keagamaan* 8, no. 2 (July 2023): 86–98.
- Anisah, Anis. "Implementation Strengthening Education Character Student School Al-Anwar's Foundations Through School Culture." *Assyfa Journal of Islamic Studies* 1, no. 2 (December 2023): 121–29. <https://doi.org/10.61650/ajis.v1i2.296>.
- Bereményi, Bálint Ábel, and Silvia Carrasco. "Bittersweet Success. The Impact of Academic Achievement Among the Spanish Roma After a Decade of Roma Inclusion." In *Second International Handbook of Urban Education*, edited by William T. Pink and George W. Noblit, 1169–98. Cham: Springer International Publishing, 2017. https://doi.org/10.1007/978-3-319-40317-5_62.
- Creswell, John W., William E. Hanson, Vicki L. Clark Plano, and Alejandro Morales. "Qualitative Research Designs: Selection and Implementation." *The Counseling Psychologist* 35, no. 2 (March 2007): 236–64. <https://doi.org/10.1177/0011000006287390>.
- Forson, Joseph Ato, Eric Ofosu-Dwamena, Rosemary Afrakomah Opoku, and Samuel Evergreen Adjavon. "Employee Motivation and Job Performance: A Study of Basic School Teachers in Ghana." *Future Business Journal* 7, no. 1 (September 2021): 30. <https://doi.org/10.1186/s43093-021-00077-6>.
- Harun, Abdurrahman, Nur Asiah, Cahniyo Wijaya Kuswanto, Ahmad Iqbal, and Nova Diadara. "Pengaruh Model Pembelajaran Hybrid Learning Terhadap Hasil Belajar Pendidikan Agama Islam." *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 12, no. 2 (December 2021): 349–59. <https://doi.org/10.24042/atjpi.v12i2.11221>.
- Hunaepi, Hunaepi, and I. Gusti Putu Suharta. "Transforming Education in Indonesia: The Impact and Challenges of the Merdeka Belajar Curriculum." *Path of Science* 10, no. 6 (2024): 5026–39. <https://doi.org/https://doi.org/10.22178/pos.105-31>.
- Lestari, Indah Lepi, Tri Mustika Sarjani, and Ayu Wahyuni. "Implementasi Kurikulum Merdeka Dalam Meningkatkan Hasil Belajar Siswa MAN 2 Langsa: (Implementation of the Deep Independent Curriculum Improves Learning Outcomes MAN 2 Langsa

- Students).” *BIODIK* 11, no. 1 (March 2025): 82–93.
<https://doi.org/10.22437/biodik.v11i1.39555>.
- Romadhon, Beril Firmansyah. “Model Pendidikan Non Formal Lembaga Bimbingan Belajar Mentari Ilmu 3 Kecamatan Sukun Kota Malang.” *J-PIPS (Jurnal Pendidikan Ilmu Pengetahuan Sosial)* 5, no. 1 (December 2018): 27–39.
<https://doi.org/10.18860/jpipis.v5i1.7329>.
- Rosmana, Primanita Sholihah, Sofyan Iskandar, Hilma Fauziah, Nadiyah Azzifah, and Weby Khamelia. *Kebebasan Dalam Kurikulum Prototype | AS-SABIQUN*. March 25, 2022.
<https://ejournal.stitpn.ac.id/index.php/assabiqun/article/view/1683>.
- Sa’diyah, Fatichatus. “Aktualisasi Kaidah ‘Al-Muhafadzah ‘Ala Al-Qadim Al-Shalih, Wa Al-Akhdzu Bi Al-Jadid Al-Ashlah’ di Pesantren Dalam Menghadapi Tantangan Era Disrupsi (Sebuah Pembacaan Atas Teori Fungsionalisme Struktural).” *Prosiding AnSoPS (Annual Symposium on Pesantren Studies)* 3 (December 2024): 21–36.
- Seven, Mehmet Ali. “Motivation in Language Learning and Teaching.” *African Educational Research Journal* 8 (October 2020): 62–71.
- Shohel, M. Mahruf C., and Andrew J. Howes. “The Relevance of Formal and Nonformal Primary Education in Relation to Health, Well-Being and Environmental Awareness: Bangladeshi Pupils’ Perspectives in the Rural Contexts.” *International Journal of Qualitative Studies on Health and Well-Being* 13, no. 1 (January 2018): 1554022.
<https://doi.org/10.1080/17482631.2018.1554022>.
- Syaadah, Raudatus, M. Hady Al Asy Ary, Nurhasanah Silitonga, and Siti Fauziah Rangkuty. “Pendidikan Formal, Pendidikan Non Formal Dan Pendidikan Informal.” *PEMA: Jurnal Pendidikan Dan Pengabdian Kepada Masyarakat* 2, no. 2 (2022): 125–31.
<https://doi.org/10.56832/pema.v2i2.298>.
- Yani, Hari Putra, and Mhd Hidayatul Khairi. “Upaya Guru Dalam Mengimplementasikan Kurikulum Merdeka Belajar Pada Mata Pelajaran Pendidikan Agama Islam Dalam Meningkatkan Kreativitas Siswa Di SMPN 3 Lubuk Alung.” *JURNAL Studi Tindakan Edukatif (JSTE)* 1, no. 4 (July 2025): 1355–62.