

The Implementation of Independent Curriculum (A Descriptive-Analytical Study at State Islamic High School 2 Banyumas, Central Java Province, Indonesia)

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ABSTRACT: Kurikulum Merdeka (the Independent Curriculum) is an educational curriculum in Indonesia that provides flexibility to madrasahs (Islamic schools) and autonomy to students. It features intracurricular learning with diverse content designed to optimize students' learning experiences, allowing them sufficient time to deeply understand concepts and strengthen their competencies. Therefore, it is essential to examine the implementation of Kurikulum Merdeka at State Islamic High School (MAN) 2 Banyumas, Central Java Province. This study employs a descriptive qualitative research design, utilizing observation, interviews, and documentation as data collection techniques. The research subjects include the principal of MAN 2 Banyumas, the Vice Principal of Curriculum, teachers, and students. The results of this study indicate that the implementation of Kurikulum Merdeka provides learning flexibility; enhances teachers' creativity, innovation, and productivity; and encourages active participation among students. In the learning process, teachers also apply differentiated instruction, thereby improving their overall performance. Furthermore, curriculum implementation is influenced by teacher competence, school management support, and the availability of infrastructure. Madrasahs with competent teachers, adaptive leadership, and adequate facilities are capable of effectively executing differentiated learning, project-based learning, and authentic assessments. These approaches foster increased creativity, innovation, motivation, and character building in students. Additionally, the visionary role of the Principal of MAN Banyumas, a conducive organizational culture, highly qualified human resources, and a positive learning culture are critical determinants for the successful implementation of Kurikulum Merdeka. Teachers at MAN 2 Banyumas also master and optimally implement four core competencies: pedagogical, professional, personal, and social competencies.

KEYWORDS: Implementation, Independent Curriculum, Independent Learning.

I. INTRODUCTION

Education is an investment and the foundation of a nation. It is defined as a process of developing human potential and capabilities to navigate life as individuals, citizens, and members of the global community. The development of this potential occurs across various environments, including families, workplaces, educational institutions, and society at large. Education is also viewed as a vital service sector that determines the success of a nation's development. Known as a productive investment, education serves as a major determinant for a nation. In developed countries, education is regarded not only as a consumptive aspect but also as a "human investment" and a prioritized "leading sector." Therefore, to improve the quality of education, the curriculum must be implemented optimally.

Kurikulum Merdeka Belajar (the Independent Learning Curriculum) is a policy introduced by the Minister of Education and Culture, aiming to enable students to master various disciplines aligned with the demands of the workforce (Fatimah, 2023). In relation to the curriculum, it targets four main areas: producing smart and independent individuals within an educational concept that must remain dynamic while maintaining a balance between intellect, heart, knowledge, and faith. The implementation of Kurikulum Merdeka was introduced as a response to the need for educational transformation in Indonesia, which demands a more flexible, relevant, and student-centered learning process. Social, cultural, and technological advancements, along with 21st-century competency demands, have driven educational units to shift away from traditional teacher-centered practices. This curriculum provides ample space for teacher creativity, student independence, and the reinforcement of character values, making it highly capable of addressing challenges within the national education system (Kemdikbud, 2022). Kurikulum Merdeka facilitates the development of differentiated instruction, character-building projects, and authentic assessments, which have the potential to enhance learning quality and student engagement.

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The urgency of this research is highlighted by the fact that the implementation of Kurikulum Merdeka varies among schools, depending on resource readiness, teacher comprehension, and regulatory support at the institutional level. Literature reviews indicate that while some teachers have implemented this curriculum, they still encounter obstacles in preparing instructional materials, understanding core concepts, and utilizing supporting facilities (Sari & Putra, 2023; Putri & Rahman, 2022). Other challenges include school readiness, uneven resource distribution, and varying adaptability across different regions. These discrepancies in implementation outcomes emphasize the need for a comprehensive literature study to map success patterns, primary barriers, and development opportunities. The primary issue facing the Indonesian nation, particularly in education, relates to the quality of education across various levels. However, numerous efforts are underway to elevate Indonesia's educational quality standards. Achieving an optimal standard of educational services requires effective curriculum implementation, adequate infrastructure, highly qualified educators, and competent institutional staff. Driven by these factors, the researcher is interested in conducting a study titled "The Implementation of Kurikulum Merdeka at MAN Banyumas."

II. RESEARCH METHODS

This study utilizes a qualitative descriptive approach based on phenomenological philosophy, which emphasizes the understanding (*verstehen*) of human behavior (Cook & Reichard, 1982:10). Data collection techniques include observation, interviews, and documentation. Triangulation is employed as a data validity testing technique, where the researcher seeks to establish data credibility by combining observation, documentation, and interview techniques for the same data collection purposes. Djarm'an Satori and Aan Komariah (2009:22) state that qualitative research emphasizes quality or the most crucial essence of the nature of a good or service. Meanwhile, according to Sugiyono (2013), qualitative research methods are suitable for investigating research problems that are not yet clear, vague, or perhaps still obscure. Such conditions are best studied using qualitative methods because the qualitative researcher directly enters the setting and explores it using Grand Tour Questions, allowing the core problem to be clearly identified. To strengthen and supplement data collection, the researcher also utilized a tape recorder as an aid to gather data and record non-verbal information.

III. LITERATURE REVIEW

Definition of Implementation

Implementation is an action carried out after a policy has been established. Etymologically, implementation means execution or application. In general, implementation refers to the action or execution of a plan that has been carefully, meticulously, and in detail prepared. Thus, implementation takes place only when there is good and mature planning, or a plan drafted well in advance, ensuring certainty and clarity regarding the project. Implementation is defined as the operationalization of a well-structured and detailed plan. It occurs when planning is complete, transitioning into activities, actions, maneuvers, or the execution of a system mechanism that aligns with the established plan. Implementation cannot stand alone; it is closely intertwined with other factors, such as human resources, natural resources, facilities, infrastructure, and funding. From these definitions, it can be concluded that implementation is the real-world execution of a maturely drafted plan aimed at achieving organizational goals.

The Concept of Kurikulum Merdeka

The curriculum is the heart of an educational institution and must be implemented to its fullest potential. The term "curriculum" has both etymological and terminological meanings. Etymologically, the term originates from the Greek words "curir" and "currere", which signify a racetrack or a route that runners must traverse during a competition. This route represents the path that competitors must follow throughout the race. The term can also denote the distance to be covered. Terminologically, a curriculum is a set of plans and arrangements regarding the objectives, content, learning materials, and methods used as a guide for organizing learning activities to achieve specific educational goals. The content and learning materials consist of a structured arrangement of topics and study areas designed to meet the institutional goals of the respective education provider within the framework of achieving national educational goals. The core of the educational process is the curriculum. Education encompasses various fields, including educational management, curriculum, and student services. Among these, the curriculum is the area that most directly impacts educational outcomes (Usdarisman et al., 2024). According to al-Shaybani, a curriculum is a collection of educational, cultural, social, athletic, and artistic experiences provided by an educational institution for students, both inside and outside the school premises, aiming to thoroughly develop all aspects of their personality and alter their behavior in accordance with educational goals. Meanwhile, Doll (as cited by Syaodih Sukmadinata in Yudi Candra Hermawan) defines curriculum broadly, extending beyond just the learning process to include environmental changes that encompass a child's overall learning experiences.

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A curriculum is not merely the subjects contained within it or the learning activities themselves, but it spans everything that influences the development and personal formation of students to improve the overall quality of education (Yudi Candra Hermawan et al., 2020). As cited by Syamsul Bahri, Muhaimin and Abdul Mujib state that there are seven definitions of a curriculum based on its function: First, curriculum as a program of study: A set of subjects studied by students in schools or other educational institutions. Second, curriculum as content: The data or information presented in textbooks that students engage with during the learning process. Third, curriculum as a planned activity: Activities intentionally planned regarding what will be taught and how it can be taught effectively to yield good results. Fourth, curriculum as a learning outcome: Pre-designed goals intended to achieve a specific result without specifying the exact methods to get there, or a set of planned and desired learning outcomes. Fifth, curriculum as cultural heritage: The transfer and reflection of societal cultural elements so that the younger generation can possess and understand them. Sixth, curriculum as a learning experience: The entirety of planned learning experiences under the guidance and leadership of the school. Seventh, curriculum as production: A set of tasks that must be performed to achieve predefined outcomes (Syamsul Bahri, 2011).

The curriculum is a fundamental instrument in running education because it serves as a guideline for the learning process, evaluation, and student competency achievement. In the Indonesian context, Kurikulum Merdeka emerged as a response to increasingly complex educational needs, rapid social changes, and 21st-century competency demands that emphasize creativity, problem-solving, technological literacy, and collaborative skills. Kurikulum Merdeka was developed by the Ministry of Education, Culture, Research, and Technology as part of the broader Merdeka Belajar initiative. This initiative places freedom, flexibility, and student-centeredness as its core principles. Kurikulum Merdeka is not just a technical curriculum reform, but a fundamental paradigm shift in viewing the educational process. It offers a more varied, adaptive, and contextual learning model, emphasizing the active role of students in constructing knowledge while giving teachers and schools the autonomy to design learning activities that suit local conditions.

The curriculum serves as an instructional framework containing learning designs for primary or secondary levels completed within an educational unit. According to Hamalik, a curriculum is an educational tool used to develop human resources into high-quality individuals (Hamalik, 2014:24). Kurikulum Merdeka features diverse intracurricular content so that students can optimally engage with materials and have sufficient time to deeply understand concepts and reinforce their competencies. First launched in 2022 as an optional framework, the ideal curriculum concept should be able to transcend dimensions of time and space due to societal evolution and technological progress. This means the learning process should not be confined to present practices; it must look backward at past experiences and forward to future demands. Instructional materials can be adapted from both national and international curricula, tailored to local conditions, and poured into a local content curriculum (kurikulum muatan lokal). Internal or external curriculum mentoring is an effort to empower and improve curriculum quality within an educational unit, aligned with the power, potential, and resources available within that unit. This can be facilitated by forming a network team as a cooperative management structure between educational pillars—ranging from local to central governments—to develop the curriculum based on local characteristics, needs, and regional growth. Teamwork among related stakeholders reflects the seriousness and solidarity of a non-structural organization consisting of universities, educational offices at the sub-district level, up to provincial education offices.

Objectives and Advantages of Kurikulum Merdeka

The objectives of Kurikulum Merdeka include: 1. Improving Learning Quality: Reducing academic burdens by using simpler yet deeper material so that students can comprehend concepts better. 2. Reinforcing Character and the Pancasila Student Profile: Shaping a generation that possesses faith, noble character, global diversity, independence, mutual cooperation, critical reasoning, and creativity. 3. Differentiated Learning: Ensuring that instruction aligns with the unique ability levels, talents, and interests of individual students, rather than applying a one-size-fits-all approach. 4. Flexibility and Autonomy: Granting teachers the freedom to use relevant teaching tools and giving schools the authority to adapt the curriculum to regional characteristics. 5. Focus on Essential Material: Providing adequate time for developing foundational competencies and character, preventing teachers from rushing simply to meet material memorization targets. This curriculum is expected to create a fun, safe learning environment that boosts critical thinking skills and creativity in dealing with real-world scenarios. The Kurikulum Merdeka policy serves as a solution to educational stagnation in Indonesia, addressing past systemic shortcomings. This framework guides schools in developing students' potential and competencies through relevant and interactive learning processes, such as project-based learning. Interactive learning makes students more engaged and allows them to explore issues arising in their environment.

The advantages of Kurikulum Merdeka are as follows: 1. Focus on Essential Material and Deep Learning: Less material is taught but it is explored thoroughly, eliminating the need to rush. This gives teachers time to deliver interactive, enjoyable lessons

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focused on student core competencies. 2. Greater Autonomy for Educators: Teachers have the latitude to design curricula and teaching materials that match the needs, characteristics, and context of their students and school environment. 3. Project-Based Learning (P5): The curriculum emphasizes the *Projek Penguatan Profil Pelajar Pancasila* (P5) to cultivate character, creativity, critical thinking, and collaboration skills through real-world explorations. 4. Centered on Student Talents and Interests: High school students are no longer rigidly pigeonholed into Science (IPA) or Social Studies (IPS) majors. Instead, they can choose subjects relevant to their interests, talents, and career plans. 5. Learning Aligned with Achievement Stages: The learning process is tailored to students' current ability levels rather than just chasing curriculum targets, making it more inclusive and effective. 6.

Supported by Technology (Platform Merdeka Mengajar): Teachers receive digital support through the Platform Merdeka Mengajar, making it easier to access references, inspiration, and curriculum insights to elevate teaching quality.

Overall, Kurikulum Merdeka refines previous curricula by creating a more flexible, relevant, and individual potential-oriented educational ecosystem. Other distinct advantages include: 1. Simpler and Deeper: Essential materials become the primary focus. Unhurried, simple, and profound learning is more easily absorbed by students. Deep learning designed with engaging methods keeps students focused and interested. 2. More Independent (Merdeka): This policy gives autonomous rights to schools to design education according to their needs. It grants freedom to teachers to construct learning processes that match actual student achievement levels. 3. More Relevant and Interactive: Interactive learning through projects turns students into active participants capable of analyzing prevailing issues in society. Kurikulum Merdeka is simpler and deeper because instructional hours are explicitly structured: for example, 1 hour for intracurricular learning and 1 hour for reinforcing the Pancasila Profile.

Characteristics of Kurikulum Merdeka

Characteristics of Kurikulum Merdeka are: 1. Flexible Learning: Schools are given room to adjust curriculum structures according to their capacity, student needs, and environmental conditions. This flexibility includes managing learning loads, choosing methods, and using teaching tools. 2. Focus on Essential Competencies: It highlights mastery over essential competencies such as literacy, numeracy, and character, reducing the content burden that was previously deemed too dense. 3. *Projek Penguatan Profil Pelajar Pancasila* (P5): P5 is developed to build student character through cross-disciplinary projects, such as entrepreneurship, environmental sustainability, culture, and global diversity. This project approach aligns with 21st-century competency demands: 1. Differentiated Instruction: Teachers are encouraged to adapt learning based on the interests, needs, and developmental stages of students, aligning with the principles of student-centered learning.

Structure of Kurikulum Merdeka The structure consists of two main parts: 1. Intracurricular Learning: Regular learning based on Learning Achievements (*Capaian Pembelajaran* / CP), which replace core competencies. CP outlines the competencies students must achieve at each developmental phase. 2. *Projek Penguatan Profil Pelajar Pancasila*: Executed with its own dedicated time allocation so that character building does not just occur during routine classes. These projects are not graded with numerical scores but use qualitative assessments instead. This structural model gives schools the latitude to manage learning intensity based on local needs, offering implementation tracks such as *Mandiri Belajar* (Independent Learning), *Mandiri Berubah* (Independent Sharing/Changing), and *Mandiri Berbagi* (Independent Sharing).

Learning Approaches in Kurikulum Merdeka Dominant learning approaches include: 1. Project-Based Learning (PjBL): Emphasizes collaboration, creativity, problem-solving, and independence, involving students in long-term projects that generate tangible products. 2. Inquiry-Based Learning: Encourages students to question, explore, discover, and draw conclusions independently, which is highly suitable for science and social studies. 3. Competency-Based Learning: Evaluates students based on demonstrated abilities rather than just theoretical mastery, necessitating continuous formative assessments.

Quality of Education

The implementation of Kurikulum Merdeka enables the adaptation of teaching materials to local contexts and student characteristics. Schools can select the most appropriate learning content, allowing teachers to design contextual and meaningful learning activities (Slamet, 2022), thereby improving the quality of education. The absolutism of quality implies possessing a level above standard measures and holding strong ideals. Generally, quality serves as a pre-established baseline tailored to the standards and capabilities of an educational unit, acting as a stepping stone toward improvement (Sallis, 2003). It turns into an achievement when it exceeds existing standards, harmonizing with consumer demands. Hence, matching the specific needs of an educational unit is a core component of quality itself. The concept of quality encompasses the characteristics and descriptions that envelope all goods and services as an implicit fulfillment. In an educational context, this covers inputs, processes, outputs, and overall educational quality (Depdiknas, 2001).

Educational quality can also be determined by the standard of all activities executed through customer service—specifically, how the academic community or stakeholders serve clients like students and the public. The availability of preparatory

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components for a process constitutes the educational Input concept. Power inputs include human resources (HR) such as teachers, principal, and students. Other resources consist of supporting equipment, materials, finances, and infrastructure. There are also software inputs, including organizational charts, legal regulations, plans, programs, and job descriptions. Vision, mission, goals, and institutional targets also fall under this category. Input readiness is crucial for realizing a sound educational process, and the level of this readiness serves as a metric for input quality. Higher input readiness translates to higher input quality. Outputs are generated through the processes executed, which are heavily influenced by the initial management of inputs. The Process refers to the execution of decisions made by stakeholders, including program management, institutional management, teaching and learning processes (PBM), monitoring, and evaluation management. Notably, PBM must hold the highest level of readiness compared to other processes.

A process is considered higher in quality if the coordination of institutional inputs—such as school staff, curriculum management, supporting facilities, and finances—is executed harmoniously to support all programs. A harmonious environment across all aspects is required to manifest a fun learning situation (enjoyable learning), driving motivation, encouraging student interest, and reshaping abilities to match student talents. Empowerment means that students do not merely memorize knowledge passed down by teachers; instead, that knowledge must take root in their conscience, be understood, and be implemented in daily life. Most importantly, students must learn to develop themselves and their potential, turning it into a source of personal strength to lead an independent life. The performance of human resources within an educational institution directly impacts educational outputs. Performance constitutes an institutional achievement obtained through the processes, characteristics, and behaviors of the educational institution itself. Quality levels also dictate institutional performance, spanning dimensions of effectiveness, productivity, efficiency, innovation, and work morale. Consequently, student achievement indicates a high-quality institutional output if it showcases excellence in: 1. Academic Achievements: Mid-term exam scores, final semester exam scores, academic competitions, scientific works, etc. 2. Non-Academic Achievements: Piety (IMTAQ), honesty, courtesy values, arts, sports, practical skills, etc. The quality of an educational institution is influenced by successive, interconnected processing stages, such as planning, execution, and quality control.

Educational institutions are expected to attain quality criteria by: 1. Knowing how to develop themselves within society through mastered knowledge and skills. 2. Meeting the contemporary workforce demand for skilled graduates. 3. Producing graduates who preserve and honor their community's culture as role models. 4. Demonstrating the capacity to compete positively. 5. Upholding religious beliefs, piety, optimized creativity, and self-confidence. Teacher performance is deemed high quality if they can foster academic and non-academic achievements among students at a particular educational level. Academic excellence is marked by objective student grades, while non-academic excellence is visible through the successful acquisition of various skills by students at the madrasah.

Models and Strategies for Improving Educational Quality

A set of concepts constitutes a model a group of variables and propositions that possess qualitative attributes forming a unified whole capable of explaining a phenomenon. The term "model" is frequently used to justify a theory. Total Quality Management theory addresses educational quality through three dimensions of capability: academic, social, and moral. According to this theory, the quality of an educational unit is emphasized through variables such as institutional culture, teaching-learning processes (PBM), and institutional reality. Institutional culture comprises values, ceremonies, habits, and long-established behaviors passed down from one generation to the next, consciously or unconsciously. These habits influence the behavior of school elements, including teachers, students, administrative staff, and parents. An effective culture for quality improvement will encourage school members toward enhancing institutional quality; conversely, a non-conducive culture acts as a barrier. Institutional culture is influenced by two variables: external factors and the institution's reality. External influences include government educational policies, mass media developments, and other societal factors. Institutional reality refers to factual conditions, including physical infrastructure (buildings and facilities) and non-physical aspects, such as strained teacher relationships or rigid institutional regulations. Schools with accepted, well-implemented rules yield a vastly different quality impact compared to schools whose rules are rejected by their institutional elements.

OBE (Organizing Business for Excellence) emphasizes an organizational system that clearly formulates a vision, mission, and strategies to achieve maximum objectives (Andrew Tani, 2004). OBE theory explains that formulating an institutional vision is the initial step toward upgrading the quality of an educational institution. Designing quality frameworks embodies the long-term aspirations of an educational unit. The vision serves as a future blueprint, detailed thoroughly within the mission. Both abstract and concrete aspects require leadership—specifically, leadership that can nurture institutional culture. A leader and established habits within an institution represent the mission from an abstract viewpoint. A long-term objective requires a strategy to

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materialize effectively and efficiently. There are three educational strategic planning orientations: output-oriented, process-oriented, and comprehensive-oriented. An output-oriented strategy features a top-down characteristic, where results refer to quantity and quality benchmarks formulated within Graduate Competency Standards (SKL). Other standards include curriculum, process, facilities/infrastructure, management, financing, and educator/staff standards. However, the weakness of this strategy lies in the widening gap it creates between advanced and underdeveloped educational institutions.

A process-oriented strategy acts as a bottom-up movement, allowing education to evolve more organically. Because this strategy is dictated by the capabilities and initiatives of the institution, it brings forth the inherent strengths of the educational unit based on its unique reality. Strengthening the institution through inter-institutional collaboration sparks grassroots creativity and innovation. Nevertheless, this strategy possesses a downside regarding the direction and institutional image, making it challenging to achieve uniform comprehensive quality. A strategy that combines both approaches is called a comprehensive strategy. This orientation maps out national results poured into national standards. This can be measured through competitiveness in various fields organized by private entities, governments, or international bodies. Competency is the capacity to execute tasks by integrating knowledge, attitudes, skills, and personal values derived from learning experiences across all education levels. Maximizing excellent service and management yields satisfaction for educational consumers, driven by human resource innovation within the educational institution (Robert A. Roe, 2001).

IV. RESULT AND DISCUSSION

Based on the analysis, the implementation of Kurikulum Merdeka indicates the following: 1. Implementation of Kurikulum Merdeka. The curriculum offers learning flexibility; boosts teachers' creativity, innovation, and productivity; and drives active student participation. In the classroom, teachers apply differentiated instruction, thereby elevating teacher performance. 2. Teacher Readiness: Findings show that teachers possess professional competence and consistently engage in sustainable training, courses, and workshops tailored to Kurikulum Merdeka. Teachers are capable of developing open instructional materials, designing character-based projects, and executing authentic assessments effectively. This confirms that the quality of curriculum execution is heavily dependent on teacher competence, as teachers serve as the primary curriculum implementers. 3. Instructional Execution: Kurikulum Merdeka promotes the use of differentiated and project-based approaches that emphasize active student engagement and character reinforcement. The research indicates that students become more creative, motivated, and active when problem-based learning is applied, simultaneously sharpening their creativity and collaborative skills. 4. Madrasah Management Support: The success of Kurikulum Merdeka is deeply influenced by school management support. An adaptive Principal and a conducive, collaborative organizational culture facilitate the application of learning projects and authentic assessments. Visionary leadership enables teachers to deploy creative, innovative, adaptive, and productive learning methods. 5. Facilities and Infrastructure: Infrastructure serves as a key success factor in applying Kurikulum Merdeka. It directly impacts students during teacher-led learning activities. With adequate facilities, teachers can optimally execute differentiation, character-based projects, and authentic assessments.

Factors affecting educational quality are: 1. Leadership: The Principal possesses and understands a clear work vision, is willing to work hard, has high drive, demonstrates persistence and resilience, provides optimal services, and maintains strong work discipline. 2. Teachers: Maximum teacher involvement is achieved by upgrading the four primary competencies (Pedagogical, Professional, Personal, Social) and enhancing professionalism through workshops, seminars, training sessions, and symposiums. The outcomes of these activities are directly implemented at MAN Banyumas, Central Java Province. 3. Students: A "child-centered" approach is utilized, allowing student competencies and talents to be unearthed, mapping out the inherent strengths within each student. 4. Curriculum: A consistent, dynamic, and integrated curriculum facilitates the realization of expected quality standards, enabling goals to be achieved maximally. 5. Partnership Networks: MAN Banyumas possesses a vast network of partnerships that extends beyond the school and local community. It cooperates with other domestic and international schools, corporations, and government agencies, ensuring that the outputs of MAN Banyumas satisfy all educational stakeholders.

V. CONCLUSIONS

Based on the analysis, the implementation of Kurikulum Merdeka demonstrates that: 1) Implementation of Kurikulum Merdeka: The curriculum provides learning flexibility; boosts teachers' creativity, innovation, and productivity; and drives active student participation. Teachers successfully implement differentiated instruction within the learning process, which consequently improves teacher performance. 2) Teacher Readiness: The study indicates that teachers possess professional competence and actively participate in continuous training, education programs, and workshops for Kurikulum Merdeka. Teachers are competent

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in compiling open instructional designs, structuring character-based projects, and conducting authentic assessments effectively. This reinforces that the competence of teachers as the frontline implementers heavily dictates curriculum quality. 3) Instructional Execution: Kurikulum Merdeka drives the integration of differentiation and project-based approaches, underscoring student engagement and character building. The findings reveal that students show higher creativity, motivation, and alertness under problem-based learning models, which simultaneously refines their creative and collaborative capacities. 4) Madrasah Management Support: Successful curriculum execution depends heavily on management backing. An adaptive Principal and a collaborative, supportive organizational culture streamline the application of project learning and authentic evaluations. Visionary institutional leadership makes it easier for teachers to carry out creative, innovative, adaptive, and productive instruction. 5) Facilities and Infrastructure: Supporting infrastructure remains an essential key to the successful application of Kurikulum Merdeka. It has a direct bearing on students during classroom activities, ensuring that the teacher's capability to deliver differentiated models, character projects, and authentic assessments is executed optimally.

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