

## Implementation of the Independent Curriculum in Christian Education Lessons

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### Abstract

The education curriculum in Indonesia continues to evolve with the times. Recently, the education system transitioned from the 2013 Curriculum to the Merdeka Curriculum. This research aims to analyze the implementation of the Merdeka Curriculum in Christian Education Lessons, highlighting its impact and effectiveness. The significance of this study lies in its contribution to understanding curriculum development in Indonesia and how the Merdeka Curriculum aligns with national educational goals and the Pancasila student profile. A literature review methodology was employed, gathering relevant information from the Google Scholar database and other sources. Data were analyzed using a SWOT framework to identify key considerations in implementing the Independent Curriculum, aiming to maximize opportunities and minimize threats. The findings indicate that the Merdeka Curriculum aligns with the vision of Indonesian Education, promoting life competencies in students. This vision supports the Pancasila student profile, emphasizing differentiated learning to meet individual student interests and needs. The analysis involved a systematic literature review, data extraction, and SWOT analysis to synthesize and interpret the findings.

### Keywords

Implementation; Independent Curriculum; Christian Education Lessons

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## 1. INTRODUCTION

Education has an essential role in the progress of a nation. Education is considered as the nation's teacher soko. A thriving education will create a flourishing nation. As an Indonesian nation with high educational values from the founding ancestors of the country, education today must look at the thoughts of the father of national education, namely Ki Hajar Dewantara.

Education aims to develop and shape the personality civilization of the nation with good values for a better life (Sumarsih, 2022). The development and formation of students' personalities include various things in the independent curriculum, including fearing God Almighty. Related to fearing God Almighty, the learning of Christian Education cannot be separated from fearing the Lord Jesus Christ. With the development of a very strict era towards the industrial era 5.0, technology considerably demands individual abilities. Seeing the challenges faced, education plays an essential role in producing graduate competency standards that can be competitive.

Humans are required to improve their skills and abilities, both soft skills and hard skills. The world



of education plays a role in producing creative, innovative, and competitive generations (Anwar, 2022). This is inseparable from the value of the Indonesian nation in the PISA ranking: the Indonesian nation for mathematics, science, and literacy is in the 74th position out of 80 countries assessed (OECD, 2018). Today's Education demands that every graduate have 21st-century skills, namely critical thinking, creativity, collaboration, and communication (Selman & Jaedun, 2020). These four abilities are beneficial for students in navigating the era of globalization.

They are directed not just as citizens of Indonesia but as global citizens who can relate to each other from various parts of the world. With the demands of the current times, the educational curriculum has changed to adjust to these needs. Therefore, the Merdeka Curriculum is designed to produce graduates who can be competitive in the global era. Christian Education cannot be separated from preparing students to face international competition by providing a foundation of knowledge that responds to the times following the truth of the Bible and faith in Jesus Christ. Christian Education must address students' life needs, particularly in the realm of ethics, so they, as global citizens, can live with high moral and ethical values, reflecting the character of the Creator.

Conceptual issues in Christian religious education include understanding how this education can strengthen students' spiritual and moral values while remaining relevant globally. This research focuses on identifying and addressing challenges in implementing the Merdeka Curriculum in Christian Education and how this curriculum can support character development according to Christian values.

This research aims to explore the effectiveness of the Merdeka Curriculum implementation in Christian Education lessons and to understand how this curriculum can be integrated with Christian educational principles. This research is significant as it fills a gap in the literature on how the new national curriculum can be effectively applied in the context of Christian religious education.

The research framework will illustrate the relationship between concepts in Christian religious education within the context of the independent curriculum, including how spiritual and moral values can be developed through a flexible curriculum responsive to contemporary needs. This study uses a systematic literature review methodology involving data collection from various sources, SWOT analysis, and developing strategies for effective implementation.

## **2. METHODS**

The current research uses the library research method, which analyzes data from various literature sources (Adlini et al., 2022). The stages of this library research include 1) Research focus, that is, the primary focus is on the implementation of the Merdeka Curriculum in Christian Education, specifically identifying challenges and opportunities; 2) Sources, that is, relevant literature was gathered from the Google Scholar database and other academic resources, ensuring a comprehensive collection of data; 3) Data collection, that is, data was collected through a systematic review of existing literature, focusing on scholarly articles, books, and credible online sources related to the Merdeka Curriculum and Christian Education; and 4) Literature analysis, that is, the collected data was analyzed using the SWOT framework to identify strengths, weaknesses, opportunities, and threats in the implementation of the Independent Curriculum.

Using SWOT analysis, this study's data analysts were able to pinpoint areas needing improvement in the Independent Curriculum's implementation and devise a plan to capitalize on positive developments while mitigating negative ones. This research aims to fill a gap in understanding how Christian Education Learning fits within the Independent Curriculum.

### 3. FINDINGS AND DISCUSSIONS

#### Findings

##### *Independent Curriculum*

The curriculum is defined in two ways: narrowly as the course materials used in an educational institution and broadly as the program. Therefore, the curriculum is a blueprint for how instructors and students will work together to accomplish predetermined learning outcomes, as seen from both perspectives (Nurdin & Adriantoni, 2019). Meanwhile, the independent curriculum is a curriculum that incorporates intracurricular learning into a more diverse set of topics, allowing students more time to fully grasp ideas and competencies and giving teachers more leeway to adapt their lessons to each student's unique interests and needs (Setiawan & Sofyan, 2022).

The Merdeka Curriculum is designed so that every student has the opportunity to improve their way of thinking, independent learning, courage, confidence, being able to solve problems, accepting mistakes, and freedom in expressing ideas (Marlina, 2022; Pasaribu et al., 2022). The Merdeka Curriculum can be an alternative curriculum for teachers and students to overcome learning failures during the pandemic (Ndari et al., 2023; Rahmadayanti & Hartoyo, 2022). Indeed, the learning conditions that students have experienced today are more or less influenced by the learning patterns they have carried out during the pandemic. That is why the Merdeka Curriculum prioritizes students' innate talents while also creating an environment that is relaxing, entertaining, and full of love for learning. Furthermore, it is believed that pupils would be more motivated to learn and grow as individuals, show more care for the school's surroundings, gain self-assurance and competence, and better integrate into society when allowed to study freely (Airis, 2020). The independent curriculum was added to the 2013 curriculum in 2019 by Education Minister Nadiem Makarim. The independent curriculum is beneficial because it focuses on important material and the development of students' abilities, allowing students to acquire deep, meaningful, and fun knowledge.

##### *Policy in the Independent Curriculum*

One policy change made in the Independent Curriculum was the following: 1) In 2020, instead of the National Standardized School Examination (USBN), schools were allowed to administer their assessments to determine student competence. This gave teachers more leeway to determine how well their students learned. 2) In 2023 the National Examination will replace the Minimum Competency Assessment (AKM) and Character Survey. This new system will focus on literacy, numeracy, and character skills and will be part of a more significant effort to encourage schools and teachers to raise the quality of education following PISA and TIMSS standards. 3) Redesigning and streamlining the Learning Implementation Plan (RPP) instrument, which had thirteen parts before, down to three essential ones: learning goals, learning activities, and assessment. Because of this simplicity, educators have a leg up when it comes to planning and assessing student progress; 4) Smarter admissions processes are put in place to provide options for addressing regional disparities in access and quality (Rahmadayanti & Hartoyo, 2022).

##### *Challenges in the Application of the Independent Curriculum*

However, Problems arise when schools adopt an autonomous curriculum, particularly in Christian ethics and religious education. Researchers, in this case, observed several challenges that emerged from literature analysis, namely 1) Teacher resources that have not received comprehensive training and the implementation of dissemination during some teachers conducting training is not applied in the school environment (Rusyadi et al., 2019); 2) technological devices that become facilities and infrastructure that support the implementation of the learning process in the independent curriculum can run well are not owned by all Learners (Basri et al., 2021). The school also has limitations on the number of irrational technologies compared to the number of classes (Mahmud et al., 2022); 3) The autonomous curriculum may be implemented glacial if parents are not actively involved. The effectiveness of the school's

autonomous curriculum is jeopardized when parents fail to actively monitor their children's academic progress (Marwani & Netrawati, 2020); 4) The Independent Curriculum requires students to study independently, which is something they are not used to. Most pupils rely only on teacher-provided materials (Satyawati et al., 2022). The lack of ability to reason critically is a challenge in implementing an independent curriculum in Christian Religious Education and Ethics (Keriapy et al., 2022).

### *Opportunities in the Application of the Independent Curriculum*

In addition to the challenges faced, implementing the Independent Curriculum has opportunities. These opportunities include 1) The availability of various learning platforms, that is, numerous digital platforms, such as Google Classroom, Edmodo, and Schoology, support teachers in finding teaching materials and sharing experiences during the learning process (Evangeline & Parkavi, 2022 Rahayu & Supardi, 2021); 2) Freedom of creativity in the learning process, that is, the curriculum allows for a more enjoyable learning experience, as teachers can innovate and personalize the learning process, which has been shown to increase student engagement and motivation (De Loof et al., 2021; Maisyaroh et al., 2024; Marougkas et al., 2021); 3) Emphasis on different student personalities, that is, teachers are required to understand each student well, ensuring that the learning process is tailored to individual needs, which aligns with the differentiated instruction approach that has proven effective in diverse classroom settings (Grecu, 2023; Strogilos et al., 2023). These opportunities highlight how the Independent Curriculum can enhance the educational experience by leveraging modern tools and personalized teaching strategies.

### *SWOT Analysis*

**Table 1.** SWOT Analysis of the Application of the Independent Learning Curriculum

Aspects	Strength	Weaknesses	Chance	Threat
<b>Internal</b>	<ul style="list-style-type: none"> <li>• Change USBN to a competency assessment that allows teachers and schools to assess student learning outcomes.</li> <li>• Simplification of lesson plans makes it easier to prepare and evaluate learning.</li> <li>• Emphasis on the student's personal allows customization of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher resources that have not received thorough training.</li> <li>• Limited technological devices and uneven access.</li> <li>• Minimal parental involvement can slow down curriculum implementation.</li> <li>• Lack of student habits in independent and critical learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The availability of a learning platform makes it easier for teachers to find teaching materials.</li> <li>• Creative freedom in learning can increase teacher innovation.</li> </ul>	<ul style="list-style-type: none"> <li>• Potential gaps between trained and untrained teachers in implementing the curriculum.</li> <li>• Challenges in the procurement and utilization of learning technology.</li> <li>• Lack of parental support and involvement can hinder learning.</li> </ul>
<b>External</b>	<ul style="list-style-type: none"> <li>• Focus on competency assessment relevant to global needs.</li> <li>• Emphasis on student character in preparation for global challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology challenges and unequal access in society.</li> <li>• Limited parental support and involvement in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Potential development of more inclusive and accessible learning platforms.</li> <li>• Innovation in learning that adapts to technological developments.</li> </ul>	<ul style="list-style-type: none"> <li>• The challenges of uneven curriculum implementation in different regions.</li> <li>• Lack of community understanding and support for the importance of curriculum change.</li> </ul>

The SWOT analysis above can help identify factors that need to be considered in implementing the Merdeka Curriculum, as well as determine the right strategy to maximize strengths and opportunities while reducing the impact of existing weaknesses and threats.

## **Discussion**

### ***The Role of Pancasila Student Profile in the Independent Curriculum***

The Merdeka Curriculum emphasizes a Pancasila student profile for every graduate. Thus, the 2013 Curriculum does not emphasize the Pancasila student profile, and the Independent Curriculum is significantly different in its implementation. To sum up all the qualities and skills required of Indonesian students, the term "Pancasila" is perfect. Additionally, Pancasila is a competency and character trait that aligns with the progress of the modern era. Thus, the Pancasila Student Profile can be used by the global community (Hasbi & Muktamar, 2023). Character and competence are different things that cannot be separated. Character is about who we are, and competence is what we can do (Zuliana, 2022).

All pupils in Indonesia should pay close attention to these two sections. No.22 of 2020, which pertains to the Ministry of Education and Culture's Strategic Plan for 2020–2024, has the following elements that make up the Pancasila Student Profile: Being a lifelong learner who embodies the six characteristics of Pancasila—faith, fear of God Almighty, noble character, international celebrity, cooperation, independence, critical reasoning, and creativity—and behaving according to Pancasila principles, Pancasila students are a representation of Indonesian students as a whole. What follows is an expose of the six traits:

#### ***Have faith in God Almighty and have a noble character.***

Every student is expected to have faith in God Almighty and have noble morals. Know every religious teaching adhered to, carry out his religious obligations, and apply the spiritual values he adheres to daily. Pancasila students must understand morality, spirituality, social justice, and love for others as human beings created by God. There are five elements of faith in righteousness: (a) religious morals, (b) personal morals, (c) morals to humans, (d) morals to nature, and (e) state morals.

#### ***Global Diversity***

Students are expected to be able to preserve the nation's culture, local culture, and identity. However, they still have an open attitude concerning other cultures as evidence of respect and respect among noble people. Mutual respect and tolerance towards cultural differences, accepting differences, and not judging or feeling culture in him is best. The main element in global diversity is understanding and respect for culture the ability to communicate culture even cross-culturally.

#### ***Worked together***

Students can work together, carrying out activities with a sincere and sincere heart attitude. The goal is that every activity can be done smoothly, lightly, and quickly. Collaborating is the key to working together as a profile of Pancasila students. Elements of working together are caring, sharing, and collaboration.

#### ***Self-sufficient***

Students are independent learners and can carry out their responsibilities for a series of learning processes and outcomes that have been implemented. The main elements are self-understanding of the conditions being experienced and self-management.

#### ***Critical reasoning***

Students demonstrate competence in the following areas: critical reasoning concerning empirically seen things, quantitative and qualitative data management, and evaluation and conclusion drawing

based on various sources of information. It primarily consists of thinking, digesting facts and ideas, reflecting, and making conclusions.

### *Creative*

When they learn to think creatively, students are better equipped to deal with any problem that may arise due to technological advancements. What we mean when we talk about creativity is the ability to alter and create something new, significant, practical, and impactful for one's immediate surroundings. Students are encouraged to take the initiative and work independently to develop creative solutions.

Schools must take numerous steps to ensure that their Pancasila students become quality human resources—or, put another way, lifelong learners—but one of the most important is to rally all stakeholders in the field of education, including teachers, support staff, and parents, to inculcate this value in their children. Work with relevant stakeholders in online and in-person seminars to bring the Pancasila student profile to life. Using the current aspects of the Pancasila Student Profile Strengthening Project (P5)—namely, work (SMK), Voice of Democracy, Sustainable Lifestyle, Local Wisdom, Entrepreneurship, Bhineka Tunggal Ika—to execute the project Design and Construct, Technical and Engineering.

The integration of the Pancasila Student Profile in learning is also sought by every teacher, where the values related to the Pancasila student dimension are always emphasized (Astuti et al., 2022; Wini Widarini & Suterji, 2023). The integration is carried out in three ways, namely: by using the Pancasila student profile as material in intracurricular activity lessons, through experiences and learning strategies carried out by teachers in the classroom, and the implementation of co-curricular projects (Sari et al., 2023; Utari & Afendi, 2022). These three strategies are not an option that the school must do but all three can be done effectively to achieve the profile of Pancasila students.

### *SWOT Analysis*

**Table 2.** SWOT Analysis for Integration of Pancasila Student Profile in the Independent Curriculum

Aspects	Strength	Weaknesses	Chance	Threat
<b>Internal</b>	<ul style="list-style-type: none"> <li>Promote competence and integrity in line with Pancasila principles.</li> <li>The Ministry of Culture and Education's goals and objectives that support the Pancasila Student Profile.</li> <li>Pancasila Student Profile Dimensions include a wide range of critical areas.</li> </ul>	<ul style="list-style-type: none"> <li>Obstacles in rallying all stakeholders to execute the Pancasila Student Profile.</li> <li>Collaboration with related parties that require strong coordination.</li> <li>P5 implementation requires adequate resources.</li> </ul>	<ul style="list-style-type: none"> <li>Developing the Pancasila Student Profile via joint participation in online and in-person seminars with relevant parties.</li> <li>Launch the Pancasila Student Profile Strengthening Project (P5) to enhance students' competency and character.</li> </ul>	<ul style="list-style-type: none"> <li>The Pancasila Student Profile may not have the backing of all necessary stakeholders.</li> <li>Challenges in allocating adequate resources for P5 implementation.</li> </ul>
<b>External</b>	<ul style="list-style-type: none"> <li>The existence of Pancasila values that are relevant to the development</li> </ul>	<ul style="list-style-type: none"> <li>Challenges in strengthening collaboration with</li> </ul>	<ul style="list-style-type: none"> <li>Integration of Pancasila Student Profile as part of intracurricular and</li> </ul>	<ul style="list-style-type: none"> <li>Threats to Pancasila values and cultural diversity.</li> </ul>

Aspects	Strength	Weaknesses	Chance	Threat
	<p>of the 21st century and can be applied on a global scale.</p> <ul style="list-style-type: none"> <li>• The ability to preserve local culture while opening up to other cultures.</li> <li>• Pancasila values that encourage mutual respect and tolerance.</li> </ul>	<p>external parties.</p> <ul style="list-style-type: none"> <li>• Integrating the Pancasila Student Profile in learning requires appropriate strategies and experiences.</li> </ul>	<p>co-curricular activities.</p> <ul style="list-style-type: none"> <li>• Potential to expand collaboration with external parties through seminars and other activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges in building public awareness and acceptance of Pancasila values.</li> </ul>

The SWOT analysis above provides an overview of the internal and external factors that affect the integration of the Pancasila Student Profile in the Independent Curriculum. With this understanding, strategic measures can be designed to maximize strengths and opportunities and address or mitigate the impact of existing weaknesses and threats.

### *The Role of Mobilizing Teachers in the Implementation of the Independent Curriculum*

Indonesia has used Teacher Mobilization in the classroom context of student autonomy. A teacher who can effectively guide their pupils to achieve optimum and comprehensive development in critical thinking and creative inventiveness is the driving force behind autonomous learning. In order to put it into action, mobilizing instructors must prioritize the Pancasila student profile and conduct a student-centered learning process. The Independent Curriculum develops a method called Teacher Mobilizer to produce educators with high standards of instruction. This follows the responsibilities of educators as professionals who respect themselves and work to improve the standard of education in Indonesia, as outlined in Article 2 of Law 14 of 2015, paragraph 1.

Mobilizing teachers have a double duty as leaders and move themselves and the environment to realize a learning atmosphere that favors students (Nagri et al., 2020). The mobilizing teacher is not just about compiling lesson plans and explaining their contents. Instead, they must have skills in leading, innovating, and implementing various improvements (Surahman et al., 2022). According to the Ministry of Culture and Education, Driving Teachers are considered learning leaders because of their ability to foster student-centered education by mobilizing the education ecosystem and implementing student-centered learning. So, it can be said that the role of the Mobilizing Teacher in the school environment is vital because it can provide encouragement in improving the quality of learner-centered learning and encourage the creation of empowerment of fellow teachers to maximize the same learning model. Currently, mobilizing teachers have several roles as contained in the Driving School, including: 1) Its role is a figure in mobilizing learning communities and peers for teachers who are in other schools within the same area; 2) as a practical teaching figure for fellow teachers specifically related to the development of teaching and learning activities; 3) The mobilizing teacher is projected as a communicator who actively initiates discussion and collaboration with both teachers and other stakeholders with the aim of improving the quality of learning; 4) play a role in creating a good learning environment through the implementation of learning and leadership attitudes.

The principle values that need to be understood by mobilizing teachers include using every evaluation result as a benchmark for change, having freedom in thinking, and having an open attitude toward ideas of progress in Education (Estrela & Lima, 2024). Applying these values cannot be separated from the identity of an Indonesian teacher (Nagri et al., 2020). Driving teachers in independent learning are expected to be able to teach and manage the teaching and learning process

effectively by using technology that is developing today, have skills in English to improve the quality of education, and can reflect during the learning process, which can then be used as reference material on an ongoing basis in making better changes for the quality of Education (Pendi, 2020). It is interesting to note that the Teacher Mobilizer program is open to all subject teachers, meaning that a Christian Religious Education teacher can be involved in the successful implementation of Independent Curriculum learning. They can involve themselves as part of teacher skills development. The Mover Teacher Program has now reached the eleventh (11th) batch. As a series of efforts to create equality in the quality of teachers throughout Indonesia, the Teacher Mobilization program can be carried out and followed by all teachers in Indonesia.

### SWOT Analysis

**Table 3.** SWOT Analysis for the Role of Mobilizing Teachers in the Implementation of the Independent Curriculum

Aspects	Strength	Weaknesses	Chance	Threat
<b>Internal</b>	<ul style="list-style-type: none"> <li>• As leaders and mobilizers, driving teachers have a dual role in organizing pro-learner learning.</li> <li>• Able to drive the education ecosystem to realize learner-centered education.</li> <li>• Have the ability to lead, innovate, and implement improvements in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The challenge of ensuring all teachers understand and apply the principle values required to become a mobilizing teacher.</li> <li>• Requires adequate resources to support the role of the Mobilizing Teacher effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• The Mover Teacher Program is open to all subject teachers, providing opportunities for all teachers to be involved in improving the quality of learning.</li> <li>• The increasing use of technology in learning opens up opportunities for Driving Teachers to use it effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Potential disapproval or resistance of some teachers to the roles and responsibilities of the new Mobilizing Teacher.</li> <li>• Challenges in ensuring continuity and continuity of the Driving Teacher program amid changes in education policy.</li> </ul>
<b>External</b>	<ul style="list-style-type: none"> <li>• There is support from the Ministry of Education and Culture in developing and implementing the Teacher Mobilizer program.</li> <li>• The ability of the Driving Teacher to use technology and speak English as a practical learning support.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges in creating an environment that supports collaboration between Driving Teachers, fellow teachers, and other stakeholders.</li> <li>• Limited access to technology and training for some teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing awareness of the importance of the role of Driving Teachers in improving the quality of learning at the national level.</li> <li>• There is an opportunity to develop cooperation and collaboration between teachers and other education stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Potential policy changes or inconsistent policies can disrupt the continuity of the Teacher Mobilizer program.</li> <li>• Challenges in overcoming resistance or disapproval from certain parties to the Teacher Mobilizer program.</li> </ul>

The SWOT analysis above provides an overview of the internal and external factors that influence the role of the Mobilizing Teacher in implementing the Independent Curriculum. With this



understanding, strategic measures can be designed to exploit strengths and opportunities and address or mitigate the impact of existing weaknesses and threats.

### ***Differences between the Independent Curriculum and the 2013 Curriculum***

The 2013 curriculum, compared to the Merdeka Curriculum, has several differences that can be seen directly in implementing learning. Here are some differences: First, the 2013 Curriculum uses the term Competency, divided into Core Competencies (IC) and Basic Competencies (KD), which emphasize religious, social, knowledge, and skill attitudes. At the time of its implementation, KI and KD are contained in the learning process. The Merdeka Curriculum emphasizes 21st-century learning, focusing on process, formative, summative, and diagnostic learning. The Merdeka Curriculum provides opportunities for teachers so that it provides opportunities to identify the shortcomings and strengths of students with formative, summative and diagnostic assessment models. Attaching importance to the influence of material on students, approaches, and learning media (Nugroho & Narawaty, 2022). Second, from the school graduate side, the 2013 Curriculum began to emphasize noble character education, while the independent curriculum did not fully emphasize character education. However, it can apply education to the school environment and the community (Rahmasari et al., 2022). Third, the challenge faced when implementing the 2013 Curriculum switches to the Independent Curriculum is the actions of teachers and students who must adjust the implementation of learning. Creativity appears in this curriculum but must be accompanied by infrastructure such as books for the needs of students (Reza Arviansyah & Shagena, 2022). Fourth, in its implementation, the 2013 Curriculum was carried out quickly, so the trials carried out were not comprehensive in all aspects. The Independent Curriculum is implemented gradually by conducting socialization and training to provide sufficient time for teachers to manage material (Panginan & Susianti, 2022).

Fifth, learning in the 2013 Curriculum is carried out by emphasizing three points: classroom learning, project-based learning, and problem-based learning. Meanwhile, the Independent Curriculum emphasizes authentic assessment, which includes various things such as observation, written and oral tests, portfolios, numeracy, and literacy, as well as flexible learning by prioritizing the competence and freedom of students in increasing their interests (Setiawan & Sofyan, 2022). Sixth, learning in the 2013 Curriculum emphasizes the balance of each student in the affective, cognitive, and psychomotor domains. Meanwhile, learning in the Independent Curriculum emphasizes differentiated learning that is adjusted to students' abilities (Sari, 2019).

Based on the differences that have been stated, both the 2013 Curriculum and the Independent Curriculum provide a clear picture of what graduates will be produced. Each curriculum implemented in the education unit aims to prepare Indonesian students to have 21st-century life skills.

### ***Strategy for Implementing Christian Education Learning in the Independent Curriculum***

The SP Driving School and the SMK-PK Center of Excellence Vocational High School are two of the many programs that make up the Independent Curriculum. Each program culminates with a school serving as an example for other schools to follow to adopt the Independent Curriculum. They provide practical steps for educating students and supporting schools as they adopt the Independent Curriculum. This support may be provided regularly to make it more active and adaptable in helping schools incorporate the Independent Curriculum's learning process with flexibility (Faiz et al., 2022).

Another program is the implementation of independent learning, each teacher has a learning account so that it is connected to the independent teaching platform. On this platform, all teachers are connected, thus creating an excellent ecosystem to support the learning process. Teachers can see various methods, teaching strategies, and experiences in the learning process (Apriliyanti et al., 2022). The progressive adoption of the Independent Curriculum is one way that schools can witness this learning in action; it allows them to map their requirements for implementing the curriculum every three months. Textbooks, lesson plans, and other instructional resources should be available next. As a

last point, ICT plays a significant role in educators' individual training and professional development materials (Churiyah et al., 2020).

#### 4. CONCLUSION

This article discusses the implementation of the Independent Curriculum as an alternative approach to the traditional education system. The curriculum emphasizes the shift towards more student-centered, flexible, and competency-based learning. In particular, the Independent Curriculum aims to improve students' critical thinking skills, independence, problem-solving skills, and creativity, especially in response to the challenges faced during the pandemic. The analysis results show that 1) The policy of change and the features of the independent curriculum, namely the Independent Curriculum, introduce changes such as replacing standardized exams with competency assessments, simplifying lesson plans, and creating a more competent admission process. The focus is on deep and meaningful learning experiences and student development; 2) Challenges in implementation, namely inadequate teacher training, limited access to technology, minimal parental involvement, and lack of independent learning habits in students; 3) Opportunities in implementation, namely the availability of various digital learning platforms, freedom in teaching methods, and personalized learning according to individual needs;

4) SWOT analysis of the independent curriculum, namely a) internal strengths include flexible assessment methods and simplification of learning planning, while weaknesses include limitations in technology and inadequate training; and b) external opportunities include a focus on global competencies, but the threat is a challenge in policy consistency and stakeholder acceptance; 5) Integration of Pancasila student profiles, namely the curriculum emphasizes the development of Pancasila values along with competence. This SWOT analysis for integration highlights challenges in collaboration and resource allocation; 6) The role of driving teachers, which is essential in implementing the curriculum and student-centered learning. The SWOT analysis emphasizes the need for training and support for teachers; 7) Differences from the 2013 Curriculum, namely assessment methods, emphasis on character education, and flexibility in learning approaches; 8) Strategies for the implementation of Christian education, namely programs such as SP Driving School and SMK-PK Center of Excellence to support curriculum implementation. Information and communication technology is crucial in teacher training and resource sharing.

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