

From RPP to Teaching Modules: Challenges and Practices of ISMUBA Teachers

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ABSTRACT

The implementation of the Independent Curriculum has brought significant changes in learning planning, particularly in the transition from the 2013 Curriculum Lesson Plan (RPP) to teaching modules. This shift requires teachers to adapt to new principles such as flexibility, differentiated learning, and the integration of the Pancasila Student Profile. This study aims to analyze the challenges ISMUBA teachers face in designing and implementing teaching modules, examine how their understanding of curriculum principles influences classroom practices, and identify the strategies and professional support needed for effective implementation. This study employed a descriptive qualitative approach involving three ISMUBA teachers at SMP Muhammadiyah 1 Gamping. Data were collected through in-depth interviews, classroom observations, and document analysis. The data were analyzed using an interactive process consisting of data reduction, data display, and conclusion drawing, while validity was ensured through triangulation of sources and techniques. The findings indicate that teaching modules are perceived as more flexible and comprehensive than the 2013 Curriculum lesson plans, as they cover multiple learning sessions, integrate character development, and support differentiated learning. However, this flexibility also presents challenges, including the complexity of module preparation, limited teacher understanding, and relatively uniform evaluation practices. The study concludes that the successful implementation of teaching modules depends not only on curriculum design but also on teachers' pedagogical readiness, clear operational guidelines, and sustained professional and digital learning support.



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A. INTRODUCTION

The implementation of the Independent Curriculum in Indonesia not only marks a shift in education policy but also reveals significant challenges related to teachers' readiness in adapting to the transformation of learning tools. Although the Independent Curriculum emphasizes flexibility and student-centered learning, previous studies indicate that teachers still experience conceptual confusion and practical difficulties in designing and implementing teaching modules effectively. The transition from the 2013 Curriculum lesson plans (RPP) to teaching modules has, in the early stages, increased teachers' administrative burden. (Fadil, 2024). Furthermore, the flexibility offered by teaching modules has not been fully supported by clear operational guidelines, leading to learning practices that often revert to uniform, less adaptive patterns. (Sabiily, 2024). In many cases, teaching modules are prepared primarily to fulfill administrative

requirements rather than to support differentiated learning and character development, as intended by the Independent Curriculum. (Mandalika, 2024).

This condition reflects a pedagogical paradox, where a curriculum designed to promote teacher autonomy may instead lead to structural confusion and less meaningful learning practices. At the same time, the Independent Curriculum represents a significant paradigm shift in Indonesian education, emphasizing student-centered learning, the strengthening of character through the Pancasila Student Profile, and the holistic development of student competencies. (Basri Hasan, 2024). It also provides teachers with opportunities to design learning activities that are responsive to classroom contexts and student needs.

The transition to the Independent Curriculum is closely associated with substantial changes in learning planning tools. Previous studies show that the shift from RPP to teaching modules has implications for planning structures, teacher workload, and classroom implementation quality. (Vidiarti, 2019). Teaching modules contain more comprehensive components than lesson plans, requiring higher levels of pedagogical readiness and conceptual understanding from teachers. (Fadil, 2024). Although these modules are intended to facilitate differentiated learning and character education, many teachers still prepare them administratively, failing to fully optimize their pedagogical functions. (Mandalika, 2024). Moreover, the flexibility of the Independent Curriculum increases the need for clearer operational guidance to support teachers in designing contextual and meaningful learning experiences. (Salsabilla, 2023).

The challenges teachers face in implementing the Independent Curriculum cannot be addressed solely through changes in learning tools; they must be understood as part of a broader structural issue. (Amelia, 2024). First, teachers' competence in developing teaching modules remains limited, affecting the overall quality of learning implementation. Second, many teachers have not fully understood the principles of the Independent Curriculum, particularly in applying flexible and differentiated learning strategies in classroom practice. Third, these challenges are not only technical but also systemic, highlighting the need for continuous professional development and institutional support to strengthen curriculum implementation. (Mulyani, 2023). Therefore, addressing these challenges requires a more holistic approach that integrates teacher professional development with consistent policy support. (Pinem, 2025).

In response to these challenges, previous studies have examined the transition from the 2013 Curriculum lesson plans to the Independent Curriculum teaching modules, primarily focusing on structural, technical, and administrative differences, as well as general implementation challenges (Hadriana, 2024). These studies demonstrate that the Independent Curriculum promotes flexibility, student-centered learning, and differentiated instruction, although teachers' limited understanding and readiness often constrain its implementation. However, existing research tends to emphasize the formal and procedural aspects of curriculum change while paying limited attention to how teachers' conceptual understanding of curriculum principles shapes their classroom practices. Furthermore, the integration of differentiated learning and character education in real teaching contexts remains insufficiently explored. The specific experiences of ISMUBA teachers, who integrate cognitive, affective, and spiritual dimensions of learning, are also largely absent from current discussions.

Therefore, this study addresses these gaps by providing an in-depth analysis of teachers' experiences in the transition from lesson plans to teaching modules. It examines the relationship between teachers' conceptual understanding and their pedagogical practices, and explores how differentiated learning and character education are

implemented in classroom settings. By focusing on the context of ISMUBA education, this study offers a more comprehensive, context-specific perspective on curriculum transformation.

This study contributes to the literature by offering empirical insights into the practical implementation of teaching modules, identifying key challenges and the adaptive strategies teachers use, and highlighting the importance of professional support in optimizing the Independent Curriculum. Unlike previous studies that primarily focus on structural differences, this research emphasizes the interaction between conceptual understanding, classroom practice, and contextual teaching needs.

Building on this contribution, this study aims to analyze the dynamics of the transition from the 2013 Curriculum lesson plans to the Independent Curriculum teaching modules from teachers' perspectives, particularly in the context of learning planning and implementation.

B. METHODS

This study employs a qualitative case study design to obtain an in-depth understanding of teachers' experiences, perspectives, and practices in implementing the Independent Curriculum, particularly during the transition from the 2013 Curriculum lesson plans (RPP) to the Independent Curriculum teaching modules. (Yin, 2014). The study was conducted at SMP Muhammadiyah 1 Gamping, an educational institution that has implemented the Independent Curriculum. The participants were three ISMUBA teachers identified and coded as B1, B2, and B3 who were selected purposively based on their experience with both the 2013 Curriculum and the Independent Curriculum. These participants were chosen because ISMUBA teachers and play a strategic role in integrating cognitive, affective, and spiritual dimensions in learning.

Data were collected through in depth semi structured interviews, classroom observations, and document analysis. The semi structured interviews were conducted using an interview guide comprising key questions aligned with the research focus, including teachers' experiences, perceptions, and challenges in preparing and implementing learning tools. However, the interviews remained flexible, allowing the researcher to explore emerging responses and probe more deeply into participants' answers to obtain richer, more contextual data.

Classroom observations were used to capture actual teaching practices and contextual classroom dynamics. Meanwhile, document analysis involved examining lesson plans (RPP) and teaching modules used by teachers to understand their structure and content. Data analysis was conducted using an interactive model comprising data reduction, data display, and conclusion drawing (Miles&Huberman, 2014). These processes occurred simultaneously and iteratively throughout the study. As illustrated in Figure 1, the analysis followed a cyclical and dynamic process in which each component was interconnected. The data were coded, categorized, and interpreted to identify key themes, including differences in learning tool structures, implementation flexibility, challenges in differentiated learning, and their implications for classroom practices and students' character development. To ensure the validity of the findings, this study applied triangulation techniques, particularly source and method triangulation. Data obtained from interviews were cross-checked with observation results and document analysis to ensure consistency and credibility.

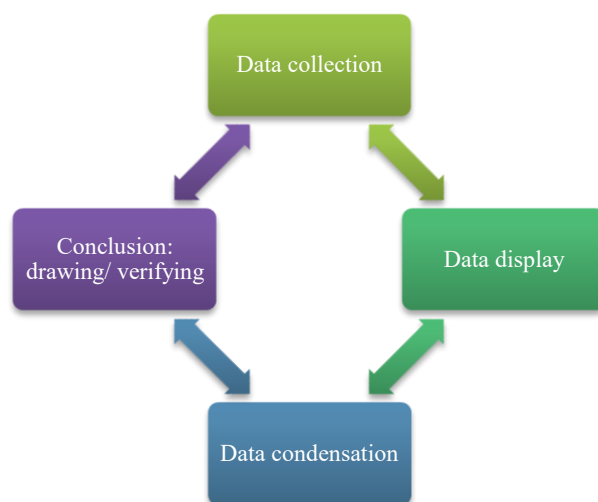


Figure 1. Interactive Model (Miles & Huberman, 2014)

C. RESULTS

The results of this research interview are presented in written transcripts as the main material for data analysis. After the data collection through interviews, the research proceeds to the data condensation stage, which includes filtering relevant information, identifying keywords, and coding to develop research themes. Furthermore, to facilitate the systematic qualitative data analysis, the condensed data are presented in a data presentation matrix. The stages of condensation and data presentation carried out in this study are summarized in Table 1.

Table 1. Recap of Interview Results (Sub-Theme)

NO	Informant Code	Theme	Interview Quotes (Narrative Core)
1.	B1 B2 B3	The difference between the 2013 curriculum lesson plan and the Independent Curriculum teaching module	<i>"More complete and covers multiple meetings."</i> <i>"More complete and includes several meetings".</i> <i>"More flexible in format and content".</i>
2.	B1 B2 B3	Your experience before and after implementing the Merdeka curriculum	<i>"Students are more active after implementation".</i> <i>"Learning includes Pancasila Student Profile".</i> <i>"Differentiation is required but challenging".</i>
3.	B1 B2 B3	What is the most distinguishing structure between the teaching module of the Merdeka curriculum and the 2013 curriculum lesson plan?	<i>"Includes CP, TP, ATP, and assessment".</i> <i>"More complete with instruments and rubrics".</i> <i>"More flexible with additional components".</i>
4.	B1 B2 B3	Lesson plans and teaching modules are made at the beginning of the semester.	<i>"Prepared early but implemented flexibly".</i> <i>"Often, only one module is prepared initially".</i> <i>"Generally prepared at the beginning".</i>
5.	B1 B2	Curriculum that is considered the most	<i>"More effective in character development".</i> <i>"Easier because one module covers more".</i>

	B3	effective and easy to manage	<i>"KM is more flexible in administration and teaching practices".</i>
6.	B1	Teaching modules provide more flexibility in teaching	<i>"The teaching module is much freer, more complete in structure, and emphasizes character and differentiation".</i>
	B2		<i>"Activities can be adjusted anytime".</i>
	B3		<i>"Methods can be adapted to students".</i>
7.	B1	A more manageable curriculum: K13 lesson plan or teaching modules	<i>"Modules easier, RPP simpler administratively".</i>
	B2		<i>"Modules are easier for daily teaching".</i>
	B3		<i>"More practical in classroom use".</i>
8.	B1	The biggest obstacle when making the 2013 curriculum lesson plan	<i>"Too many documents to prepare."</i>
	B2		<i>"Many components take time".</i>
	B3		<i>"Heavy workload in a short time."</i>
9.	B1	Components that should be retained from the 2013 curriculum lesson plan	<i>"Need a standard format example".</i>
	B2		<i>"Clear objectives guide learning".</i>
	B3		<i>"Assessment component should remain".</i>
10.	B1	Recommendations for improving teaching modules	<i>"Provide standard format examples".</i>
	B2		<i>"Clear guidance simplifies preparation."</i>
	B3		<i>"Provide ready-to-use digital content".</i>
11.	B1	The most significant structural differences between the K13 RPP and the Independent Curriculum teaching module, according to the teacher's experience	<i>"RPP uses KI-KD, module uses CP-ATP".</i>
	B2		<i>"The main difference is in components".</i>
	B3		<i>"RPP rigid, module more flexible".</i>
12.	B1	Teachers' recommendations for improving the teaching module of the Independent Curriculum	<i>"Adding spiritual reflection to the module".</i>
	B2		<i>"Create a more adaptive method for each class".</i>
	B3		<i>"Provide examples of standard formats and ready-to-use digital content".</i>

The difference between the 2013 curriculum lesson plan and the Independent Curriculum teaching module

The findings indicate that teaching modules offer greater flexibility in determining learning structure and content than the 2013 Curriculum lesson plans. Teachers reported that they are no longer required to strictly follow a linear sequence of topics, allowing for more adaptive and context-responsive instruction. As one participant stated, *"teachers have more freedom in determining the format and learning content"* (B3).

Classroom observations revealed that teachers did not strictly follow a fixed sequence of learning activities when using teaching modules. Instead, they adjusted the order of topics and instructional strategies based on students' understanding and classroom dynamics. Students were also observed to engage more actively in varied learning activities, such as group discussions and contextual tasks, which were less evident in lesson plan-based instruction.

Document analysis further shows that teaching modules include more comprehensive, structured components, including Learning Outcomes (CP), Learning Objectives (TP), Learning Flow (ATP), and differentiated learning activities. In contrast, lesson plans are generally limited to single-meeting structures with fixed instructional steps and less variation in learning activities.

These findings are consistent with previous studies indicating that lesson plans in the 2013 Curriculum tend to be more administrative and structured around KI-KD for single meetings. (Abaya, 2024). In contrast, teaching modules in the Independent Curriculum emphasize flexibility, differentiated learning, and the integration of the Pancasila Student Profile. (Manurung, 2024). Overall, the transition to teaching modules not only changes the structure of learning tools but also promotes more adaptive and student-centered learning practices.

Implementation before and after using the independent curriculum

The findings indicate that implementing the Independent Curriculum has shifted learning practices from a structured approach to a more student-centered, flexible orientation. Teachers reported that students became more active and learning more comprehensively, as reflected in the statement, *"Students are more active after implementation, and learning is more comprehensive"* (B1).

Classroom observations confirm this shift. Students were actively engaged in group discussions, presentations, and problem-solving activities, demonstrating higher participation than in previous practices. (Pane, 2025). However, observations also revealed an inconsistency in implementing differentiated learning. In several sessions, teachers continued to apply uniform teaching strategies, limiting the responsiveness of instruction to diverse student needs.

Document analysis strengthens these findings. Teaching modules generally include elements of differentiated and student-centered learning, such as varied tasks and flexible activities. Nevertheless, the depth of implementation varies: some modules clearly demonstrate differentiation strategies aligned with students' characteristics, while others remain general and less contextual.

These findings suggest that although the Independent Curriculum promotes more active and comprehensive learning, its effectiveness remains contingent on teachers' consistent application of differentiated learning practices in the classroom.

The structure that distinguishes between the teaching module of the Merdeka curriculum and the 2013 curriculum RPP

The findings indicate that the key difference between the 2013 Curriculum lesson plans and the Independent Curriculum teaching modules lies in their structure and core components. Teachers perceive teaching modules as more comprehensive, incorporating Learning Outcomes (CP), Learning Objectives (TP), Learning Flow (ATP), and differentiated learning elements. As one participant noted, *"The Teaching Module includes CP, TP, ATP, and differentiation components"* (B1).

Classroom observations support this finding. Teachers using teaching modules implemented a wider range of instructional strategies and assessment methods, including performance tasks and reflective activities. However, not all components of the module, particularly differentiated learning, were consistently applied in practice.

Document analysis further confirms these differences. Teaching modules are more systematically structured, integrating CP, TP, ATP, assessment rubrics, and the Pancasila Student Profile within multi-meeting learning designs. In contrast, lesson plans are

simpler, centered on KI-KD alignment, and typically limited to procedural steps for a single meeting.

These findings suggest that the structural transformation from lesson plans to teaching modules reflects a shift toward more comprehensive and flexible learning design, while also requiring greater teacher capacity to implement all components consistently.

Time to Make a Lesson Plan

The findings show that learning tools, both lesson plans and teaching modules, are generally prepared at the beginning of the semester but implemented flexibly according to classroom conditions. Teachers emphasized that planning serves as an initial guideline that is continuously adjusted during instruction, as reflected in the statement, *"Preparation is done at the beginning, but implementation is flexible"* (B1).

Classroom observations confirm this pattern. Teachers were consistently found modifying learning activities, strategies, and pacing in response to students' understanding and classroom dynamics. In several instances, planned activities were adapted or replaced to better align with students' needs, indicating that implementation is more dynamic than the initial design.

Document analysis further supports these findings. Teaching modules are typically prepared as initial drafts and do not always fully reflect actual classroom practices, reflecting an iterative, evolving planning process rather than a fixed design.

These findings suggest that learning planning within the Independent Curriculum functions as a continuous, adaptive practice, in which implementation becomes a space for ongoing refinement in response to real classroom conditions.

A more effective curriculum

The findings show that the Independent Curriculum is generally perceived as more effective and easier to manage than the 2013 Curriculum. Interview data indicate that teachers view the Independent Curriculum as more flexible and practical in supporting classroom implementation. As one participant stated, *"The Independent Curriculum is more flexible and easier to implement"* (B3).

This is supported by classroom observations, which show that teachers tend to manage learning activities more efficiently and adapt instruction more easily when using teaching modules. However, observations also indicate that effectiveness varies depending on teachers' understanding and classroom conditions.

In addition, document analysis reveals that teaching modules have a simpler, more flexible structure than lesson plans, which often include more detailed administrative components. This difference reduces teachers' administrative burden, though the quality of implementation still varies.

These findings are consistent with previous studies indicating that the Independent Curriculum is considered more flexible and reduces administrative workload, making it easier to manage compared to the 2013 Curriculum. (Yuberta, 2025). However, its effectiveness still depends on teachers' readiness and institutional support. (Elisa, 2025).

These findings suggest that while the Independent Curriculum offers greater efficiency and flexibility, its effectiveness is influenced by teachers' capacity and the availability of supporting resources in schools.

Teaching modules provide flexibility in the teacher's teaching process

The findings indicate that teaching modules offer greater flexibility, enabling teachers to adapt learning activities, strategies, and assessments to students' needs and classroom

context. This is reflected in the statement, *"Teachers can adjust activities and methods based on class conditions"* (B2).

Classroom observations confirm that teachers implemented varied and adaptive strategies, such as modifying group work, tasks, and instructional approaches in response to differences in student ability and engagement. However, the degree of flexibility varied across teachers, indicating differences in pedagogical readiness.

Document analysis further supports these findings. Teaching modules include elements of differentiated learning, such as varied activities and flexible assessment strategies. Nevertheless, not all modules fully operationalize these principles, with some remaining general and less responsive to students' specific needs.

These findings suggest that while teaching modules structurally support adaptive and differentiated learning, their effectiveness depends on teachers' capacity to translate these principles into classroom practice consistently.

Which is easier to manage: the K13 lesson plan or the teaching module

The findings show that teaching modules are perceived as easier to manage in classroom practice compared to the 2013 Curriculum lesson plans. Interview data indicate that teachers find teaching modules more practical due to their flexible and integrated structure. As one participant stated, *"The teaching module is easier to manage in classroom practice"* (B3).

This is supported by classroom observations, which show that teachers can implement learning activities more efficiently and adapt them to classroom conditions without being constrained by rigid planning structures. However, observations also indicate that some teachers still face challenges in managing all components of the module effectively.

In addition, document analysis reveals that teaching modules are more integrated and focused on learning outcomes, enabling teachers to design more contextually relevant and practical learning experiences. The availability of supporting resources, such as ATP guidelines and ready-to-use teaching modules, also helps reduce teachers' workload and preparation time. (Sdi & Kajang, 2024).

These findings suggest that teaching modules offer greater practicality and efficiency in learning management, although their optimal use still depends on teachers' ability to utilize available resources effectively.

The biggest obstacle when making the 2013 curriculum lesson plan

The findings indicate that the main challenge in preparing lesson plans under the 2013 Curriculum is their complexity and the administrative burden they entail. Teachers reported difficulties in completing detailed components such as indicators, learning steps, media, and assessment instruments, as reflected in the statement, *"The preparation of RPP is time-consuming due to many administrative components"* (B2).

Classroom observations confirm the impact of this complexity. Teachers were frequently found simplifying or partially implementing lesson plans due to time constraints, resulting in several planned components not being fully applied during instruction.

Document analysis further supports these findings. Lesson plans contain numerous detailed administrative elements that must be completed, making the preparation process more demanding and less practical for daily use.

These findings suggest that the high administrative load of lesson plans not only affects preparation time but also limits their effective implementation in classroom practice.

Components that should be retained from the 2013 curriculum lesson plan

The findings show that several components of the 2013 Curriculum lesson plans remain important to be retained, particularly clear learning objectives, systematic learning steps, and authentic assessment. Interview data indicate that teachers consider these components essential for guiding learning and evaluating student outcomes. As one participant stated, *"Clear objectives help teachers understand the direction of learning"* (B2).

This is supported by classroom observations, which show that teachers who apply clear objectives and structured learning steps tend to conduct more organized and focused learning activities.

In addition, document analysis reveals that lesson plans include detailed components related to learning objectives and authentic assessment (attitudes, knowledge, and skills), which contribute to more comprehensive evaluation practices.

These findings are consistent with previous studies indicating that although the structure of the 2013 Curriculum lesson plans is considered administratively demanding, their pedagogical components remain relevant in supporting effective learning planning and evaluation. (Pratiwi, 2022).

These findings suggest that retaining key pedagogical components from lesson plans can help maintain the quality and direction of learning, even within the more flexible framework of the Independent Curriculum.

Recommendations for improving teaching modules

The findings indicate that strengthening differentiated learning, integrating formative assessment, and contextualizing materials are essential to improving the quality of teaching modules. Teachers emphasized the need for clearer guidance and practical examples to support the development of more adaptive and relevant modules, as reflected in the statement, *"Teachers need clear examples to make modules easier to develop"* (B2).

Classroom observations show that learning becomes more effective when teachers implement varied instructional strategies and provide opportunities for student reflection. However, these practices were not consistently applied across all classes, indicating uneven implementation. (Putri et al., 2025).

Document analysis further supports these findings. While some teaching modules already incorporate elements of differentiated learning and formative assessment, many still lack variation in activities and contextual alignment with students' needs.

These findings are consistent with previous studies, which highlight the need for adaptive module design based on initial assessment, supported by diverse activities, reflection instruments, digital resources, and flexible examples to guide teachers. (Samino, 2025).

Overall, the findings suggest that improving teaching module quality requires not only stronger design principles but also practical support to ensure consistent and effective implementation without increasing administrative burden.

The most significant structural differences between the K13 RPP and the Independent Curriculum teaching module

The findings show that the most significant difference between the 2013 Curriculum lesson plans and the Independent Curriculum teaching modules lies in their level of flexibility and administrative complexity. Interview data indicate that teachers perceive lesson plans as more rigid and administratively demanding, while teaching modules are more flexible and practical to use. As one participant stated, *"The lesson plan is rigid, while the teaching module is more flexible"* (B3).

This is supported by classroom observations, which show that teachers using teaching modules tend to adapt learning activities more freely. In contrast, teachers following lesson plans tend to follow them more strictly, following predetermined steps.

In addition, document analysis reveals that lesson plans contain more detailed, fixed components, such as KI-KD, indicators, and step-by-step learning procedures for each meeting. At the same time, teaching modules are structured around Learning Outcomes (CP) and can be used across multiple meetings with more flexible arrangements.

These findings are consistent with previous studies indicating that the 2013 Curriculum lesson plans tend to be more detailed and administrative in nature. (Pratiwi, 2022). In contrast, teaching modules in the Independent Curriculum are more flexible and practical for classroom implementation. (Rahayu et al., 2022).

These findings suggest that the shift from lesson plans to teaching modules reflects a transition from rigid, administrative planning to more flexible, context-responsive learning design.

Teachers' recommendations for improving the teaching module of the Independent Curriculum

The findings show that teachers emphasize the need for continuous training, collaboration, and adequate learning resources to improve the quality of teaching modules. Interview data indicate that teachers require a stronger understanding of module structure and components, as well as practical support in developing modules that align with learning outcomes and students' needs. As one participant stated, "*Provide standard formats and ready-to-use digital content*" (B3).

This is supported by classroom observations, which show that teachers who collaborate and use supporting resources tend to implement learning more effectively and confidently. However, observations also indicate that such support is not yet evenly available across teachers.

In addition, document analysis reveals that variations in the quality of teaching modules are influenced by the availability of references, examples, and digital resources used by teachers in the preparation process.

These findings are consistent with previous studies indicating that improving teaching modules requires continuous professional development, collaboration through learning communities, and support from digital resources and learning technology. (Lisa, 2025).

These findings suggest that strengthening professional support systems is essential to help teachers develop and implement teaching modules more effectively and sustainably.

The main difference between the 2013 Curriculum lesson plans and the Independent Curriculum teaching modules is not only technical-administrative, but also reflects a shift in the learning planning paradigm. The 2013 Curriculum lesson plans are generally limited to single-meeting planning and tend to emphasize administrative completeness. In contrast, teaching modules are designed to cover multiple meetings or learning units and focus more on learning outcomes. This shift indicates an effort to promote more holistic, integrated, and outcome-oriented learning planning.

D. DISCUSSION

Teachers' Challenges in Designing and Implementing Independent Curriculum Learning Tools

The main challenge for teachers in implementing the Independent Curriculum is the complexity of preparing teaching modules and the lack of an operational standard format. Although the teaching module offers greater flexibility than the 2013 Curriculum Lesson

Plan, this flexibility actually creates structural confusion for teachers, especially in the early stages of lesson planning. The teaching module requires a higher conceptual understanding and pedagogical readiness than the K13 RPP. (Mandalika, 2024).

In addition, there is a tension between curriculum flexibility and administrative practices in schools. Ideally, the Independent Curriculum encourages schools to develop their own evaluation instruments. However, in the context of Muhammadiyah schools, evaluation practices are still uniform up to the provincial level, including PAI subjects. This condition shows that the implementation of the Independent Curriculum has not been fully accompanied by the decentralization of evaluation policies, so that the flexibility offered by the curriculum is not fully realized in practice. Therefore, the challenges of implementing the Independent Curriculum are not only technical, but also structural and systemic. Teachers are in an adaptive position between the demands of pedagogical innovation and the reality of institutional policies that are still centralized. (Pinem, 2025).

The Influence of Teachers' Understanding on the Principles of the Independent Curriculum in Learning Practice

Teachers' understanding of the principles of the Independent Curriculum significantly affects the quality of classroom learning practices. Teachers who understand the concepts of learning outcomes, differentiation, and the Pancasila Student Profile tend to be more adaptable in managing learning and can shift the learning orientation from solely cognitive achievement to a more holistic approach. (Judge, 2025).

Thus, conceptual understanding is not always directly proportional to the ability to implement. Although teachers recognize the importance of differentiated learning, in practice, differentiation is often difficult to implement consistently due to time constraints, the number of students, and the readiness of teaching tools. Teachers' competence in compiling and implementing the Independent Curriculum teaching modules still needs continuous strengthening (Mulyani, 2023).

In the context of PAI learning, teachers' understanding of the Independent Curriculum also affects how they integrate spiritual values and character. Teachers who have a better understanding tend to be able to relate the material to reflections on students' values and contextual experiences. However, the integration is still highly dependent on the teacher's personal initiative. It has not been systematically structured in the teaching module, so that character learning practices may become uneven across classes.

Teaching Module Development Strategy and Professional Support Needed by Teachers

Teachers consistently recommend the need for examples of standard yet flexible teaching module formats as a reference for developing learning tools. The absence of an ideal example causes teachers to have to "create from scratch", which ultimately increases the workload and potentially shifts the focus from the pedagogical to the administrative aspect. The importance of adaptive operational guidance in the implementation of the Independent Curriculum (Susanti et al., 2024).

In addition, teachers consider that the provision of ready-to-use digital content is an urgent need to support the effectiveness of teaching modules. The availability of standardized digital learning resources will help teachers save time, maintain uniformity of material quality, and allow for a greater focus on learning management and student mentoring. The strategic role of digital teaching modules in supporting the Independent Curriculum (Rantina, 2023).

From the perspective of teacher professionalism, this study emphasizes that Independent Curriculum training should focus on real, practice-based mentoring rather than just policy socialization. Strengthening teachers' learning communities and educators' collaboration is an important strategy for sharing best practices and addressing implementation gaps. In the context of PAI, the development of teaching modules also needs to explicitly accommodate spiritual reflection so that learning is not only oriented to competence, but also to the formation of religious character and values in a meaningful way.

Therefore, the success of implementing the Independent Curriculum teaching module is largely determined by the balance between curriculum flexibility, teachers' pedagogical readiness, and ongoing systemic support. Without this support, the flexibility of the Independent Curriculum risks becoming a new burden for teachers rather than an instrument of learning transformation.

The Impact of SWOT Analysis of the Transition of the 2013 Curriculum RPP to the Independent Curriculum Teaching Module: Challenges and Practices of ISMUBA Teachers

The transition from the 2013 Curriculum lesson plans (RPP) to the Independent Curriculum teaching modules represents a significant shift in instructional planning practices. This transition can be systematically examined using a SWOT (Strengths, Weaknesses, Opportunities, and Threats) framework to identify internal and external factors influencing teachers' experiences. Based on data from interviews, classroom observations, and document analysis, the findings indicate that the transition enhances flexibility and learning relevance but also introduces challenges related to teachers' readiness, conceptual understanding, and institutional support.



Figure 2. SWOT Analysis

Figure 2 illustrates the results of the SWOT analysis, highlighting ISMUBA teachers' strategic position in adapting to the new curriculum. The analysis reveals that teaching modules offer several strengths, including greater flexibility in lesson planning, broader learning scope, and the integration of Learning Outcomes, Pancasila Student Profiles, and

differentiated learning approaches. These advantages enable teachers to design more contextually rich, student-centered learning experiences that holistically incorporate cognitive, affective, and spiritual dimensions.

However, this flexibility also leads to several weaknesses. Teachers face difficulties in developing teaching modules due to their complexity and the absence of standardized operational formats. In addition, there remains a gap between teachers' conceptual understanding of the Independent Curriculum and their practical implementation, particularly in the application of differentiated learning and authentic assessment. The persistence of uniform evaluation practices further indicates that the autonomy promoted by the curriculum has not been fully optimized at the school level.

The SWOT analysis also identifies strategic opportunities to strengthen implementation, such as providing adaptable exemplar teaching modules, developing ready-to-use digital learning resources, and offering continuous, practice-based professional development programs. Strengthening teacher learning communities is particularly crucial for fostering shared understanding and disseminating best practices, especially in ISMUBA education, which emphasizes the integration of character and spiritual values.

Nevertheless, several threats must be anticipated. These include the risk that teaching modules will be reduced to administrative requirements, the misalignment between evaluation policies and the curriculum's flexibility principles, and teachers' limited time and workload constraints. Therefore, the success of this transition depends not only on changes in instructional formats but also on teachers' pedagogical readiness and sustained systemic support.

E. CONCLUSION AND SUGGESTIONS

This study shows that the transition from the 2013 Curriculum RPP to the Independent Curriculum teaching module reflects a shift in the learning-planning paradigm towards a more flexible, outcome-oriented approach. The teaching module provides ISMUBA Education teachers with an opportunity to develop contextual, differentiated lessons that integrate character and spiritual values. However, this flexibility has not been fully implemented optimally in learning practices. The main challenges faced by teachers include the complexity of preparing teaching modules, limited understanding of the principles of the Independent Curriculum, and the continued uniformity of evaluation practices. The level of teachers' understanding affects the quality of learning implementation: teachers with greater understanding tend to make better use of the teaching module's pedagogical flexibility.

In contrast, those with a limited understanding still treat it as an administrative document. This study concludes that the successful implementation of the Independent Curriculum teaching module is determined not only by curriculum design but also by teachers' pedagogical readiness and ongoing systemic support. Therefore, clearer operational guidance, practice-based training, and the provision of digital learning resources are needed to support more effective and meaningful ISMUBA learning.

This study has limitations because it was conducted in one educational unit with a limited number of informants and focuses on the perspective of ISMUBA teachers, so that the findings cannot be generalized widely and do not describe the views of other stakeholders, as well as the impact of the implementation of the teaching module on student learning outcomes. Therefore, further research is recommended to involve more diverse school contexts and subjects, using quantitative or mixed-method approaches, and to examine more deeply the effectiveness of the Independent Curriculum teaching

modules, especially those based on differentiation and spiritual reflection, in improving the quality of learning and character formation of students.

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