The Influence Of The Independent Curriculum In Christian Religious Education Learning To Improve Student Creativity

Romulus Sirait[1], Bangun Munthe[2], Riana Lumbanraja[3]
Pendidikan Agama Kristen, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas HKBP Nommensen, Medan, Indonesia
Email: romulus.sirait@student.uhn.ac.id, bangunmunthe@uhn.ac.id, riana.lumbanraja@uhn.ac.id

Abstract

This research aims to determine the effect of the Merdeka Curriculum in Christian Religious Education (CRE) learning on the enhancement of student creativity at Methodist Private High School 7 Medan Timur. The creativity referred to includes aspects of fluency, flexibility, originality, and elaboration. The research method used is descriptive quantitative. The research instrument is a questionnaire distributed to students to measure their level of creativity and their perceptions of Merdeka Curriculum-based learning. The data is analyzed using validity and reliability tests, as well as descriptive statistical techniques to see the implementation of the curriculum and its relationship to student creativity. The research results show that in general, there is a positive and significant influence of the Merdeka Curriculum in Christian Religious Education on the enhancement of students' creativity. Specifically, the indicators of Pancasila Student Profile, differentiated learning, and the Pancasila Student Profile strengthening project (P5) contribute positively and significantly to increasing students' creativity. The obtained correlation coefficient of 0.36 indicates a strong relationship between the influence of the Merdeka Curriculum and students' creativity, with a coefficient of determination of 12.96% indicating its contribution. The simple linear regression equation $Y = 2.0094 + 0.51X$ indicates that an increase in the implementation of the Merdeka Curriculum will significantly increase.

Keywords: Merdeka Curriculum, Christian Religious Education, Creativity, Pancasila Student Profile, Differentiated Learning, P5 Project

INTRODUCTION

According to (the Constitution of the Republic of Indonesia on the National Education System, 2003), it says that Education is "a conscious and planned effort to create a learning and teaching atmosphere so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society". The definition from the Indonesian Language Dictionary (KBBI) the word education comes from the word 'didik' and gets the affix 'pen' and the suffix 'an', so this word has the meaning of a method, way or act of guiding (Annisa Alfath, Fara Nur Azizah, & Dede Indra Setiabudi, 2022) . Teaching can be defined as a way of changing ethics and behavior by individuals or society in an effort to realize independence in order to

mature or make humans mature through education, learning, guidance and coaching efforts (J. Rahayu & Maghfiroh, 2023) .

The curriculum is an important instrument in the educational process and is constantly undergoing renewal in line with developments in society, with the primary targets being students, the community, and the subjects being taught. Therefore, curriculum renewal or development must be viewed as a demand for change so that the existing curriculum remains relevant to the needs of society (Kumala et al., 2024) . The Independent Curriculum (Kurikulum Merdeka) is a response to the need for a more flexible, relevant, and student-centered education system. This curriculum provides greater autonomy to educational units and teachers to adapt learning to the unique characteristics and needs of students (Manullang, Sidabutar, & Manullang, 2021) . One of the main emphases of the Independent Curriculum is the development of the Pancasila Student Profile, which includes the creative dimension as one of its elements (P. Kurniati, Kelmaskouw, Deing, Bonin, & Haryanto, 2022).

Christian Religious Education is a subject taught in schools from elementary school through university. One problem that frequently arises in the learning process is a lack of student interest in Christian Religious Education lessons. (Ndruru, 2024) . This is caused by the teacher's monotonous teaching method, which uses a lecture style, making students feel bored and less interested in following Christian Religion subjects. (Diana, Sugoino, & Lasfeto, 2019) . This can certainly influence or even prevent students from optimally developing their learning creativity. Furthermore, many students currently lack the ability to practice Christian teachings in their daily lives. Therefore, teachers must be able to make the learning process more lively and engaging, so that students are motivated to actively participate in the learning process and take responsibility for completing their learning (Ministry of Education and Culture, 2022) .

Christian Religious Education (PAK), as an integral part of the national curriculum, has the dual responsibility of instilling fundamental Christian values and developing students' potential holistically, including creative thinking skills. Implementing the Independent Curriculum in the context of Christian Religious Education (PAK) learning to enhance student creativity is not without challenges. PAK teachers need to deeply understand the principles of the Independent Curriculum and how to integrate them with the material and objectives of Christian Religious Education learning. (Hutabarat, Elindra, & Harahap, 2022) .

In addition, effective learning strategies are needed to facilitate the development of student creativity within the context of Christian values. The implementation of the Independent Curriculum in Christian Religious Education (CRE) focuses on enhancing student creativity. (Wongkar, Amelia, Sumarno, Yuel, & Rini, 2020) . The results of this study are expected to provide valuable insights for educators, policymakers, and related parties in developing Christian Religious Education learning practices that are more

innovative, effective, and relevant to the demands of the Independent Curriculum (Pracilia, Fadhilaturrahmi, Surya, & ..., 2023) .

Based on the author's observations, when conducting PPL (Field Experience Practice) at Methodist 7 Medan Private High School in class XI, students' creativity when participating in the Christian Religious Education learning process is still relatively low, because based on the researcher's observations of students' attitudes when participating in the Christian Religious Education learning process (Marbun, Simamora, Simamora, Silaban, & Widiastuti, 2016) . This can be seen from the initial observations of researchers who found that students tend to be busy with their respective activities, such as chatting, playing with cellphones, the classroom atmosphere tends to be difficult to control because students tend to be busy themselves. When the teacher explains the learning material, some students do not pay attention to what the teacher is teaching, students tend to be indifferent and choose to make noise and even during the learning process, students look sleepy (Santoso, Suyono, Harsiati, & Sari, 2023) .

Based on the description above, it can be concluded that it is necessary to implement the independent curriculum in Christian religious education learning to enhance student creativity. Therefore, the researcher intends to conduct research entitled "The Effect of the Independent Curriculum in Christian Religious Education Learning to Enhance Student Creativity at Methodist 7 Private High School, East Medan."

METHOD

The type of research method is closely related to the method used in the research. The type of research used in this study is quantitative research with a descriptive method. (Rusmiani, 2025) . The descriptive quantitative research method is a method for researching a group case or a current class event that aims to describe or depict systematically, factually, accurately, the character of the study group (Sulistyani, Mulyono, & Mulyono, 2022) .

Quantitative research methods use data, specifically numbers, with emphasis on objective measurement of results and statistical analysis. The numbers used in statistical analysis are derived from objective scales of measurement of analytical units called variables (Hidayat, Fardana, & Yoenanto, 2024) .

This research was conducted at Methodist 7 Private High School, Jl. Madong Lubis No. 7, Sidodadi, Medan Tim. District, Medan City, North Sumatra, during the even semester of the 2024/2025 academic year. The reasons for choosing this research location were:

1. The research location was where the author conducted his Field Experience Practice (PPL). Therefore, the author had some knowledge of the specific situation in Christian Religious Studies from the school, making it easier to obtain accurate data.
2. Access to the research location is easy to reach, so that research can be carried out smoothly.

According to (Muslim, 2022) , population is defined as a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the

researcher to be studied and then conclusions drawn. The population of this study is: Protestant Christian students in grade XI of Methodist 7 Private High School.

A sample is simply defined as a portion of a population that serves as the actual source of data in a study. In other words, a sample is a portion of a population that represents the entire population. Sampling techniques are essential in research because they are used to determine which members of the population will be included in the sample. (Silaban & Naibaho, 2023) .

Arikunto (Chamidi et al., 2022) He stated that if the research subjects are less than 100 people, it is better to take all of them, so that the research is a population study. Based on this opinion, because the number of students in grade XI of Methodist-7 Private High School is 27 people, then the population directly becomes a sample of 27 people. (Gaol, Sitinjak, & Hasugian, 2021) .

A research variable is an attribute or characteristic or value of a person, object, or activity that has certain variations determined by the researcher to be studied and then conclusions drawn (Putra, 2022) . Variables in research consist of independent variables and dependent variables.

According to Patton, as quoted by Moloeng, data analysis is the process of arranging data in sequence, organizing it into one of the basic patterns, categories, and units of description. Meanwhile, according to Bogdan and Taylor, (R. Rahayu, Rosita, Rahayuningsih, Hernawan, & Prihantini, 2022) . Data analysis is a process suggested by the data and as an effort to provide assistance to the theme and formulate ideas as suggested by the data and as an effort to provide assistance to the theme and ideas. (Marisa, 2021) .

RESULTS AND DISCUSSION

Data analysis

The data analysis used in this study is based on statistics. Quantitative research is divided into two categories: descriptive research and inferential research. Descriptive statistics is an analysis that provides more detailed information about the data presented. This data is usually presented using tables and graphs, as well as statistical trends and data variability. (Sopiansyah & Masruroh, 2021) . Inferential statistics reveal patterns that can be generalized to larger populations. One of the most important aspects of inferential statistics is hypothesis testing. The hypothesis used is the null hypothesis (symbol H0), which is a statement that indicates a difference or unequal differences.

Data analysis on the Influence of the Independent Curriculum

a. In general

Based on the analysis of data obtained from the field study (Methodist 7 Private High School, Medan), the results obtained were 3.8086. If these results are included in the test criteria, then there is an influence of the independent curriculum in learning Christian religious education to increase student creativity. (Faiz, 2021) .

b. **Specifically**

1. Pancasila Student Profile

Based on data analysis, the wise and prudent score showed a score of 3.7259. If this score is included in the assessment criteria, it can be stated that the Pancasila Student Profile has an impact on increasing the creativity of students in grade XI at Methodist Private High School, Medan.

2. Differentiated Learning

Based on data analysis, the result of having noble character is 3.537. If this result is included in the assessment criteria, it can be stated that differentiated learning has an effect on increasing the creativity of students in class XI of Methodist 7 Medan Private High School.

3. Pancasila Student Profile Strengthening Project (P5)

Based on data analysis, the results of mature Christian Religious Education teachers are 4.1629. If these results are included in the assessment criteria, it can be stated that the Pancasila Student Profile Strengthening Project (P5) has an effect on increasing the creativity of students in class XI of Methodist 7 Medan Private High School.

Data analysis on Creativity

a. In general

Based on data analysis from the research study (Methodist 7 Private High School, Medan), the result is 3.8565. If the result is included in the good criteria for improving student creativity in Grade XI of Methodist 7 Private High School, Medan.

b. In particular

1. Fluency . Data from the results of the fluency analysis *were 3.7685. If these results are included in the assessment criteria , it can be stated that fluency is good for increasing student creativity in Class XI* **of** Methodist 7 Medan Private High School.

2. Flexibility . Data analysis of flexibility *yielded* a score of 3.9629. If these results are included in the assessment criteria, it can be concluded that flexibility is good for improving student creativity in Class XI of Methodist 7 Private High School, Medan .

3. Originality . *From the analysis of originality data* , the result was 3.8333 regarding student attention during learning. By incorporating these results into the assessment criteria, it can be stated that originality is good for increasing student creativity in Class XI of Methodist 7 Medan Private High School. (Romadhon et al., 2023) .

4. Detailing (*Elaboration)* . Student participation in the results of the elaboration data analysis *showed* that student participation was 3.8611. If these results are included in the assessment criteria, it can be stated that detailing is good for increasing student creativity in Class XI of Methodist 7 Medan Private High School.

Validity Test

This validity test was conducted to determine the validity of the research instrument used. Research is considered valid if the instrument used can measure what is desired and can accurately reveal data from each studied variable. The validity test used in this study consisted of thirty-five items completed by twenty-five students. The results of the validity test indicate that all 27 items are considered valid because the calculated r value is greater than the table r value. The table shows that the r value is 0.36 (Rosidah, Pramulia, & Susiloningsih, 2021) .

Reliability Test

Reliability is a method used to measure the consistency and stability of an instrument's measurement results. High reliability indicates that the instrument is reliable and produces consistent and trustworthy data. This reliability test was conducted to determine the reliability of the data. The research instrument used in this study consisted of thirty-seven items completed by twenty-seven students (Bulqis, 2023) .

Data Normality Test

To determine whether the data obtained can be analyzed statistically, it was analyzed using a data normality test. These results are obtained from the calculations and worksheets in the appendix. (L. Kurniati & Kusumawati, 2023) .

1. Normality Test of X Data (Influence of Independent Curriculum)

X = 103.3369; sdx = 11.33; X^2hit = -82.156 while X^2table = n-2 = 27-2 = 25 and level (α) = 0.05, then 1-0.05 = 0.95; while X2table = 12.6. Data X2 = X2 count is smaller than X2table (-82.156 and < 12.6). Conclusion: Based on the testing criteria, the X data is normally distributed

2. Normality Test of Y Data (Student Creativity)

Y= 106.6875 ;Sdy = 9.42 Y2 count = -13.594, Y2 table = N-2 = 27-2 = 25, significance level (α) = 0.05 then 1 -0.05 = 0.95 while Y2 table = 12.6. Y2 data = Y2 count is smaller than Y2 table (-13.594 and < 12.6) Conclusion: Y data is normally distributed based on the test criteria.

Hypothesis Testing

3. Correlation Coefficient

From the results of the calculations carried out, namely the correlation coefficient between the Influence of the Independent Curriculum in Christian Religious Education to increase the creativity of students in Class XI of Methodist 7 Medan Private High School, it was obtained: n = 27; X = 103.3369; Y = 106.6875; X^2 = 399.8175; Y^2 = 430.2852; XY = 410.5147.

From these data, the correlation coefficient calculation using the formula given in Chapter III yields r = 0.36. According to the classification criteria, the correlation coefficient level can be classified as strong (Jiyantari, Hayati, Turmuzi, & Kurniati, 2023) .

4. Correlation Significance Test

To find out whether there is a significant relationship between the influence of the independent curriculum in Christian religious learning to increase the creativity of students in Class XI of Methodist 7 Medan Private High School, a statistical correlation test was

conducted, namely "t". The calculation results provide a value of $t_{(count)}$ = 1.93; $\llbracket JK \rrbracket$ _reg = 6.7522, dk = n -2 (27-2) = 25, so we get t_{tab} = 1.71. Thus $t\_hit > t_{(tab,)}$ this shows that the influence of the independent curriculum in Christian religious learning to increase the creativity of students in Class XI of Methodist 7 Medan Private High School exists and is significant. (Angga, Suryana, Nurwahidah, Hernawan, & Prihantini, 2022) .

5. Coefficient of Determination Test

To what extent does variable X influence variable Y, the coefficient of determination is used to obtain: r^2. 100% = 0.36^2. 100% = 12.96%. Conclusion: the independent curriculum in Christian Religious Education learning has a value of 12.96% to increase creativity in class XI of Methodist 7 Medan Private High School.

6. Simple Linear Regression Test

The simple linear regression equation tested is Y = a + bx. From the calculation results obtained the value of a = 2.0094; b = 0.51. So, the regression equation from Y to X is Y = 2.0094 + 0.51 X. From this calculation, the number shows the influence of the independent variable on the dependent variable. The purpose of the Y function is to show that Y is obtained by regression and is different from Y resulting from experience. The coefficient "b" is called the slope of the linear regression and shows the average change in the Y variable for a change in the X variable of one. The results of the regression calculation above show that the skills of the independent curriculum in good Christian religious learning increase student creativity. (Sahnan & Wibowo, 2023) .

7. Independent Test

To determine whether variable Y is independent of variable X, an independence test is performed using the F value using analysis of variance (ANOVA). Based on the calculations, F(count) = 3.4289 and F(table) = 2.35. This indicates that the independent review standards are appropriate. Therefore, the computational results indicate that variable Y is linearly independent of variable X. (Gusteti & Neviyarni, 2022) .

8. ANOVA Linearity Test of Regression

The linearity test of regression aims to determine whether the hypothesis of a linear model is acceptable. To check its linearity, I performed a linear regression calculation, namely F(table) = 2.35. It turned out that F(calculated) > F(table) (3.4289 > 2.35). Jadiz accepted the linear model hypothesis and did not look for a nonlinear regression model.

Research Findings

The calculation of the data and hypotheses resulted in the following research findings: Data X and data Y are each normally distributed. The data normality test is performed using the chi-square formula table (X^2) with a significance level of 0.05, namely:

1. For data X (independent curriculum in Christian Religious Education learning) X^2_{hitung}= -82.156 while X^2_{tabel}= 12.6. This means that data X (independent curriculum competencies in Christian Religious Education) is in a normal distribution or data X comes from a normal distribution.

2. For data Y (increasing creativity) Y^2_{hitung} = -13.594 while Y^2_{tabel} = 12.6 means that data Y (creativity) is in a normal distribution or data Y comes from a normally distributed sample.

Hypothesis Testing Analysis

Correlation Coefficient

The correlation coefficient results obtained were 0.36, which means that the influence of the independent curriculum in Christian religious learning to increase the creativity of Class XI students of Methodist 7 Medan Private High School, the hypothesis was accepted, increased.

Significance Test of Correlation

After the calculation, the value obtained t_{hitung} was 1.93> t_{tabel} = 1.71 which means that there is a good relationship between the influence of the independent curriculum in learning Christian Religious Education to increase the creativity of students in class XI of Methodist 7 Medan Private High School, there is and it is significant.

Test of coefficient of determination

The influence of the personality of Christian Religious Education teachers has an influence of 12.96% in increasing creativity in class XI of Methodist 7 Medan Private High School. This relationship is found by the coefficient of determination, this means that the higher the integrity of variable X, the higher its influence on variable X, the higher its influence on variable Y.

Simple Linear Regression Form

A functional relationship is obtained between variable X and variable Y which is expressed in the form of a regression equation, namely Y = 2.0094 + 0.51 X. This means that every increase in a unit of X will result in an increase in Y of 0.51. In other words, if the influence of independent curriculum competency in Christian religious education learning has a better effect, the higher the results obtained in relation to the creativity of students in class XI of SMA Swasta Methodist 7 Medan Independent Test . After the calculation, it was obtained F_{hitung} = 3.4289 and was smaller than t_{tabel} = 2.35, which means that variable Y is independent of variable X in a linear sense.

The regression equation of variables X and Y is a linear model.

Based on the data obtained from the field contained in the attachment, it shows that: In variable X, the influence of the independent curriculum in Christian Religious Education learning has been developed in 3 (three) indicators, namely:

1. The profile of Pancasila students, explained in (Table 6 Appendix 3) gives a score of 3.7259. Therefore the hypothesis is accepted.
2. Differentiated learning as discussed in (Table 7 Appendix 3) shows a score of 3,537, accepting the hypothesis.
3. The Pancasila Student Profile Strengthening Project (P5) as discussed in (Table 8 Appendix 3) shows a score of 4.1629, accepting the hypothesis.

Research Limitations

Considering the incompleteness of this research, prospective Christian religious education teachers should perfect further research by collecting more detailed data on both independent and dependent variables to obtain valid data.

CONCLUSION

Based on the theoretical description and data analysis and hypothesis testing, conclusions and suggestions are put forward which are considered important and in accordance with the research objectives.

1. In general

The results of this study emphasize the influence of the independent curriculum in Christian Religious Education learning on increasing the creativity of 11th-grade students at Methodist 7 Private High School, Medan. This is evident from the calculation of the correlation coefficient, correlation significance test, determination test, simple linear regression test, independent test, and regression test.

2. In particular

The results of the above study show that the influence of the independent curriculum in Christian Religious Education learning has a positive impact on increasing the creativity of class XI students at Methodist 7 Medan Private High School in various aspects, namely:

a. Pancasila Student Profile . The profile of Pancasila students in carrying out assignments in Christian Religious Education learning has a positive and significant influence in increasing the creativity of class XI students at Medan 7 Methodist Private High School.

b. Differentiated Learning . Differentiated learning in carrying out tasks in Christian Religious Education learning has a positive and significant influence in increasing the creativity of class XI students at Methodist 7 Medan Private High School.

c. The project to strengthen the profile of Pancasila students (P5) . The project to strengthen the profile of Pancasila students (P5) in carrying out tasks in Christian Religious Education learning has a positive and significant influence in increasing the creativity of class XI students at Methodist 7 Medan Private High School.

Suggestion

Based on the research results that have been presented, they show good results, however, there needs to be follow-up in the future to further improve school achievement and further school targets.

Some suggestions that will be given include:

1. As a teacher, you should encourage students to understand the lesson material through a teacher-directed construction process by connecting learning with everyday life or students' real experiences so that they can apply the learning.

2. As a teacher, you should encourage students to find meaning in learning in order to increase students' creativity.

3. Teachers must be able to build cohesiveness with students and encourage students to work together in a group in order to increase student creativity through good cooperation.

Realizing the imperfections of this research, it is suggested to prospective Christian Religious Education teachers who wish to continue this research, to be able to improve further research properly by collecting data, both independent variables and dependent variables in more detail so that valid data will be obtained

REFERENCES

Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut. *Jurnal Basicedu*, 6(4), 5877–5889. https://doi.org/10.31004/basicedu.v6i4.3149

Annisa Alfath, Fara Nur Azizah, & Dede Indra Setiabudi. (2022). PENGEMBANGAN KOMPETENSI GURU DALAM MENYONGSONG KURIKULUM MERDEKA BELAJAR. *Jurnal Riset sosial humaniora, dan pendidikan*, 1(2), 42–50. https://doi.org/10.56444/soshumdik.v1i2.73

Bulqis, D. B. Q. (2023). *Persepsi Guru Terhadap Kurikulum Merdeka Pada Mata Pelajaran Pendidikan Agama Islam (PAI) Dan Budi Pekerti (BP) di Sekolah Penggerak SMPN 1 Kemang Bogor*. Jakarta: FITK UIN Syarif Hidayatullah Jakarta. Opgehaal van https://repository.uinjkt.ac.id/dspace/handle/123456789/72059

Chamidi, A. S., Nurhidayah, N., Dariyo, A., Hidayati, D., Aljihad, F., Muslimat, M. K., … Rosmaladewi, O. (2022). Penguatan Implementasi Kurikulum Merdeka di Sekolah/Madrasah melalui Bimtek Model In-On-In. *Dikmas: Jurnal Pendidikan Masyarakat dan Pengabdian*, 2(4), 1267–1276. https://doi.org/http://dx.doi.org/10.37905/dikmas.2.4.1267-1276.2022

Diana, N. D., Sugoino, S., & Lasfeto, A. (2019). Kompetensi Guru Pendidikan Agama Kristen Dalam Mengatasi Perilaku Belajar Bermasalah Siswa Kelas X Di Sekolah Menengah Atas Efata Tangerang Serpong. *Edukasi: Jurnal Pendidikan Agama Kristen*, Vol 10, bll 40–49.

Faiz, A. (2021). *EDUKATIF : JURNAL ILMU PENDIDIKAN Koherensi Program Pertukaran Pelajar Kurikulum Merdeka Belajar Kampus Merdeka dan General Education*. 3(3), 649–655.

Gaol, N. T. L., Sitinjak, T. R., & Hasugian, J. W. (2021). Efektivitas kepemimpinan kepala sekolah Kristen di masa Pandemi Covid-19. *Regula Fidei: Jurnal Pendidikan Agama Kristen*, 6(2), 81–96. https://doi.org/https://doi.org/10.46307/rfidei.v6i2.89

Gusteti, M. U., & Neviyarni, N. (2022). PEMBELAJARAN BERDIFERENSIASI PADA PEMBELAJARAN MATEMATIKA DI KURIKULUM MERDEKA. *Jurnal Lebesgue : Jurnal Ilmiah Pendidikan Matematika, Matematika dan Statistika*, 3(3), 636–646. https://doi.org/10.46306/lb.v3i3.180

Hidayat, N., Fardana, N. A., & Yoenanto, N. H. (2024). Implementation of the Kurikulum Merdeka for the Recovery of Learning in Sekolah Penggerak: Integrative Literature Review. *PROCEEDING SERIES OF PSYCHOLOGY*, *2*(1), 152–164. Opgehaal van https://psikologi.unair.ac.id/proceeding-series-of-psychology/index.php/psp/article/view/65

Hutabarat, H., Elindra, R., & Harahap, M. S. (2022). Analisis Penerapan Kurikulum Merdeka Belajar Di Sma Negeri Sekota Padangsidimpuan. *Jurnal MathEdu (Mathematic Education Journal)*, *5*(3), 58–69.

Jiyantari, D., Hayati, L., Turmuzi, M., & Kurniati, N. (2023). Pandangan guru matematika terhadap kurikulum belajar siswa di Kecamatan Labuhan Haji Tahun Pelajaran 2022/2023 (Study komparasi kurikulum 2013 dan merdeka belajar). *Journal of Classroom Action Research*, *5*(3), 42–48.

Kemendikbud. (2022). Hal-hal Esensial Kurikulum Merdeka di Jenjang SD.

Kumala, F. N., Yasa, A. D., Santoso, H., Setiawan, D. A., Yulianti, Y., & Hudha, M. N. (2024). PENDAMPINGAN IMPLEMENTASI ARTIFICIAL INTELLIGENCE DALAM PEMBELAJARAN BAGI SISWA SEKOLAH DASAR PADA KURIKULUM MERDEKA. *J-ABDI: Jurnal Pengabdian kepada Masyarakat*, *3*(8), 1821–1828. Opgehaal van https://www.bajangjournal.com/index.php/J-ABDI/article/view/7190

Kurniati, L., & Kusumawati, R. (2023). Analisis Kesiapan Guru SMP di Demak dalam Penerapan Kurikulum Merdeka. *Jurnal Cakrawala Ilmiah*, *2*(6), 2683–2692.

Kurniati, P., Kelmaskouw, A. L., Deing, A., Bonin, B., & Haryanto, B. A. (2022). Model proses inovasi kurikulum merdeka implikasinya bagi siswa dan guru abad 21. *Jurnal Citizenship Virtues*, *2*(2), 408–423. https://doi.org/https://doi.org/10.37640/jcv.v2i2.1516

Manullang, J., Sidabutar, H., & Manullang, A. (2021). Efektifitas Metode Diskusi dalam Pembelajaran Pendidikan Agama Kristen pada Masa Pandemi Covid-19. *Jurnal Imiah Pendidikan dan Pembelajaran*, Vol 5, bll 502–509. https://doi.org/10.23887/jipp.v5i3.39268

Marbun, Simamora, Simamora, Silaban, & Widiastuti. (2016). Pembelajaran pendidikan agama Kristen berbasis contextual teaching and learning terhadap upaya pembentukan karakter peserta didik. *Pediaqu : Jurnal Pendidikan Sosial dan Humaniora*, *1*(4), 1–23.

Marisa, M. (2021). Inovasi Kurikulum "Merdeka Belajar" di Era Society 5.0. *Santhet: (Jurnal sejarah, Pendidiikan dan Humaniora)*, *5*(1), 72. https://doi.org/10.36526/js.v3i2.e-ISSN

Muslim, A. (2022). Landasan Filsafat Idealisme dan Implementasi Kurikulum Merdeka Belajar. *JETISH: Journal of Education Technology Information Social Sciences and Health*, *1*(1), 34–40. https://doi.org/https://doi.org/10.57235/jetish.v1i1.35

Ndruru, Y. (2024). Teologi Pendidikan Agama Kristen: Fondasi Dan Implikasi Untuk Pendidikan Modern. *Tri Tunggal: Jurnal Pendidikan Kristen dan Katolik*, *2*(2), 167–176.

Pracilia, A., Fadhilaturrahmi, F., Surya, Y. F., & ... (2023). Analisis Kemampuan Belief Matematika di Sekolah Dasar yang Menerapkan Kurikulum Merdeka. *El-Ibtidaiy: Journal of Primary Education*, *6*(2), 200–208.

Putra, E. E. (2022). Implementasi Kurikulum Merdeka Untuk Pemulihan Pembelajaran (Kurikulum Paradigma Baru di Sekolah Penggerak). *Prosiding Seminar Nasional Pendidikan Kimia*, *1*(1), 1–5. Opgehaal van http://proceedings.radenfatah.ac.id/index.php/snpk/article/view/47

Rahayu, J., & Maghfiroh, A. (2023). TEACHER PROBLEMS IN THE IMPLEMENTATASI KURIKULUM MERDEKA: LITERATURE STUDY. *Journal on Language, Education, Literature, and Culture*, *1*(2), 28–39.

Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, *6*(4), 6313–6319. https://doi.org/10.31004/basicedu.v6i4.3237

Romadhon, K., Rokhimawan, M. A., Irfan, I., Fajriyani, N. A., Wibowo, Y. R., & Ayuningtyas, D. R. (2023). Analisis Kesiapan Guru dalam Implementasi Kurikulum Merdeka (Studi Kasus di SD Negeri 1 Ulak Kedondong). *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, *7*(3), 1049–1063.

Rosidah, C. T., Pramulia, P., & Susiloningsih, W. (2021). Analisis Kesiapan Guru Mengimplementasikan Asesmen Autentik Dalam Kurikulum Merdeka Belajar. *Jurnal Pendidikan Dasar*, *Vol 12 No*(1), 87–103.

Rusmiani, D. (2025). Pengembangan Model Pendidikan Agama Kristen yang Berorientasi Pada Kecerdasan Intelektual dan Karakter Siswa. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, *2*(7). https://doi.org/https://doi.org/10.5281/zenodo.14928125

Sahnan, A., & Wibowo, T. (2023). ARAH BARU KEBIJAKAN KURIKULUM MERDEKA BELAJAR DI SEKOLAH DASAR. *SITTAH: Journal of Primary Education*, *4*(1), 29–43. https://doi.org/10.30762/sittah.v4i1.783

Santoso, R. S. B., Suyono, S., Harsiati, T., & Sari, N. P. (2023). Implementasi Instrumen Asesmen Keterampilan Menulis Cerpen dengan Media Lagu Inspiratif untuk Siswa Kelas XI SMA di Era Merdeka Belajar. *GHANCARAN: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 364–376. https://doi.org/10.19105/ghancaran.vi.11772

Silaban, A. R. P., & Naibaho, D. (2023). KOMUNIKASI GURU PENDIDIKAN AGAMA KRISTEN DALAM MEMACU MINAT BELAJAR SISWA. *Jurnal Pendidikan Sosial dan Humaniora*, *2*(4), 12388–12401.

Sopiansyah, D., & Masruroh, S. (2021). Konsep dan Implementasi Kurikulum MBKM (Merdeka Belajar Kampus Merdeka). *Reslaj : Religion Education Social Laa Roiba Journal*, *4*(1), 34–41. https://doi.org/10.47467/reslaj.v4i1.458

Sulistyani, F., Mulyono, R., & Mulyono, R. (2022). IMPLEMENTASI KURIKULUM MERDEKA (IKM) SEBAGAI SEBUAH PILIHAN BAGI SATUAN PENDIDIKAN:

KAJIAN PUSTAKA. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, *8*(2), 1999–2019. https://doi.org/10.36989/didaktik.v8i2.506

Wongkar, Amelia, Sumarno, Yuel, & Rini. (2020). Agama Kristen Melalui Penerapan Strategi Pembelajaran Contextual Teaching and Learning. *Edukasi: Jurnal Pendidikan Agama Kristen*, *11*(1), 1–7.