

Analysis of Teaching Learning and Assessment in Private Schools within Independent Curriculum Framework

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Abstrak: Penelitian ini dilakukan dengan menganalisis jadwal kegiatan pengajaran dan pembelajaran di sekolah berasrama Islam swasta di Pekalongan pada tingkat SMP dan pelaksanaan penilaian di SMP sesuai dengan standar Kurikulum Merdeka. Secara spesifik, mata pelajaran yang diajarkan kepada siswa, berapa banyak waktu yang dialokasikan untuk setiap mata pelajaran, dan penilaian apa yang dilakukan di sekolah. Apakah pelaksanaannya sejalan dengan apa yang telah diuraikan dalam Kurikulum Merdeka. Data dikumpulkan melalui tinjauan pustaka dari situs web Kementerian Pendidikan untuk menemukan referensi standar pelaksanaan Kurikulum Merdeka dan untuk mengidentifikasi temuan data di lapangan yang diperoleh melalui observasi lapangan. Data dianalisis menggunakan metode deskriptif kualitatif untuk kemudian menarik kesimpulan. Hasil penelitian ini menunjukkan bahwa jumlah mata pelajaran di sekolah berasrama Islam swasta lebih banyak daripada jumlah mata pelajaran yang ditentukan dalam kurikulum independen yaitu 11 mata pelajaran. Secara rinci, terdapat 22 mata pelajaran di kelas 7 dan kelas 8 serta 9 memiliki 23 mata pelajaran. Jumlah jam pelajaran per minggu di sekolah berasrama Islam swasta lebih banyak daripada jumlah jam pelajaran yang ditentukan oleh kurikulum independen. Secara rinci, di kelas 7 dan 8, total jam pelajaran dalam satu minggu adalah 52 jam, sedangkan di kelas 9, total jam pelajaran adalah 53 jam. Data ini menunjukkan bahwa implementasi kurikulum sekolah berasrama Islam swasta tidak sejalan dengan kurikulum Merdeka.

Kata kunci: Pembelajaran, Penilaian Pembelajaran, Kurikulum Merdeka

Abstract: This research was conducted by analyzing the schedule of teaching and learning activities in private Islamic boarding schools in Pekalongan at the level Junior High School and the implementation of assessments in junior high schools in accordance with the implementation of the Merdeka Curriculum standards. Specifically, the subjects taught to students, how much time is allocated for each subject, and what assessments are conducted in schools. Is the implementation in line with what has been outlined in the Merdeka Curriculum. Data was collected through a literature review from the Ministry of Education's website to find a reference for the Merdeka Curriculum implementation standards and to identify data findings in the field obtained through field observations. The data was analyzed using qualitative descriptive methods to then draw conclusions. The results of this study the number of subjects in private Islamic boarding schools is more than the number of subjects specified in the independent curriculum which is 11 subject. In detail there are 22 subjects at grade 7 and grades 8 and 9 have 23 subjects. The number of lesson hours per week at private Islamic boarding schools is more than the number of lesson hours determined by the independent curriculum. In detail, in grades 7 and 8, the total number of teaching hours in one week is 52 hours, while in grade 9, the total number of teaching hours is 53 hours. This data shows that the implementation curriculum private Islamic boarding schools is not in line with Merdeka curriculum.

Keywords: Teaching, Assessment of Teaching, Merdeka Curriculum

Submission History:

Submitted: January 14, 2026

Revised: January 31, 2026

Accepted: February 2, 2026

INTRODUCTION

Junior high school-level Islamic boarding schools in Pekalongan Regency have had a significant positive impact in creating synergy between academic excellence and strengthening the religious character of the santri community, which is a hallmark of this region. With the presence of these institutions, students not only receive formal education according to the national curriculum but also instill in them the habit of noble morals and in-depth literacy in yellow books, which are highly effective in mitigating the negative impacts of globalization among adolescents. The presence of modern and traditional Islamic boarding schools in this region also encourages local economic growth around the institutions and strengthens Pekalongan Regency's position as a center of Islamic education capable of producing intellectually intelligent generations with strong moral integrity. For reference regarding regional policies, you can refer to the character education strengthening program promoted through the official website of the Pekalongan Regency Government.

Junior high school-level Islamic boarding schools (pesantren) still face significant challenges in adopting the Independent Curriculum due to the conflicting time allocations between the general lesson schedule and the very busy Islamic boarding school curriculum (yellow books and tahfidz). The flexibility of the block system offered by the Independent Curriculum is often difficult to fully implement because Islamic boarding schools have unique, established academic traditions. Therefore, synchronizing lesson hours for the Pancasila Student Profile Strengthening Project (P5) is often considered to increase the instructional burden on teachers and students. This difficulty is exacerbated by the limited digital facilities in some traditional Islamic boarding schools to access the Independent Teaching Platform (PMM), resulting in a slower adaptation process for assessments and teaching materials compared to other public schools.

While, the education system in Indonesia has undergone a significant transformation with the nationwide implementation of the Independent Curriculum (Kurikulum Merdeka). By the 2025/2026 academic year, this curriculum has become the mandatory standard for all education units, aiming to address learning loss and enhance student-centered learning through flexibility and autonomy. This shift necessitates a fundamental redesign of how Junior High Schools (SMP) manage their most critical operational components: Teaching and Learning Schedules and Assessment Frameworks.

In the context of 2025, scheduling in Junior High Schools is no longer a rigid weekly routine but has evolved into a more dynamic structure. Schools must now accommodate three distinct learning categories: Intracurricular (regular classroom instruction), Cocurricular (focused on the Profil Lulusan or Graduate Profile through project-based learning), and Extracurricular activities. A major challenge in 2025 is the integration of new elective subjects, such as Coding and Artificial Intelligence (AI), which began their phased rollout in grade 7 during the 2025/2026 period. Managing these diverse time allocations—where project-based learning (formerly P5 now P7 7

Habits of Great Indonesian Children)) can take up to 25% of annual credit hours—requires sophisticated management to ensure a balanced academic load for students.

Furthermore, the assessment framework in 2025 has shifted from purely quantitative grading to a more holistic, descriptive approach. The introduction of the Academic Ability Test (Tes Kemampuan Akademik or TKA) in March–April 2026, which is integrated with the National Assessment (AN), serves as a critical diagnostic tool to map student achievement rather than determine graduation. This necessitates that teachers master various assessment forms, including diagnostic (pre-assessment), formative (during learning), and summative (final evaluation), while adopting "Deep Learning" strategies that emphasize critical thinking over memorization.

Despite these advancements, many schools still face obstacles in 2025, ranging from administrative burdens on teachers to disparities in digital infrastructure for computer-based assessments. Therefore, this study aims to analyze how Junior High Schools navigate these scheduling complexities and assessment demands within the refined 2025 Independent Curriculum framework.

The implementation of the Independent Curriculum at the junior high school (SMP) level requires a fundamental transformation in learning time management. Unlike the previous, rigid curriculum, this framework introduces a block system and flexible schedule to facilitate the Pancasila Student Profile Strengthening Project (P5) now P7 (7 Habits of Great Indonesian Children) and deeper intracurricular learning. Effective scheduling in schools is crucial because it must balance teacher workloads with students' needs to explore material contextually. Misalignment in scheduling can hinder instructional differentiation and reduce the effectiveness of teacher-student interactions in the classroom.

Along with changes to the schedule structure, the assessment system in the Independent Curriculum now emphasizes an authentic approach that includes diagnostic, formative, and summative assessments. At the junior high school level, teachers are challenged to shift from solely numerical-based assessments to assessments that capture a holistic view of student competency development. The use of technology and digital platforms in 2025 will further accelerate the integration of learning outcome data, but schools still face challenges in synchronizing assessment timing with the dynamic allocation of class hours. Therefore, analyzing the relationship between scheduling and assessment quality is essential to ensuring the sustainability of education quality.

The misalignment of the lesson schedule with the spirit of the Independent Curriculum is often seen in the structure of the hour allocation, which is still rigid and dominated by a conventional linear system, where each subject is strictly separated without space for interdisciplinary collaboration. Within the framework of the 2025 Independent Curriculum, schools are supposed to implement a block system or flexible schedule to facilitate the Pancasila Student Profile Strengthening Project (P5) now P7 (7 Habits of Great Indonesian Children), but in practice, many schools still force short, overlapping theoretical lesson hours. This makes it difficult for teachers to implement differentiated learning and in-depth diagnostic assessments because they are rushed to meet weekly meeting targets, thus suboptimally embodying the essence of flexibility and student-centered learning.

School assessments that are not aligned with the principles of the Independent Curriculum can significantly impact the learning process. When the focus of assessment remains predominantly on cognitive aspects and final outcomes (summative) without optimally integrating formative and diagnostic assessments, teachers may struggle to obtain a complete picture of students' competency and character development. This can hinder schools' efforts to provide differentiated learning tailored to individual needs, a pillar of the Independent Curriculum. Consequently, mapping students' authentic potential becomes less accurate, and the goal of creating "Freedom to Learn" that focuses on students' holistic growth may not be fully achieved.

LITERATURE REVIEW

The main concept of Merdeka Belajar (Freedom to Learn) is a paradigm shift from uniform classical teaching to student-centered learning. In 2025, this will be realized through the implementation of differentiated instruction, where teachers accommodate differences in student interests, learning profiles, and readiness. Teachers no longer act as the sole source of information, but rather as facilitators who design learning environments that enable each student to develop according to the dictates of nature and the times, in harmony with the philosophical thinking of Ki Hadjar Dewantara.

The implementation of the Independent Learning program divides the curriculum structure into two main, mutually reinforcing parts: intracurricular and co-curricular activities through the Pancasila Student Profile Strengthening Project (P5) now P7 (7 Habits of Great Indonesian Children). Intracurricular activities simplify learning materials to allow students sufficient time to explore concepts in depth and essential areas. Meanwhile, P5 provides flexible space for students to learn through real-world experiences outside the classroom, such as addressing environmental issues, diversity, or entrepreneurship. This integration aims to develop both technical competence and noble character in keeping with national identity. Based on Permendikdasmen No. 10 of 2025. The term P7 (7 Habits of Great Indonesian Children) emerged as a separate initiative for daily character building, but not a direct replacement for P5 which is now part of the broader and more comprehensive 8-Dimensional Graduate Profile.

Entering 2025, the implementation of the Merdeka Belajar (Freedom to Learn) program will be further strengthened by an integrated digital ecosystem, such as the ethical use of artificial intelligence (AI) to map learning outcomes in real time. Assessments are no longer viewed as final judgments at the end of the semester, but rather as ongoing diagnostic and formative processes to improve instructional quality. By utilizing data from the Merdeka Mengajar (PMM) Platform, schools can conduct more accurate self-evaluations, ensuring that each learning process truly has a tangible impact on students' quality of life and critical thinking skills.

Within the framework of Freedom to Learn, the concept of assessment has undergone a fundamental transformation, moving from judgmental to empowering. The primary focus of assessment is no longer solely on final results or cognitive scores, but rather on the holistic process of student growth. By 2025, authentic assessment will become the primary standard, assessing students based on their ability to apply

knowledge to real-world situations. This allows teachers to more realistically and in-depthly observe the development of students' character and skills, aligned with established learning outcomes.

The implementation of assessments in the Independent Curriculum prioritizes diagnostic assessments at the beginning of learning and formative assessments throughout the learning process. Diagnostic assessments serve to map students' strengths, weaknesses, and learning styles before the material begins, allowing teachers to design targeted, differentiated learning. Meanwhile, formative assessments are conducted continuously to provide real-time feedback for both students and teachers. With this approach, assessments are no longer a burden at the end of the semester, but rather a navigational tool for teachers to continuously improve instructional strategies in the classroom.

Entering 2025, assessment implementation will be fully supported by the integration of digital technology, enabling personalized assessments for each individual. By utilizing data from the Merdeka Mengajar (PMM) Platform and intelligent data analysis tools, teachers can systematically document students' digital portfolios. These assessment results are then processed into more meaningful educational report cards, containing not only numbers but also narratives of specific competency development. This personalization ensures that each student is recognized for their unique progress, fostering a positive and inclusive learning culture within the school environment.

A study by Saniah Nuriah et al. (2024) identified that the main obstacle teachers face in implementing the Independent Curriculum is dynamic time allocation. Many teachers struggle to divide their time between intracurricular activities (face-to-face classes) and cocurricular activities (projects), which often clash if not managed through a robust curriculum management system.

A recent study conducted in late 2025 by the Jambura Journal noted that the success of the Independent Curriculum in junior high schools (SMP) depends heavily on the ability of school administrators and curriculum vice principals to synchronize schedules with Phase D (SMP). Misalignment often results in formative assessments being unable to be fully implemented due to limited meeting time.

Previous research at the elementary and secondary levels (such as a study at SDN 181 Pekanbaru and several junior high schools between 2022 and 2025) highlighted that the distribution of teaching hours is no longer strictly weekly, but rather calculated annually. This gives schools the autonomy to compress certain teaching hours in certain semesters to make room for interest-based activities or environmental projects.

Research by Dianti et al. (2025) in the Journal of Education and Teaching analyzed the implications of three types of assessment on the effectiveness of evaluation systems. The results showed that diagnostic assessments are a key determinant of teachers' success in designing differentiated learning. Meanwhile, research by Aminah & Mustamid (2024) highlighted the ongoing implementation of formative assessments to improve the learning process, in contrast to summative assessments, which focus solely on final achievement for report cards.

Several recent studies have identified significant barriers to assessment practice:

Workload Capacity: Mailani et al.'s (2025) study at SMP Negeri 2 Wonosobo revealed obstacles in implementing formative assessment, particularly related to teachers' time allocation and workload in providing in-depth feedback to each student.

Lack of Specific Instruments: A study by Azzahra et al. (2025) noted that teachers still experience difficulties due to the limited availability of varied and effective summative assessment instruments, which slows down the innovation process at the school level.

METHOD

One of the functions of research is to know, namely to develop scientific knowledge and deepen understanding of a phenomenon. This, according to Sugiyono (2013), underlies research on learning and assessment in private schools regarding the implementation of the Merdeka Curriculum. This qualitative descriptive study focused on learning and assessment in private schools, assessing their compliance with the existing Merdeka Curriculum standards. Researchers conducted an in-depth study involving classroom learning implementation, using primary data from lesson schedules. These lesson schedules were then analyzed for the number of subjects, the duration of each session, and the total number of hours taught per year. The researchers compared these three data points with government-set standards, the Merdeka Curriculum, to determine the extent to which private schools are implementing learning in accordance with the Merdeka Curriculum.

The second part of this research focused on assessment in private schools. This aspect focused on formative and summative assessments. Researchers collected data and reviewed assessments conducted in private schools, including formative and summative implementation, to then align them with the Merdeka Curriculum standards. This study aimed to determine whether the assessments conducted in private schools were in accordance with the Merdeka Curriculum standards.

Data sources for the Merdeka Curriculum standards were collected through a literature review from the official website of the Ministry of Education, which then served as a reference in measuring the implementation of the Merdeka Curriculum in Islamic boarding schools at the level of Junior High School. School data was collected through field observations, focusing on lesson schedules and teaching equipment instruments in the form of teacher agendas.

RESULT AND DISCUSSION

Teaching and Learning

The relationship between duration of study at school and improvement in academic grades is said to be highly correlated. The more time students spend learning, on average, the higher their grades are (Fisher et al., 1980; Clark and Linn, 2003; Smith, 2002). PISA has consistently indicated that the competency levels of 15-year-old students in reading, mathematics and science differ greatly both across and within countries (OECD, 2001; OECD, 2004; OECD, 2007). One of the factors repeatedly found to be associated with students' academic performance is students' learning time. The

literature suggests that optimising academic learning time is one of the key factors to improving academic achievement (Carroll, 1989; Hawley and Rosenholtz, 1984; Scheerens and Bosker, 1997; Marzano, 2003). Research indicates that structured lesson time at school (referred to as “regular school lessons” in this report) is an important pre-requisite for students to develop the competencies that are assessed in the PISA science framework (Scheerens and Bosker, 1997; Seidel and Shavelson, 2007).

Time Spent Studying consists of how long one dedicates time to individual studying, the techniques used in the study, and the dimension of one's regular studying routine Teodorovicz T (2022). Many educators contend that increasing in-school study hours might lead to a better understanding and retention of academic knowledge. Faisal SM (2019). The length of any given lecture duration including study period has direct bearing on attention, memory and performance/competence leading to learning outcome Broadbent. (1958). In addition, the theories emphasized that human beings have natural mental filter that will only allow certain amounts of information to go through at a particular time. To say it another way, it means human beings have restricted capacity for absorbing and retaining information. According to Capacity theories of attention human beings have limited working memory capacity for processing all external information and when demands exceed capabilities, the material will not be attended to (Fisch, 2000; Wilson and Korn, 2007). Fundamentally, human cognitive ability is limited in its capacity and particularly when navigating educational program and processes.

Because of the strong link between a student's study duration and their academic performance, the number of hours required for each subject will determine their academic performance. Therefore, scheduling plays a crucial role in providing a standardized system for implementing the aforementioned theories. According to regulation of the minister of primary and secondary education of the republic of Indonesia No/13/2025 concerning amendments to regulation of the minister of education, culture, research, and technology No/12/2024 concerning curriculum in early childhood education, primary education, and secondary education, the distribution of lesson schedule allocations is as follows.

Table 1. Time allocation for junior high school subjects, Islamic junior high schools, or other equivalent forms for grades VII-VIII (Assuming 1 year = 36 weeks and 1 JP = 40 minutes)

Subjects	Intracurricular Allocation Per Year	Co-curricular Allocation Per Year	Total JP Per Year
Compulsory Subjects			
(Islamic Religious Education and Character Education)	72	36	108
Pancasila Education	72	36	108
Indonesian Language	180	36	216
Mathematics	144	36	180
Natural Sciences	144	36	180
Social Sciences	108	36	144
English	108	36	144
Physical Education, Sports, and Health	72	36	108

Informatics	72	36	108
Arts, Culture, and Crafts			
1. Music			
2. Fine Arts			
3. Theater			
4. Dance	72	36	108
5. Cultivation			
6. Crafts			
7. Engineering			
8. Processing			
Total JP Compulsory Subjects	1.044	360	1.404
Elective Subjects			
Coding and Artificial Intelligence	72	-	72
Local Content	72	-	72
Total JP Compulsory Subjects + Elective Subjects/Local Content	1.116	360	1.476
Total JP Compulsory Subjects + Elective Subjects + Local Content	1.188	360	1.548

Table 2. Allocation of time for junior high school subjects, Islamic junior high schools, or other equivalent forms of class IX (Assuming 1 year = 32 weeks and 1 JP = 40 minutes).

Subjects	Intracurricular Allocation Per Year	Co-curricular Allocation Per Year	Total JP Per Year
Compulsory Subjects			
(Islamic Religious Education and Character Education)	64	32	96
Pancasila Education	64	32	96
Indonesian Language	160	32	192
Mathematics	128	32	160
Natural Sciences	128	32	160
Social Sciences	96	32	128
English	96	32	128
Physical Education, Sports, and Health	64	32	96
Informatics	64	32	96
Arts, Culture, and Crafts			
1. Music			
2. Fine Arts			
3. Theater			
4. Dance	64	32	96
5. Cultivation			
6. Crafts			
7. Engineering			
8. Processing			
Total JP Compulsory Subjects	928	320	1.248
Elective Subjects			
Coding and Artificial Intelligence	64	-	64
Local Content	64	-	64
Total JP Compulsory Subjects + Elective Subjects/Local Content	992	320	1.312
Total JP Compulsory Subjects + Elective Subjects + Local Content	1.056	320	1.376

Table 3. Schedule at Private Islamic boarding schools at the level of Junior High School

Subjects	Intracurri	Co-	Total JP
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	curricular Allocation Per Year	curricular Allocation Per Year	Per Year
Compulsory Subjects			
Islamic Religious Education and Character Education	72 (2)	36 (1)	108
Pancasila Education	72 (2)	36 (1)	108
Indonesian Language	144 (4)	36 (1)	180
Mathematics	144 (4)	36 (1)	180
Natural Sciences	108 (3)	36 (1)	144
Social Sciences	72 (2)	36 (1)	108
English	108 (3)	36 (1)	144
Physical Education, Sports, and Health	36 (1)	36 (1)	72
Informatics	36 (1)	36 (1)	72
Arts, Culture, and Crafts			
1. Music	36 (1)	36 (1)	72
2. Fine Arts			
Total JP Compulsory Subjects	792	360	1.116
Elective Subjects			
Coding and Artificial Intelligence	0	-	0
Local Content			
Javanese language	36 (1)	36 (1)	72
Arabic Language	36 (1)	36 (1)	72
Kemuhammadiyah	72 (2)	36 (1)	108
Al Islam	72 (2)	36 (1)	108
Tahfidz	180 (6)		36
Durusullughoh	36 (1)		36
Makhfudhot	36 (1)		36
Mutholaah	36 (1)		36
Nahwu Wadhih	VIII, IX 36 (1)		36
Sorof	VIII, IX 36 (1)		36
Tajwid	36 (1)		36
Tarjamah	36 (1)		36
Khot	VII 36 (1)		36
Imla'	VII 36 (1)		36
Ushul Tarbiyah	IX 36 (1)		36
Total Local Content	612	144	756
Total JP Compulsory Subjects + Elective Subjects + Local Content	1.404	504	1.872

To make it easier to read the data above, the researcher changed the number of hours for each subject from per year to per week. The following is the comparative data time allocation between merdeka curriculum national standard and time allocation in private Islamic boarding schools.

Table 4. Comparison of study duration between public schools and private Islamic school per week.

Merdeka Curriculum		Private Islamic boarding schools	
Subject	Time Alocation	Subject	Time Alocation
Islamic Religious	3	Islamic Religious	3

Pancasila Education	3
Indonesian Language	6
Mathematics	5
Natural Sciences	5
Social Sciences	4
English	4
Physical Education	3
Informatics	3
Arts and Culture,	3
Local Content	2
Total in a week	41

Pancasila Education	3
Indonesian Language	5
Mathematics	5
Natural Sciences	4
Social Sciences	3
English	4
Physical Education	2
Informatics	2
Arts and Culture,	2
Local Content	22
Concealing	1
Total in a week	56

From the data above, we can find that the implementation of the independent curriculum, especially the number of subjects and the number of meeting hours at private Islamic boarding schools in one week, is as follows.

The number of subjects in private Islamic boarding schools is more than the number of subjects specified in the independent curriculum which is 11 subject. In detail there are 22 subjects at grade 7 and grades 8 and 9 have 23 subjects.

The number of lesson hours per week at private Islamic boarding schools is more than the number of lesson hours determined by the independent curriculum. In detail, in grades 7 and 8, the total number of teaching hours in one week is 52 hours, while in grade 9, the total number of teaching hours is 53 hours.

Assessment

As stated in the Principles of Learning and Assessment, assessment is an integral activity in the learning process. Assessment is conducted to find evidence or a basis for consideration regarding the achievement of learning objectives. Therefore, educators are encouraged to conduct the following assessments:

1. Formative assessment, which aims to provide information or feedback for educators and students to improve the learning process.
- a. Assessment at the beginning of learning, conducted to determine students' readiness to learn the learning material and achieve the planned learning objectives.
- b. Assessment within the learning process, conducted during the learning process to monitor student development and provide prompt feedback.
2. Summative assessment, which is an assessment conducted to ensure the achievement of all learning objectives. This assessment is conducted at the end of the learning process or can also be conducted simultaneously for two or more learning objectives, according to the educator's considerations and the educational unit's policies. Unlike formative assessment, summative assessment is part of the assessment calculation at the end of the semester, the end of the academic year, and/or the end of the level.

Kemendikbudristek. (2022).

Meanwhile, as stated in the school activity schedule and documented in the teacher's agenda, assessments at private Islamic boarding schools are conducted as follows:

1. Daily summative assessments (ASH) are conducted twice, in the first and third months, as a substitute for daily tests.
2. The scores from these daily summative assessments will serve as a reference for report card grades.
3. The end-of-semester summative assessment will also continue to be used as a reference for 50% of report card grades.

Table 5. Below is a copy of the school's academic calendar.

NO	Date	Activities
1	July 14, 2025	Daily Summative Assessment 1
2	July 14 – 16, 2025	Grade 8 National Assessment (AN)
3	August 17, 2025	Participating in the Pancasila Sanctity Day Ceremony
4	August 21 – 22	Teacher Agenda Submission to the Principal
5	August 25, 2025	Participating in the Youth Pledge Day Commemoration Ceremony
6	August 30, 2025	Teacher Agenda Submission to the Principal
7	September 5, 2025	Daily Summative Assessment 2
8	September 1 – 4 & 12, 2025	Participating in the Heroes' Day Commemoration Ceremony
9	September 10 – 11, 2025	133rd Muhammadiyah Anniversary (Remaining in Classrooms)
10	October 1, 2025	133rd Muhammadiyah Anniversary Roll Call
11	October 4, 2025	Odd Semester Ending Assessment (ISMUBA)
12	October 28, 2025	Teacher Agenda Submission to the Principal
13	November 1, 2025	End of Semester Assessment Odd Semester
14	November 3 – 7, 2025	Oral Exam, Tahfizh
15	November 10, 2025	Teacher Agenda Submission to the Principal
16	November 18, 2025	Tapak Suci Level Promotion Exam
17	November 22, 2025	Preparation Odd Semester Learning Outcome Report Submission
18	November 27 – 28, 2025	Odd Semester Learning Outcome Report Submission
19	November 29, 2025	Daily Summative Assessment 1
20	December 29 – 6, 2025	Grade 8 National Assessment (AN)
21	December 8 – 11, 2025	Participating in the Pancasila Sanctity Day Ceremony
22	December 13, 2025	Teacher Agenda Submission to the Principal
23	December 13 – 14, 2025	Participating in the Youth Pledge Day Commemoration Ceremony
24	December 8 – 19 2025	Teacher Agenda Submission to the Principal
25	December 20, 2025	Daily Summative Assessment 2
26	December 22, - Jan3, 2026	End of Odd Semester Holiday
27	December 25, 2025	Public Holiday (Christmas)
28	December 26, 2025	Christmas Joint Leave
29	January 1, 2026	Public Holiday (2026 Gregorian New Year)
30	January 5, 2026	First Day of Even Semester
31	January 16, 2026	Public Holiday (Isra' Mi'raj)
32	January 30, 2026	Teacher Agenda Submission to the Principal

33	February 2 – 6, 2026	Daily Summative Assessment 1 for Even Semester
34	February 14, 2026	Collection of Final ASH 1 Grades
35	February 17, 2026	Public Holiday (Chinese New Year 2577)
36	February 17 – 19, 2026	Estimated Start of Ramadan Fasting Holiday 1447 H
37	February 20, 2026	Teaching and Learning Activities
38	February 23, 2026	Distribution ASH 1 Grades from Homeroom Teachers to Parents
39	February 27, 2026	Teacher Agenda Submission to the Principal
40	March 9 – 13, 2026	Daily Summative Assessment 2 for Grade 9, Even Semester
41	March 16 – 18, 2026	Public Holiday (Before Eid al-Fitr 1447 H)
42	March 19, 2026	Public Holiday (Nyepi Day, Saka New Year 1948)

CONCLUSION

Research data analysis shows that the number of subjects and the distribution of study hours in private Islamic boarding schools are not in line with the Merdeka curriculum established by the government. The implementation of assessments in private Islamic boarding schools, which only conduct summative assessments three times a semester, indicates a discrepancy with the current Merdeka curriculum. Thus, the implementation of the curriculum in private Islamic boarding schools is not in line with the Merdeka curriculum. Scientifically, this research contributes to all private schools to conduct curriculum reflection at the educational unit level so that they carefully consider the determination of additional lessons and the number of hours. This research is limited to the implementation of the independent curriculum in 2025 in private Islamic boarding schools in Pekalongan, by taking data from the teaching agenda, school activity schedule, teacher agenda, and lesson schedule. A suggestion for future research is to conduct research on the implementation of classroom learning, by adapting classroom management to deep learning methods. Whether private Islamic schools are able to implement deep learning effectively or not.

ACKNOWLEDGEMENT

The author thanks the lecturers who provided knowledge on this curriculum material, Mrs. Koesoemo Ratih, Ph.D., and Mrs. Muamaroh, Ph.D. The author also thanks his wife and children, the author also thanks his parents who have educated him and to all the teachers who have taught him. Finally, the author thanks the readers, hopefully they can provide input that will help develop this research.

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