Integration of Independent Learning Curriculum in Islamic Religious Education Towards the Era of Society 5.0

Muhammad Ihsan*, Sukino, Usman
Institut Agama Islam Negeri Pontianak, Indonesia
*email Koresponden Penulis: pakihsan80@gmail.com

ABSTRACT

This research is driven by the need for innovative media use in Islamic Education to enhance student engagement in the Society 5.0 era. The Indonesian government's introduction of a revolutionary autonomous learning curriculum reflects the educational demands of this era, closely linked to 21st-century skills. This necessitates advanced and adaptable teaching concepts and methods, requiring continuous development across all school aspects, particularly in Islamic Education. The study aims to explore how Islamic Education courses can effectively integrate the autonomous learning curriculum in preparation for Society 5.0. A library research method was utilized alongside a qualitative naturalistic paradigm approach. Findings indicate that incorporating self-directed learning into the curriculum aligns with the characteristics of Society 5.0. To develop resilient, skilled, and dedicated human resources, creativity and innovation are essential. Thorough preparation is crucial for successfully integrating Islamic Education into the autonomous learning curriculum, which will elevate educational standards in Indonesia and produce morally upright and intelligent students.

Keywords: Autonomous Learning Curriculum, Islamic Education, Society 5.0 Era

ABSTRAK

Penelitian ini dilatar belakangi Kajian ini didorong oleh perlunya inovasi penggunaan media pada mata pelajaran pendidikan agama Islam di masa Society 5.0 guna mendongkrak keterlibatan siswa. Diperkenalkannya kurikulum pembelajaran otonom revolusioner oleh pemerintah Indonesia merupakan hasil pendidikan di era masyarakat 5.0 yang sangat terikat dengan kemampuan abad ke-21. Hal ini juga berdampak pada konsep dan metode pembelajaran yang lebih canggih dan mudah beradaptasi, sehingga memerlukan pengembangan dan adaptasi berkelanjutan di seluruh aspek sekolah, khususnya di bidang Pendidikan Agama Islam. Tujuan penelitian ini adalah untuk memastikan bagaimana mata kuliah pendidikan agama Islam dapat digunakan untuk mengintegrasikan kurikulum pembelajaran otonom dalam persiapan menyambut hadirnya masyarakat 5.0. Dalam penelitian ini, metode penelitian perpustakaan digunakan bersama dengan pendekatan paradigma naturalistik kualitatif. Temuan penelitian ini menunjukkan bagaimana penggabungan pembelajaran mandiri ke dalam kurikulum berkaitan dengan periode "masyarakat 5.0". Untuk menjadi sumber daya manusia yang tangguh, mahir, dan gigih diperlukan kreativitas dan inovasi. Diperlukan persiapan yang matang untuk memperkenalkan kurikulum pendidikan agama Islam ke dalam kurikulum pembelajaran otonom. Hal ini akan meningkatkan taraf pendidikan di Indonesia dan menghasilkan siswa yang berakhlak mulia dan cerdas.

Kata kunci: *Kurikulum Merdeka Belajar, Pendidikan Agama Islam, Era Society 5.0*

A. INTRODUCTION

Islamic Religious Education In the context of Society 5.0, it requires more creative and efficient curricular integration to improve teaching standards. Islamic ideals can be effectively incorporated into the educational process through the Independent Curriculum which was first used in Indonesia. Islamic teachings, Islamic history, and other related Islamic principles can all be integrated into the PAI curriculum with the help of the Independent Curriculum. (Salsabila et al., 2024). To improve educational standards, Indonesia implements the Independent Curriculum. The goal of this curriculum is to equip students with the 21st-century skills they will need as we enter the fourth industrial revolution. The Independent Curriculum can help incorporate Islamic ideals into the broader and more complex content of PAI. (Wannesia et al., 2022).

Several initiatives have been undertaken to help PAI teachers improve their technological capabilities. For example, in Sampang Regency, teachers participated in a workshop on using Artificial Intelligence (AI) to create more interactive and engaging learning for students. In addition, the head of the Ministry of Religion office in Rembang also encouraged PAI teachers to continue to improve their technological skills so that PAI subjects remain in demand by students. However, challenges remain, such as a lack of technological mastery among some teachers and the need to accommodate the increasingly diverse ways of learning for students. (Bahri, 2022).

PAI Learning In the Society 5.0 era, demands the use of more inventive and relevant technology. To increase student engagement in the learning process, PAI teachers need to take a more proactive approach by incorporating technology into PAI courses. In addition, strengthening the competence of PAI teachers is also important to increase their capacity to utilize technology (Society & Rukmini, 2023). In making PAI materials that are relevant to Islamic principles and technology, PAI teachers must be more creative. To improve educational standards in the Society 5.0 era, PAI must concentrate more on fostering technology proficiency and critical thinking skills.(Santoso et al., 2023).

It is important to include the Independent Curriculum in the Society 5.0 era, very much into PAI learning activities to improve the level of education. The Independent Curriculum has a lot of space to incorporate Islamic ideals into broader and more sophisticated PAI content. However, there are still many obstacles that must be overcome, such as finding ways to incorporate Islamic principles into larger and more complex PAI materials and how to use technology in the classroom. (Bahri, 2022).

In this regard, improving the quality of education in the Society 5.0 era is very important by integrating the Independent Curriculum into PAI. The Independent Curriculum has a wide space to incorporate Islamic ideals into the educational process. (Setiawati, 2023) However, there are still many obstacles that must be overcome, such as finding ways to incorporate Islamic principles into larger and more complex PAI materials and how to use technology in the classroom. Therefore, the study and development of the curriculum must be carried out to create a more up-to-date curriculum by Islamic principles and modern technology. An autonomous curriculum is a teaching method that concentrates on teaching students the basics and developing their abilities. Ruslan interprets this indirectly, that students, teachers, and educational institutions have full control over their education. This allows students to investigate their real-world problems, gain knowledge about Pancasila, and cultivate traits that are essential to the Pancasila student profile. The quote was made by the Minister of Education, Culture, Research, and Technology. (Supriani, 2023), claims that a

fundamental component of the autonomous curriculum is self-directed learning, which is developed to allow students to explore their abilities, interests, and skills.

Differentiated learning, where students are taught according to their needs and interests, is used in an autonomous curriculum. In addition, students give top priority to project-based learning. This means that for students to understand the content they have learned, they will apply what they have learned through case studies. (Aprima, 2022). The Independent Curriculum was created as an answer to fierce competition in the era of Society 5.0. Because, even though we use technology, we still rely on human capabilities in the era of civilization 5.0.

According to (Ireland, 2021) the idea of the Society 5.0 era is centered on technology and people. In 2019, the Japanese government declared the start of a period known as "Society 5.0", that is, a super-intelligent society designed to prepare for the disruptions caused by the fourth industrial revolution. In the context of education, the era of "society 5.0" instructs students to improve their originality and talents in line with today's progress. In the current era, educators and students are expected to be able to utilize technology to solve various problems and problems to improve the quality of human life, and create a more inclusive and sustainable society. This is done by utilizing various innovations introduced in the era of the Industrial Revolution 4.0. (Arifudin, 2021) . The idea of societal progress driven by the integration of cutting-edge technologies, such as artificial intelligence (AI), robotics, the Internet of Things (IoT), and big data, is known as the "Society 5.0 Era." (Sulaeman, 2022).

PadaeEra Society 5.0 is a difficult task that requires a comprehensive strategy. Education is a key component in creating a balanced society. The educational paradigm known as the independent curriculum places great emphasis on developing creativity, empowering individuals, and realizing potential at all levels. (Darmawan, 2021). In this regard, the realization of a comprehensive society in the era of society is highly dependent on the application of Islamic Religious Education (PAI) studies. Islamic ideals must be integrated with universal values and other technical advances in the independent curriculum of the PAI learning program. This can assist students in gaining a thorough understanding of Islam as well as the critical, imaginative, cooperative, and communicative abilities necessary in a culture that values wholeness. Arifin in (Bairizki, 2021).

B. METHOD

Research techniques should be used when writing scientific articles because the data presented must have high credibility. Therefore, this study uses a literature research method with a qualitative approach based on the naturalistic paradigm. As far as is known, research data sources are various literature references, such as books, e-books, scientific journal articles, theses, dissertations, and other library sources. The stages in carrying out a literature study are collecting the necessary materials, arranging the library, making a schedule, and reading and documenting research materials.   However, researchers are still considering its application to a research project that is being considered. In addition, a thorough analysis of data collected from various literature sources is carried out to provide critical ideas about the researcher's research findings. (Mustika, 2014)

The analysis carried out by the researchers in this context involves several important steps aimed at evaluating and understanding the data that has been collected from various literature sources. The following is an explanation of how the analysis is conducted:

Application Considerations, the researcher is still considering the application of the analysis results in the research project being considered. This suggests that they conducted an initial evaluation of the relevance and potential application of the research findings in a broader context. Data Collection, Thorough analysis is carried out on data collected from various literature sources. It includes the collection of articles, books, and other documents relevant to the research topic. This process is important to ensure that all necessary information is available for further analysis.

In-depth analysis, Once the data is collected, researchers conduct in-depth analysis to understand and interpret the information. It involves identifying patterns, themes, and relationships between various findings from the existing literature. In this way, researchers can provide a clearer picture of the current state of affairs and identify gaps in previous studies.

Critical Ideas: The results of this analysis are used to provide critical ideas about the research findings. Researchers not only summarized the information but also evaluated the strengths and weaknesses of each study reviewed, as well as highlighted areas where further research is needed.

Synthesis of Findings, Finally, the researcher compiles a synthesis of these findings to produce a comprehensive and balanced conclusion. It helps in formulating recommendations or policies based on the results of the analysis, as well as contributing to the development of science in the field being researched. With this analytical approach, researchers can ensure that their findings are not only relevant but also make a significant contribution to understanding and practice in the field.

C. RESULT AND DISCUSION

Independent Learning Curriculum

One of the research that may be done to help teachers and students become more capable learners is the Independent Curriculum in Islamic Religious Education Learning. This curriculum takes into account strategies that can be applied based on learners' stages to meet learning objectives. (Di, 2022)

The "Merdeka Belajar" curriculum was developed by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbud Ristek RI) to help students find their skills. (Et, 2022) . In addition, Wiguna & Tristaningrat were quoted (Hanafiah, 2022) One of the reasons for the existence of an autonomous curriculum is that students must also have the ability to use traditional one-way learning methods and technologies. Conventional learning is boring so it is difficult for students to improve their competence. The rise of independent curriculum in the COVID-19 era as a means of lagging behind education.

The Independent Curriculum was created to provide flexibility and freedom to educators and students in creating learning plans that meet the needs, interests, and unique potential of each person. The Independent Curriculum in PAI learning allows modification of teaching strategies and resources to better meet the needs of students and follow emerging trends.

In addition, the purpose of the independent curriculum is to make education in Indonesia more like education in developed countries, where students are free to pursue their interests. (Agung, 2021). Fahlevi (Mawati, 2023) explained that the Independent Curriculum is an intracurricular learning program that maximizes students' time for idea exploration and

competency development. Teachers can choose educational resources based on the interests and needs of their students. With an emphasis on basic materials, project-based learning, and more flexible learning implementation, the Independent Curriculum is different from its predecessors.

Integration of Society 5.0 Islamic Religious Education

The integration of Society 5.0 in the context of education refers to the use of advanced technology to create a more interactive, inclusive, and human-centered learning environment. Society 5.0 is a concept that prioritizes collaboration between humans and technology, where technology not only functions as a tool but also as a partner in improving the quality of life and education.

Islamic religious education is needed when we enter the era of the Industrial Revolution to better understand the indicators of social conversion of society. Islamic religious education needs to be prepared to accept the changes brought about by the industrial revolution. (Na'im, 2021) . This exemplifies the direction to improve the accessibility of Islamic religious education. The field of Islamic religious education will further deteriorate and eventually become outdated if it remains closed to changes in the educational landscape and continues to rely on ancient approaches. (Adistia, 2023).

The transition from analog to digital technology occurred during the renewal period between society 4.0 and 5.0. Industry 4.0 technology is advanced by digital technology found in society 5.0. The advancement of digital technology has affected the way people view industrial life and the environment, which means that it can have a significant impact on the development of education. In the era of society 4.0 and society 5.0, when education can keep up with and balance its technology with every update of its time, there is a technological balance between education and technology. Education benefits a lot from the era of Society 4.0 and Society 5.0 so the prospects for educational development in the future will always be bright. (Hendarsyah, 2019).

Definition of society The 5.0 society design aims to realize justice and common prosperity so that it can create a super smart society. Because economic capitalism, economic development, and technological advances have not been able to make people able to develop independently and enjoy life to the fullest, this is a problem that needs to be solved. (Muliastrini, 2020) . The Era of Civilization To revitalize and improve the quality of life of the community, 5.0 creates Smart Cities, which are smart in the form of urban improvement offers that combine physical, economic, and social infrastructure with inventive, effective, and efficient technology. Well (Ulfah, 2023).

The goal of Society 5.0 is to improve the quality of human life through the application of cutting-edge technology. Technology can be used in PAI learning so that the learning process becomes more dynamic and interactive. (Junaidi et al., 2023)

Characteristics of PAI Learning in the Society 5.0 Era.

Use of Digital Technology: Delivering content and interacting with students by utilizing social media, online platforms, and learning tools.

Adaptive Learning: To adapt to each student's unique needs, change your teaching strategy based on data and analysis collected through technology. Continuous Learning: Creating an educational curriculum that is regularly updated and adjusted to reflect technological advancements and societal demands.

To restore calm and harmony, Society 5.0 combines information and communication technology with daily management. Meanwhile, with easier public access to

data and information, people's understanding and knowledge will increase so that they can learn to be wiser. (DKK, 2021). The meaning of "better" in H.R. Al-Hikam is explained by the hadith of the Prophet PBUH as follows: "A person who is better than before, is classified as a lucky person." If he had a setback, he got lost. The basic principles of Civilization 5.0 are the balance between social interaction and commercial and economic expansion.

Meanwhile, the concern that has arisen throughout the Industrial Revolution is digital technology in Society 5.0. 4.0, the lack of interpersonal socialization, low employment, and other industrialization-related impacts, result in a well-integrated population. The "industrialization 4.0" agitation is far from over. A new idea known as Society 5.0, which focuses on the 4Cs (creativity, critical thinking, communication, and collaboration)—the skills of the 21st century education aspect—has shocked Indonesia. On the other hand, 21st-century competencies include leadership, digital literacy, emotional intelligence, communication, entrepreneurship, global citizenship, problem-solving, and teamwork.

In the context of education in today's world, students may encounter robots designed to teach in place of teachers or be controlled remotely while they are engaged in teaching activities. However, whether there are teachers there or not, learning cannot be applied anywhere and anytime. (Rahyu, 2021). Therefore, according to (Sinurat, 2022) the urgency of Society 5.0 is dedicated to the world of education, especially Islamic religious education in elementary schools.

First and foremost, it supports educators in improving technology proficiency, inventiveness, critical thinking, coordination, and the ability to foster creativity in the classroom. The second factor is teachers' motivation to learn digital competencies, including media, information, and moral education (character). Third, helps educators in following directions and carry out their duties, interact with others, adapt, and practice healthy leadership. (Apiyani, 2022).

Components of the PAI Curriculum in Preparing for the Society Era

In the context of education, the curriculum components of Islamic Religious Education (PAI) related to the Society 5.0 era include several important aspects designed to prepare students to face challenges and opportunities in the increasingly advanced digital era. Here are some of those components:

1. Integration of Technology in Learning, Use of Digital Tools, PAI Curriculum needs to integrate digital tools such as learning applications, e-learning platforms, and AI-based devices to increase student interaction and engagement in the learning process.
2. 21st Century Skills Development, Creativity, and Critical Thinking Skills: The curriculum should encourage students to think critically and creatively in understanding religious values and apply them in the context of daily life.
3. By integrating these components into the PAI curriculum, education can be more responsive to changing times and help students become individuals who are not only academically intelligent but also able to contribute positively to society in the Society 5.0 era.

The Islamic religious education curriculum must certainly equip students to face society 5.0, more than just learning theoretical concepts. To create adaptable students, it is necessary to develop students' ability to reconstruct the thought process. Among the stages of thinking are creativity and constructiveness. Learning materials in madrasas and schools in welcome the 5.0 community must go through several stages of development. Learn first the HOTS used during the learning process. High-level thinking skills, or HOTS skills, are skills used

to answer a problem in-depth and appropriately. (The Saviors, 2022).

One way to incorporate HOTS into education is to expose students to the outside world, which is then examined and used to help solve current problems. Students can use the issues discussed in the conversation to guide them through the analysis steps. These issues include science, culture, health, and the environment. The second is to revise the goals of contemporary education and introduce students to a learning system that demands linkages with the progress of society in addition to mastery of the material. The third step is to set up an accurate learning system that provides a foundation for children to develop their creative and intellectual thinking.

Educators have open opportunities in learning (Sukino, 2023) states that educators can apply a variety of acceptable and useful learning paradigms, including project-based learning, inquiry-based learning, and problem-based learning. A number of these elements can help teachers and students in carrying out their growth. Fourth, improving teacher performance in emotional, cognitive, and psychomotor aspects. The benefits of competency development include increased adaptability to cultures that demand knowledge, technological proficiency, and a positive outlook.

According to (Ahmadi dkk., 2020a) there are various ways to address the key elements in preparation for Society 5.0. These include: a) a comprehensive education system that includes curriculum, character education, technology-based learning, socio-cultural, entrepreneurship, and evaluation; b) educational unit, which is a component consisting of school units, classrooms, classroom renovation, comfortable learning rooms, student and teacher dormitories, school administration, culture, and necessary equipment; c) offers scholarships to students with special needs; and d) support educators and education personnel through distribution, debriefing, certification, training, welfare, career, protection, and awards.

Implementation of the Independent Learning Curriculum Through PAI Subjects

When implementing a curriculum in modern times, several important factors must be considered (Hasbi, 2021). Entering the era of society 4.0, several crucial factors must be considered in the implementation of PAI curriculum management, including: 1) Curriculum characteristics: scope, teaching materials, objectives, advantages, and characteristics are listed in the first item. 2) Implementation strategy is a way to practice the curriculum which includes professional discussion forums, conferences, updates, workshops, and the provision of all kinds of publications to encourage the implementation of the curriculum comprehensively and equitably. 3) Characteristics of curriculum implementation, including competencies such as moral principles, educator character, and learning skills. The implementation of the curriculum by teaching staff as implementers is one of the professional abilities that must be committed and involved in it.

Marsh explained that there are three supporting factors, namely, school principals, school supervisors, and instructors from other teachers that affect the implementation of the curriculum. The success of the curriculum implementation is highly determined by the teaching staff by considering various elements. It will be difficult to successfully implement the curriculum if teachers are not willing to carry out their duties effectively. (Marsh, 2022).

In the context of Islamic Religious Education (PAI) learning, several variables that affect how the curriculum is implemented and facilitate success can be explained as follows:

Development of Relevant Curriculum, Islamic Core Values: The PAI curriculum should reflect core Islamic values such as justice, peace, and compassion. This ensures that religious

teachings remain relevant to the needs of modern society.

Use of Technology in Learning, ICT-Based Learning Media: The use of technology such as ICT-based learning media can increase student interaction and involvement in the learning process. This includes the use of learning apps, e-learning platforms, and AI-based devices to create a more immersive learning experience

By integrating these variables, the PAI curriculum can be applied effectively and facilitate success in improving the quality of learning and preparing students to face challenges in the Society 5.0 era.

Several variables influence how the curriculum is implemented and facilitate success, including:

Equal opportunity: this component gives high priority to providing a safe and fair learning environment for all students, regardless of their background, so that they can acquire the same knowledge, viewpoints, and attitudes. Students need help because they are diverse in terms of social and economic backgrounds. Students who have interests and talents can also get the same rights based on their talents and speed.

Child-centered education aims to develop independent learners who can cooperate with others, evaluate themselves, and expand their knowledge and skills within the framework of the education system. The importance of a thorough and continuous existence and evaluation. Each presentation is tailored to the student's developmental stage by using thorough and durable learning through practical, engaging, and innovative elements.

Strategy and cooperation: Planned and organized strategies are used in the learning process. From kindergarten to high school, planned learning experiences can be maintained with the right strategies. The achievement of the ideal age of society is greatly influenced by the curriculum implementation strategy. Organize first and prioritize the needs of children. Combining various scientific fields results in variety. Partners become jointly responsible to students, teachers, schools, industry, universities, communities, and parents when achieving success and learning opportunities.

Unanimousness and diversity of policies and implementation requirements. Alignment between competency standards and their implementation procedures. Competency requirements are changed based on local conditions, skills, and demands. Of course, the competency criteria must serve as a guide for implementing the curriculum. To compete at the national and world levels, existing competency criteria need to be changed by taking into account regional potential. Teachers face significant challenges in preparing themselves for the era of Society 5.0 because they must be more aware of the rapid development of technology and new things happening in the world. (Ahmadi dkk., 2020).

According to Hudaidah & Cici Ratnanenci (Ulfah, 2023) a teacher in the era of society, 5.0 cannot just sit still and watch; Instead, they must be more creative, more tech-savvy, and able to educate in the classroom. In line with what was conveyed by the Times of Mataram (Society & Rukmini, 2023) educators must be able to learn originally and creatively in the classroom. Creative and dynamic in the way they present topics to students. A teacher must be able to assist students in establishing direct relationships with other students as they play an important role in the education system. Moreover (Society & Rukmini, 2023) that a teacher needs to be able to help students find solutions to problems related to the subject matter. According to this study, the Independent Curriculum has a lot of potential to improve the level of PAI education in the Community Era 5.0.

Teachers can create more creative and technologically relevant resources thanks to the

Independent Curriculum, which increases student engagement in the learning process (Anwar et al., 2023). Furthermore, the Independent Curriculum allows students to utilize technology to be actively involved in the learning process, thereby increasing their critical thinking capacity and adaptability to changes in technological advances. However, this study also found that the Incorporation of the Independent Curriculum in PAI in the Society 5.0 Era will provide several problems. How to incorporate Islamic beliefs into the larger and more complex PAI material is one of the main issues. In making PAI materials that are relevant to Islamic principles and technology, PAI teachers must be more creative.

D. CONCLUSION

With the implementation of the Independent Curriculum, PAI educators can design learning plans that are more creative and relevant to technological developments. This allows teachers to use a variety of interactive learning media and methods, thereby increasing student engagement in the classroom. The integration of technology in PAI learning has encouraged active student participation. Students are more motivated to engage in discussions and learning activities that utilize technology, such as the use of learning apps and online platforms. To improve the quality of PAI education in the Society 5.0 Era, a change in the educational paradigm is needed that is more adaptive to technological advances. This includes developing teacher competencies to be able to implement the curriculum effectively and responsively to student needs.

These findings show that the incorporation of the Independent Curriculum in PAI learning not only has a positive impact on the learning process but also highlights the challenges that need to be overcome to achieve educational success in the Society 5.0 Era. By understanding and overcoming these difficulties, Islamic religious education can transform into more relevant and effective in shaping good student character in the midst of technological advancements.

E. BIBLIOGRAPHY

Adistia. (2023). Blended Learning in Facing the Society 5.0 Era. Journal of Applied Education, 1(1), 1–10.

Great. (2021). Freedom of Learning (Lakeisha).

Ahmadi et al. (2020a). Concepts and industries, new literacy applications in the era of the pillar revolution, 4.0 and Society 5.0. (CV Nusanta).

Ahmadi et al. (2020b). Concepts and industries, new literacy applications in the era of the pillar revolution, 4.0 and Society 5.0 (CV Nusanta).

Anwar, Mahrus, E., & Sukino. (2023). Implementation of Differentiated Learning at Madrasah Ibtidaiyah Raudhatut Taufiq. AL-MUNAWWARAH : JOURNAL OF ISLAMIC EDUCATION, 15 (1).

Apiyani. (2022). Implementation of Sustainable Professional Development (PKB) for Madrasah Teachers in Improving Professionalism. JIIP-Scientific Journal of Educational Sciences, 5(2), 499–504.

Aprima. (2022). Analysis of the Application of Differentiated Learning in the Implementation of the Independent Curriculum in Elementary Mathematics Lessons. Media Scientific Journal of Education., 13(1), 95–101.

Arifudin, O. (2021). Implementation of Balanced Scorecard in Realizing World Class Higher Education. Journal of Islamic Education, 767–775.

Bahri, S. (2022). The Concept of PAI Learning in the Society 5.0 Era. Edupedia, 6(2).

Bairizki, A. (2021). Change Management (Widina Bha).

Darmawan, I. P. A. (2021). Total Quality Management in the World of Education "Models, Techniques and Impementation". (Widina Bha).

Di, P. A. I. (2022). to further maximize the potential it has. 3(8).

Et, A. A. (2022). The Relevance of the Independent Learning Curriculum to the 21st Century Learning Model in the Development of the Society 5.0 Era. Educational : Journal of Educational Sciences., 4(2), 3011–3024.

Hanafiah. (2022). Mitigating the Impact of Learning Loss in Improving the Quality of Learning in Senior High School. JIIP-Scientific Journal of Educational Sciences, 5(6), 1816–1823.

Hasbi. (2021). Educational Administration (Review of Theory and Practice). (Widina Bha).

Hendarsyah. (2019). E-Commerce in the Era of Industry 4.0 and Society 5.0. IQTISHADUNA: Scientific Journal of Our Economy., 8(2), 171–184.

Irwansyah, R. (2021). Student Development (Widina Bha).

Junaidi, Sileuw, M., & Faisal. (2023). Integration of the Independent Curriculum in Islamic Religious Education (PAI) Learning. Indonesian Journal of Teaching and Teacher Education, 2, 40–47. https://doi.org/10.58835/ijtte.v3i2.253

Madyawati et al. (2021). The Urgency of Religious Values in Children's Morals in the Society 5.0 Era. Al- Hikmah. Journal of Religion and Science., 18(2), 132–143.

Mawati. (2023). The Impact of Educational Curriculum Changes on Elementary School Students. Journal of Primary Edu, 1(1), 69–82.

Muliastrini, H. &. (2020). Learning in the Disruptive Era Towards the Society 5.0 Era (Basic Education Perspective Review). Proceedings of the IAHNTP Palangkaraya National Webinar, 1(1), 1–14.

Na'im. (2021). Islamic Education Management (Widina Bha).

R. (2021). Educational Synergy Welcomes the Future of Indonesia in the Society 5.0 Era. Education. Journal of Basic Education., 1(2), 87–100.

Salsabila, U. H., Rifki, M., Oktavianda, T., & Abid, F. (2024). Integration of Islamic Religious Education Technology in the Independent Curriculum. Journal of Islamic Education, 2, 136–147.

Santoso, B., Triono, M., & Zulkifli, Z. (2023). The Challenge of Islamic Education Towards the Society 5.0 Era: The Urgency of Developing Critical Thinking in PAI Learning in Elementary Schools. Journal of Papeda: Journal of Publication of Elementary Education, 5(1), 54–61. https://doi.org/10.36232/jurnalpendidikandasar.v5i1.2963

Setiawati, A. (2023). Integration of Islamic Values in the Independent Curriculum to Improve Islamic Religious Education in Elementary Schools. Http://Studentjournal.Iaincurup.Ac.Id/Index.Php/Guau/Article/View/1155, 3(5), 30–36.

Sinurat. (2022). Early Childhood Moral & Religious Development. (CV Widina).

Society, M. E. R. A., & Rukmini, A. (2023). ISLAMIC RELIGIOUS EDUCATION SUBJECTS IN (2), 376–386.

Sukino, S. (2023). Development of Curriculum and Learning Approaches for Contextual Islamic Religious Education. Belajea: Journal of Islamic Education, 8(1). https://doi.org/10.29240/belajea.v8i1.6597

Sulaeman, D. (2022). Implementation of Demonstration Media in Improving the Quality of Learning. Journal of Education, 1(6), 71–77.

Supriani, Y. (2023). Parental Participation in Early Childhood Education. Plamboyan Edu, 1(1), 1–10.

Suprianii. (2022). The Role of Leadership Management in the Management of Islamic

Educational Institutions. JIIP-Scientific Journal of Educational Sciences, 5(1), 332–338.

Ulfah. (2023). Educational Leadership in the Era of Disruption. JIIP-Scientific Journal of Educational Sciences, 5(1), 153–161.

Wannesia, B., Rahmawati, F., & Azzahroh, F. (2022). Independent Curriculum Learning Innovation in the Society Era 5. 0. 16(2), 232–234.