

## Madrasah Independent Curriculum in the Era of Society 5.0 (Case Study of KMA RI Policy No. 347 of 2022 at MTs Muhammadiyah Al-Muhajirin Gunung Kidul)

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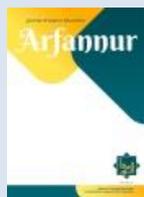
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### ABSTRACT

*This research is a case study that aims to analyze the implementation of the Madrasah Merdeka Curriculum (KMM) at MTs Muhammadiyah Al-Muhajirin Gunung Kidul in the context of the policy of the Ministry of Religious Affairs of the Republic of Indonesia Number 347 of 2022 and the dynamics of the Society 5.0 era. The reason for raising this theme is the need for educational institutions, especially madrasah, to be able to adapt to educational transformations that emphasize strengthening character, digital skills, and response to social change. This study aims to describe the process of design, implementation, and evaluation of KMM carried out by MTs Muhammadiyah Al-Muhajirin, as well as the extent to which these practices are aligned with applicable national policies. The research method uses a qualitative approach with data collection techniques through participant observation, in-depth interviews with key informants, and analysis of official documents related to KMA RI guidelines No. 347 of 2022. The results showed that the implementation of KMM at MTs Muhammadiyah Al-Muhajirin has reflected most of the principles and guidelines of KMA RI No. 347 of 2022 in daily learning activities, although there are still challenges in terms of technology integration and overall strengthening of student character, and the implementation of KMM has a positive impact on the development of student competencies, especially in critical thinking skills, collaboration, and technology utilization in accordance with the demands of the Society 5.0 era. These findings have significance as a strategic reference for other madrasahs in developing and implementing curriculum policies that are adaptive and contextual to the times.*

**Keywords:** KMA RI Policy No. 347 of 2022, Madrasah Independent Curriculum, Society 5.0

### ABSTRAK

Penelitian ini merupakan studi kasus yang bertujuan untuk menganalisis implementasi Kurikulum Madrasah Merdeka (KMM) di MTs Muhammadiyah Al-Muhajirin Gunung Kidul dalam konteks kebijakan Kementerian Agama Republik Indonesia Nomor 347 Tahun 2022 dan dinamika era Society 5.0. Alasan mengangkat tema ini adalah adanya kebutuhan lembaga pendidikan, khususnya madrasah, untuk dapat beradaptasi dengan transformasi pendidikan yang menekankan pada penguatan karakter, keterampilan digital, dan responsif terhadap perubahan sosial. Penelitian ini bertujuan untuk mendeskripsikan proses desain, implementasi, dan evaluasi KMM yang dilakukan oleh MTs Muhammadiyah Al-Muhajirin, serta sejauh mana praktik-praktik tersebut selaras dengan kebijakan nasional yang berlaku. Metode penelitian menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui observasi partisipan, wawancara mendalam dengan informan kunci, dan analisis dokumen resmi terkait dengan pedoman KMA RI No. 347 Tahun 2022. Hasil penelitian menunjukkan bahwa implementasi KMM di MTs Muhammadiyah Al-Muhajirin telah mencerminkan sebagian besar prinsip dan pedoman KMA RI No. 347 Tahun 2022 dalam kegiatan pembelajaran sehari-hari, meskipun masih terdapat tantangan dalam hal integrasi teknologi dan penguatan karakter siswa secara karakter siswa secara

keseluruhan, dan implementasi KMM memberikan dampak positif bagi pengembangan kompetensi siswa, terutama dalam kemampuan berpikir kritis, kolaborasi, dan pemanfaatan teknologi sesuai dengan tuntutan era Society 5.0. Temuan-temuan ini memiliki signifikansi sebagai referensi strategis bagi madrasah lain dalam mengembangkan dan mengimplementasikan kebijakan kurikulum yang adaptif dan kontekstual dengan perkembangan zaman.

**Kata kunci:** Kebijakan KMA RI No. 347 Tahun 2022, Kurikulum Mandiri Madrasah, Masyarakat

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## A. INTRODUCTION

Education is an important element in shaping the character and quality of human resources.(Widiansyah et al., 2018) In Indonesia, madrasa education has a very important role in shaping the character and morals of the younger generation. In order to prepare a generation capable of facing the challenges of the Society 5.0 era.(Alfikri, 2023) The Ministry of Religious Affairs of the Republic of Indonesia (KMA RI) has issued policy No. 347 of 2022 which focuses on the “Madrasah Independent Curriculum”.(Anas et al., 2023)

This policy is designed to provide freedom and flexibility to madrasahs in determining their own curriculum, while maintaining the religious and moral values that characterize madrasah education. In this context, it is important to conduct an analytical study of the policy to understand its impact and implications on the quality of madrasah education in the era of Society 5.0.

This study aims to analyze the KMA RI policy No. 347 of 2022, focusing on the implementation and impact of the Madrasah Merdeka Curriculum in the era of Society 5.0. Through this analysis, we can understand how this policy can help madrasahs in preparing young generations who are able to face the challenges of the Society 5.0 era.

## B. METHOD

The type of data used in this study uses a case study approach to investigate the implementation of the Merdeka Madrasah Curriculum (KMM) at MTs Muhammadiyah Al-Muhajirin Gunung Kidul, with a focus on analyzing KMA RI policy No. 347 of 2022. This approach was chosen because it is able to provide an in-depth and contextualized description of a particular case.(Khatibah, 2011)

The research method used in this research is descriptive qualitative research. Descriptive research is conducted to answer questions related to the status of the object of research at the time of conducting research or conveying information according to the actual situation.(Ummah, 2019)

The data source or subject in this research is teachers at Mts Muhammadiyah Al-Muhajirin Gunung Kidul. Data collection techniques used in this study, First: field observation which records and analyzes anything related to the research. Second, interviews conducted by researchers are in-depth interviews to find out and explore information related to research

problems. Third, documentation to complement observations and interviews so that the data can be trusted and credible.

The data validity test was carried out by data triangulation.(Kania & Arifin, 2019) Triangulation is a method of investigating the validity of data by using something other than the data. The data triangulation used by researchers is source triangulation which is done by asking questions to different data sources. By using this source triangulation, the validity of the data provided by the sources will be seen.(Rijali, 2018)

## **C. RESULTS AND DISCUSSION**

### **1. The Concept of Free Curriculum in Madrasahs**

The implementation of Merdeka Madrasah Curriculum (KMM) at MTs Muhammadiyah Al-Muhajirin Gunung Kidul has carefully implemented KMM to create a more open, dynamic, and adaptive learning environment. Teachers and students actively participate in learning that focuses on empowering students and fostering the development of creativity and critical thinking. Support of KMA RI Policy No.347 of 2022: KMA RI Policy No. 347 of 2022 provides a solid legal foundation for the implementation of KMM and builds a clear and supportive foundation for madrasah.

The element of support from the central government will encourage schools to implement KMM thoroughly and consistently. Student Empowerment and Character Development: Student empowerment is reflected in participation in the learning process, completion of problem-based projects, and development of interpersonal skills. Personality development which includes religious ethics, social responsibility, and independence becomes an integrated focus in learning activities. In this case, there is a Surah related to the implementation of an independent curriculum in madrasahs in Surah Q.S Al-Imran (3:110).

This verse emphasizes the responsibility of Muslims to provide benefits for mankind, which indirectly reflects the importance of an education system that contains ethical values and morality in providing benefits to society. It should be noted that the emphasis on religious ethics and curriculum quality control is a practical matter derived from broader Islamic principles, and further interpretation, It is based on the works of relevant scholars and educational leaders. Some of the key points in the Madrasah Independent Curriculum Concept include:

#### **a. Principle of Independence:**

At Mts Muhammadiyah Al Muhajirin Gunung Kidul, the principle of independence in the Independent Madrasah Curriculum Concept (KMM) is the most important pillar in educational development. This madrasah utilizes the freedom provided by the KMM to proactively design a curriculum tailored to the local context. Teachers at Mts Muhammadiyah Al-Muhajirin have full authority over the selection of learning methods, decisions on teaching materials, and the development of assessment strategies to support student development.(Rahmadayanti & Hartoyo, 2022)

This principle of independence allows madrasahs to be more responsive to the needs of individual students and community movements, thus creating a more appropriate and meaningful learning environment. Therefore, Mts Muhammadiyah Al-Muhajirin views the principle of independence as a strong foundation in improving

the quality of education and shaping the character of students in accordance with Islamic and local values. Based on the results of interviews with teachers at Mts Muhammadiyah Al-Muhajirin, teacher.

**b. Curriculum Flexibility**

Madrasah Tsanawiyah (MTs) Muhammadiyah Al-Muhajirin Gunung Kidul shows high awareness of the principle of curriculum flexibility in implementing the Free Madrasah Curriculum Concept (KMM). By understanding the local context and the characteristics of its students, this madrasah has succeeded in creating a space of flexibility that allows the curriculum to be adjusted to dynamic needs. (Konsep Implementasi KM, n.d.)

Teachers at Mts Muhammadiyah Al-Muhajirin are actively involved in curriculum development by paying attention to aspects such as learning methods adapted to the situation of students, selection of teaching materials, and assessment. This flexibility gives the madrasah the freedom to respond to changing educational needs and provide more relevant and meaningful learning experiences to students, in line with the principles of the Madrasah Independent Curriculum concept.

**c. Integration of Local and Religious Values**

At MTs Muhammadiyah Al-Muhajirin Gunung Kidul, the integration of local and religious values in the concept of Merdeka Madrasah Curriculum (KMM) is a critical aspect that reflects Islamic identity and local wisdom. This madrasah takes proactive steps in aligning the curriculum with Islamic values and local wisdom, and creates a learning environment that promotes a deep understanding of religious teachings and traditional values.

Through the KMM, teachers at MTs Muhammadiyah Al-Muhajirin have the freedom to develop approaches that suit their local contexts, ensuring that learners not only acquire strong religious knowledge but also internalize the local wisdom values that are an integral part of education at the madrasah. Thus, the integration of local and religious values in KMM at MTs Muhammadiyah Al-Muhajirin not only builds a strong foundation in faith and piety, but also fosters a solid Islamic identity that is relevant to local social and cultural realities. (Mimin & Pembangunan Universitas Kristen Satya Wacana, 2023)

**d. Development of 21st Century Skills**

At MTs Muhammadiyah Al-Muhajirin Gunung Kidul, the implementation of the Madrasah Merdeka Curriculum Concept (KMM) emphasizes the development of 21st century skills as a critical aspect in the character building of students. (Indarta et al., 2022) Teachers in this madrasah act as learning facilitators who provide challenges and support to students to develop collaboration, creativity, critical, and communication skills.

The Merdeka curriculum gives teachers the flexibility to choose teaching methods that not only prioritize mastery of material, but also emphasize practical application in solving everyday problems. Thus, this madrasa does not only function as a place to convey knowledge, but also as a place to build character and skills in accordance with the demands of the times, ensuring that students are ready to face

the dynamics of modern society.

**e. Teacher and Student Empowerment at MTs**

Muhammadiyah Al-Muhajirin Gunung Kidul, the concept of Merdeka Madrasah Curriculum (KMM) makes teacher and student empowerment a central aspect in organizing education. In the aspect of teacher empowerment, schools give educators the freedom to become curriculum designers, choose teaching methods that suit student characteristics, and play an active role in developing learning creativity.

Teachers at MTs Muhammadiyah Al-Muhajirin are empowered as facilitators who are able to create an inspiring learning environment. Meanwhile, in empowering students, KMM is implemented by providing space for students to be active in the learning process, fostering independence, and developing individual potential. This is reflected in the learning approach that motivates students to think critically, collaborate, and face challenges with a creative attitude. Thus, teacher and student empowerment is an important foundation in embracing the essence of the Madrasah Merdeka Curriculum Concept at MTs Muhammadiyah Al-Muhajirin Gunung Kidul.

**f. Problem Solving Orientation**

At MTs Muhammadiyah Al-Muhajirin Gunung Kidul, Problem Solving Orientation in the Madrasah Merdeka Curriculum Concept (KMM) is deeply integrated. Teachers in this madrasah not only focus on delivering material, but also actively encourage students to develop problem-solving and critical thinking skills. They challenge students to face real-world situations and apply their knowledge in finding creative solutions. With this approach, students not only gain conceptual understanding, but also build practical skills necessary in everyday life. Thus, Problem Solving Orientation in KMM at MTs Muhammadiyah Al-Muhajirin Gunung Kidul provides a strong foundation for students to become creative and adaptive problem solvers in the face of changing times.(Machali, 1970)

**2. Society 5.0 and Education**

Society 5.0 is a concept that originated in Japan and refers to the evolution of human society through technological development.(Usanto et al., 2023) The term reflects the fifth stage in the development of society, starting from agrarian-based society (Society 1.0), industrial (Society 2.0), information (Society 3.0), and knowledge-based society (Society 4.0).

Society 5.0 focuses on the integration of artificial intelligence (AI), internet of things (IoT), big data, robotics, and other advanced technologies to improve the quality of human life. In the context of education, Society 5.0 has a significant impact. Here are some related aspects between Society 5.0 and education:

**a. Technology-based Education:**

Society 5.0 emphasizes the utilization of advanced technology in the learning process. Education is geared towards utilizing AI, IoT, and the latest technologies to improve the efficiency and effectiveness of learning.(Fricticarani et al., 2023)

Considering the findings, this study also recommends the importance of continuous training for educators in facing the challenges of technology integration and character strengthening. In addition, more flexible policy support is needed from the

government to provide room for innovation for madrasahs in implementing a curriculum based on local needs. Hopefully, the implementation of KMM will not only be an administrative obligation, but also a strategic tool in producing a superior and adaptive generation in the era of Society 5.0.

**b. Personalized Learning:**

Technology in Society 5.0 enables a more personalized and tailored approach to learning. Adaptive learning systems use data to customize learning content and methods according to each student's level of understanding and learning style. (Rahman, 2012)

This condition shows that flexibility in curriculum implementation not only reflects the adaptive ability of educational institutions, but also becomes an indicator of the success of learner-centered learning transformation. Through a participatory and contextual approach, MTs Muhammadiyah Al-Muhajirin is able to develop a learning ecosystem that is responsive to the challenges of the times and local needs. Thus, curriculum flexibility is not just a technical strategy, but also a form of madrasah commitment in realizing inclusive, humanist and sustainable education. (Taylor, 1974)

**c. Development of 21st Century Skills:**

Society 5.0 emphasizes the development of skills relevant to the demands of the 21st century, such as collaboration skills, creativity, problem solving, and digital literacy. Education is geared towards preparing students to face challenges in an increasingly connected and technology-based society. (Maksum, 2017)

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**d. Innovation and Creativity:**

Society 5.0 encourages innovative approaches in education. Teachers and students are encouraged to use technology to develop creative solutions to complex problems and to stimulate critical thinking. The Holistic Approach of MTs Muhammadiyah Al-Muhajirin in Forming a Superior Generation in the Global Era, Education at MTs Muhammadiyah Al-Muhajirin does not only focus on academic achievement, but develops students' potential as a whole. The school applies an integrated approach that combines the national curriculum, Islamic values, and 21st century skills development. With innovative learning methods and a supportive educational environment, MTs Muhammadiyah Al-Muhajirin succeeds in producing graduates who not only master knowledge but also have strong character and high adaptability.

Value-based Academic Excellence Academic achievement is the main foundation of the education system at MTs Muhammadiyah Al-Muhajirin. The school implements a competency-based curriculum designed to spur students' critical thinking and creativity. The learning process is not only limited to knowledge transfer, but emphasizes conceptual understanding and real-life application of knowledge. Qualified teachers use a variety of

teaching methods, such as group discussions, collaborative projects, and hands-on experiments, to ensure students do not just memorize the material but truly understand it.

**Adaptive and Resilient Character Building,** The era of globalization demands a young generation that is able to adapt quickly to various changes. MTs Muhammadiyah Al-Muhajirin recognizes the importance of this skill and systematically trains students to be flexible and resilient. The school adopts a contextualized learning model that encourages students to face real challenges. For example, through a project-based learning (PBL) program, students are invited to identify problems in the surrounding environment and design creative solutions. This kind of activity not only trains analytical skills but also familiarizes students to think out of the box. (Harun, 2013)

**Independence as the Foundation of Self-Maturity,** One of the main values instilled at MTs Muhammadiyah Al-Muhajirin is independence. The school believes that independence is the key to future success, both in further education and professional careers. (Qomar, 2007) To foster this attitude, the school implements various programs that encourage students to take initiative and responsibility for their own learning. For example, students are familiarized with creating self-study schedules, setting personal targets, and conducting periodic self-evaluations.

**Global Competitiveness through Mastery of International Competencies,** In facing the global era, MTs Muhammadiyah Al-Muhajirin is committed to preparing students with internationally recognized competencies. One of the main focuses is the mastery of foreign languages, especially English and Arabic. The school organizes bilingual classes, where some subjects are taught in English to familiarize students with thinking and communicating in international languages. In addition, language certification programs such as TOEFL and IELTS are introduced to students to ensure they have globally recognized qualifications.

**Visible Results: Graduates Ready to Face the World,** The holistic approach adopted by MTs Muhammadiyah Al-Muhajirin has yielded tangible results. The school's graduates are not only successfully accepted into top-tier schools but also show remarkable adaptability in various fields. Many alumni continue their education abroad through scholarship programs, while others choose to enter the entrepreneurial world by building creative businesses. Students' achievements in academic and non-academic competitions are also evidence of the success of the education system implemented.

**e. Inclusive Education:**

In an increasingly connected society, education is geared towards inclusiveness. Technology is used to facilitate access to education for all, including those with special needs or in remote areas.

**f. Readiness for Change:**

Education in Society 5.0 aims to create individuals who are able to adapt to technological changes and the demands of a rapidly evolving society. Education in the Society 5.0 era is not only about knowledge transfer, but also about equipping students with the skills and understanding they need to succeed in an increasingly integrated and technological society.

### 3. Implementation of KMA RI Policy No. 347 of 2022

At MTs Muhammadiyah Al-Muhajirin Gunun Kidul, the implementation of the Merdeka Madrasah Curriculum Policy (KMA) in accordance with the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 347 of 2022 is the main focus in improving the quality of education. Teachers in this madrasah are actively involved in designing a curriculum that suits the characteristics and needs of students in their area. They take advantage of the freedom provided by the KMA to adjust learning methods, determine relevant subject matter and design assessments that are appropriate to the local context. Thus, the KMA at MTs Muhammadiyah Al-Muhajirin is not only an instrument to provide flexibility to the madrasah, but also a driver of innovation in the learning process. Students are encouraged to develop critical thinking, creativity, and problem solving through the Merdeka Curriculum approach. The implementation of KMA in this madrasah is not only a policy, but also a foundation for developing the potential of students in accordance with the principles of education that are more independent and relevant to the demands of the times.(Anas et al., 2023)

### 4. Stakeholder Participation

At MTs Muhammadiyah Al-Muhajirin Gunun Kidul, stakeholder participation plays a crucial role in the development and implementation of the Merdeka Madrasah Curriculum (KMM). Teachers, parents, and the local community are actively involved in the decision-making process related to curriculum development.(Pertwi et al., 2023) Discussion forums and regular meetings are held to ensure that the opinions and aspirations of various parties are accommodated. Teachers as key stakeholders have a role as facilitators and organizers of learning, and they are empowered to integrate local wisdom and religious values into the curriculum. Parents are invited to provide input so that the curriculum can be more responsive to their needs and expectations for their children's education. (Yukl, 2010) Thus, stakeholder participation at MTs Muhammadiyah Al- Muhajirin Gunun Kidul is not only as a supporter, but also as an active partner in designing and implementing the Madrasah Merdeka Curriculum that reflects local and Islamic values, and prepares students to face the demands of modern society.

### 5. Evaluation and Continuous Development

At MTs Muhammadiyah Al-Muhajirin Gunun Kidul, the Continuous Evaluation and Development approach is an integral part of the education strategy. Teachers and educational staff in this madrasah continuously evaluate the implementation of the Merdeka Curriculum. continuously evaluate the implementation of Merdeka Curriculum Madrasah (KMM) implementation using a holistic method.(Lathifah, 2020)

Evaluation does not only aspects of students' academic achievements, but also involves assessing skills development, active participation of students, and the effectiveness of teaching methods.(Pendidikan Inklusif Dalam Perspektif Islam - Universitas Djuanda, n.d.) teaching methods. The results of the evaluation are used as a basis for identify areas of development and improvement. In addition, this madrasah actively encourages teachers' participation in training and professional development to ensure that they remain current with educational trends and the best methodologies.(Muhammad, 2021)

With this approach, MTs Muhammadiyah Al- Muhajirin Gunung Kidul is committed to creating a dynamic educational environment, responsive, and sustainable, so that students can develop their maximum potential in accordance with the demands of the times.(Ekowijayanto et al., 2021)

#### **D. CONCLUSION**

By examining the implementation of Merdeka Madrasah Curriculum (KMM) at MTs Muhammadiyah Al- Muhajirin Gunung Kidul, in the context of the Society 5.0 era and KMA RI Policy No 347 of 2022, it can be concluded that this madrasah has succeeded in creating an educational environment that is responsive to the demands of the times. KMM provides freedom and independence for the madrasah in developing the curriculum according to local characteristics and needs, while the problem-solving orientation allows students to develop skills relevant to Society 5.0. Continuous evaluation and development at MTs Muhammadiyah Al-Muhajirin Gunung Kidul provides the foundation for continuous improvement, ensuring that the education provided is in line with the development of society and technology. In this context, KMA RI policy No 347 of 2022 becomes an effective guide in supporting madrasahs in implementing the concept of KMM. Overall, this approach creates an educational paradigm that is adaptive, innovative and relevant to the challenges faced in Society 5.0.

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