



## An Analysis of the Impact of the Independent Curriculum Education Policy on the Learning Quality of SDIT Banten Islamic School Students

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Received: 24-06-2025 | Revised: 19-07-2025 | Accepted: 08-09-2025



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### Abstract

This study aims to analyze the impact of education policies, especially the Independent Curriculum, on the quality of student learning at SDIT Banten Islamic School. The method used was qualitative research with a descriptive approach, involving interviews and observations of the principal and three educators. The results of the study show that the implementation of the Independent Curriculum provides flexibility in learning, but also faces challenges such as human resource readiness, time constraints, and changes in the evaluation system. These findings indicate that while these policies aim to improve the quality of education, their effectiveness is still hampered by a lack of training for teachers and adequate infrastructure support. The implications of this study emphasize the need for collaboration between the government, educational institutions, and the community to ensure that education policies can be implemented effectively. In addition,

continuous evaluation of policies is needed to adapt to the needs and challenges faced on the ground. This research is expected to provide insight for education policy makers and practitioners in optimizing education policies to achieve better and sustainable goals.

**Keywords:** Education Policy, Learning Quality, Independent Curriculum.

*Penelitian ini bertujuan untuk menganalisis dampak kebijakan pendidikan, khususnya Kurikulum Merdeka, terhadap kualitas pembelajaran siswa di SDIT Banten Islamic School. Metode yang digunakan adalah penelitian kualitatif dengan pendekatan deskriptif, melibatkan wawancara dan observasi terhadap kepala sekolah dan tiga tenaga pendidik. Hasil penelitian menunjukkan bahwa implementasi Kurikulum Merdeka memberikan fleksibilitas dalam pembelajaran, namun juga menghadapi tantangan seperti kesiapan sumber daya manusia, keterbatasan waktu, dan perubahan sistem evaluasi. Temuan ini mengindikasikan bahwa meskipun kebijakan ini bertujuan untuk meningkatkan kualitas pendidikan, efektivitasnya masih terhambat oleh kurangnya pelatihan bagi guru dan dukungan infrastruktur yang memadai. Implikasi dari penelitian ini menekankan perlunya kolaborasi antara pemerintah, lembaga pendidikan, dan masyarakat untuk memastikan kebijakan pendidikan dapat diimplementasikan secara efektif. Selain itu, evaluasi berkelanjutan terhadap kebijakan diperlukan untuk menyesuaikan dengan kebutuhan dan tantangan yang dihadapi di lapangan. Penelitian ini diharapkan dapat memberikan wawasan bagi pemangku kebijakan dan praktisi pendidikan dalam mengoptimalkan kebijakan pendidikan untuk mencapai tujuan yang lebih baik dan berkelanjutan.*

**Kata Kunci:** Kebijakan Pendidikan, Kualitas Pembelajaran, Kurikulum Merdeka.

## INTRODUCTION

Education is a fundamental aspect in the development of a nation. In the era of globalization and rapid technological developments like today, education is the key to creating more quality and competitive human resources. In education, there is an educational system that is designed in detail so that while in the field, the entire series of educational programs can be successfully implemented and right on their respective goals and targets. In the education system, there is an education policy that functions in regulating the education system, as well as to ensure that every individual has the same right to quality education. Therefore, the analysis and implementation of education policies is an important role to be able to monitor and evaluate the effectiveness and impact arising from education policies implemented in the field.

Education policy plays a role as a regulator in determining the standardization of the education system, where policies are guidelines that must be applied by education implementers so that when in the field, the teaching and learning process can take place effectively and efficiently, and produce outputs that are in accordance with the educational goals that have been set (Oktavia et al., 2021). In addition to acting as a guideline, education policy also plays an instrument in encouraging innovation and continuous improvement in the education system. With the presence of policies that are responsive to the challenges and needs of the community, educational institutions will find it easier to adapt to social, economic, and technological changes that can affect the way of learning and teaching (Yanti, 2020). For example, supportive policies related to the use of technology used as one of the teaching materials with the aim of improving accessibility and quality of education, especially in remote areas. However, sometimes the implementation of education policies is often faced by various challenges, such as

lack of resources, or differences in understanding of the goals of education policies themselves. Therefore, all stakeholders must work together to commit to implementing the policy consistently.

One of the education policies that is currently in the spotlight is the Independent Curriculum. This curriculum is designed to provide flexibility to educational units in developing a curriculum that suits the characteristics and needs of students. With a more flexible approach, the Independent Curriculum is expected to improve the quality of learning and encourage students to be more active in the learning process (Fitra, 2023). This policy also emphasizes the importance of developing student competencies holistically, including cognitive, affective, and psychomotor aspects. The independent curriculum has an education policy by initiating freedom of thought. This independent curriculum has three indicators of improvement related to the government's main goals in implementing the current research policy. First, numeracy is aimed at improving the ability to master numbers. Second, being able to analyze readings related to individual abilities. Third, being able to understand the character of each student when learning and then being aligned with diversity and others (Mardiah & Mutiani, 2022).

Education policy analysis aims to analyze educational data and information and maintain aspects in the process of designing and making a policy. The process of policymaking includes analyzing problems, collecting data related to education, determining alternatives to delivering alternatives to decision-makers in education (Mukhammad & Fatoni, 2024). Through this process, stakeholders can understand what challenges will be faced in policy implementation and can find appropriate solutions to improve the quality of education. In addition, effective policy implementation depends on the involvement of various parties such as the government, educational institutions, educators, parents, and the community (Hidayat & Fasa, 2020). After being analyzed, a continuous evaluation of education policies can be carried out, which is useful to ensure that the policy remains relevant and also responsive to the changes that occur. Through data analysis and feedback carried out by implementers in the field, policies can be adjusted and improved to be more effective in achieving the education goals that have been set. Thus, the analysis and implementation of education policy is not only an administrative process, but also an effort to create a better and sustainable education system.

This article will discuss in depth the analysis of the impact of education policy (independent curriculum) on the quality of learning of SDIT Banten *Islamic School* students, including the importance of policy, policy analysis, policy implementation, and policy evaluation of the education system. It is hoped that this discussion can have an impact on increasing readers' insight into how education policies can be optimized in order to achieve better and sustainable educational goals.

## RESEARCH METHODOLOGY

This research is a field research that uses a qualitative descriptive approach. Data This research is a type of qualitative research with a descriptive approach (Sugiyono 2023) which is a research method used to obtain an overview related to the situation, process, procedure, and so on obtained from a phenomenon that is being the object of research. The focus of this study lies in the general overview related to the analysis of the impact of education policy (independent curriculum) on the quality of learning of SDIT Banten *Islamic School students*, starting from policy analysis, policy implementation, challenges and obstacles, as well as analysis of the impact of the independent curriculum

policy. This research was carried out at SDIT Banten Islamic School Jl. Margagiri No.3 Margatani Village, Kramatwatu District, Serang Regency, Banten Province. The implementation of this research directly involves researchers in collecting, processing, and drawing conclusions from data obtained directly by researchers. The data collection techniques used were interviews and observations (Romdona et al., 2024).

Data analysis is a process of systematically searching and compiling data obtained in the field by means of interviews, as well as observations which are then grouped into several categories, then sorting out which parts are important and what are the parts to be studied and drawing conclusions so that they can be easier to understand for themselves and others (Ardiansyah, Risnita, and Jailani 2023). In this study, there are 4 informants, namely the principal, and 3 educators who directly experience the learning process with the curriculum. The selection of informants is carried out by purposive sampling technique, which is where the researcher selects informants based on the criteria that have been set by the researcher to be relevant to the research objectives. The instruments used in this study were semi-structured interviews and observations. The interviews were conducted to gather information from informants about their experiences and views on the implementation of the Independent Curriculum, as well as the challenges and successes they felt. In addition, direct observation is carried out to be able to see how the learning process in the classroom and how the Independent Curriculum can be applied properly in learning practices.

Data obtained from interviews and observations were analyzed using qualitative data analysis techniques developed by Miles and Huberman. This analysis process includes data reduction, in which researchers filter and select relevant information from interview transcripts as well as observational notes to be able to identify key themes. Next, namely the presentation of data, this is done in the form of a narrative that describes the research findings, including direct quotes from the informant to be able to provide strong evidence. Finally, conclusions are drawn based on the analysis of the data that has been carried out, as well as linking the findings to the research objectives (Zulfirman, 2022). With these details, the research is expected to show the validity of the methodology used and can provide a deeper understanding of the analysis of the impact of education policies (independent curriculum) on the quality of learning of students of sdit banten islamic school.

## **RESULTS AND DISCUSSION**

Education policy is a series of principles, guidelines, and decisions that have been formulated by the government or educational institutions with the aim of regulating and managing the education system (Saefudin et al., 2024). This education policy covers several aspects, namely, curriculum, funding, and the management of human resources involved in education. This education policy has the goal of creating an effective, fair, and quality education system to meet the needs of the community in accordance with the ongoing developments of the times (Partini et al., 2023). The functions of education policy are; (1) Improving the Quality of Education, good policies can help in improving the quality of education by setting clear standards and providing guidelines for teaching and learning. (2) Accessibility, education policy has a role to ensure that every individual has equal opportunities and access to education, regardless of social, economic, and other backgrounds. Because this is included in policies that support inclusive education and reduce education gaps (Tanjung et al., 2025). (3) Human Resource Development, an effective education policy has a contribution to the development of quality human resources, because in this case education policy is capable in terms of supporting training

and professional development for educators in order to improve the quality of education (Darma, 2020). (4) The basis for Evaluation and Improvement, education policy is a benchmark for stakeholders to analyze and assess the effectiveness of existing education programs (Jannah et al., 2024). (5) Encourage Innovation, where the existence of education policies can support research and development that can encourage innovation in teaching methods, curriculum, and educational technology. (6) Building Community Awareness and Participation, good education policies also include efforts to involve the community in the education process. This is done through partnership programs between schools and communities, as well as raising parents' awareness of the importance of education. Overall, education policy has an important role in shaping a quality and sustainable education system, and can prepare future generations to face global challenges.

### **Education Policy Analysis**

Education policy analysis is a systematic process in evaluating and understanding existing policies in the education system (Susanto et al., 2023). This process is related to data collection, assessment of policy effectiveness, and identification of challenges with existing opportunities. The following are some of the important aspects that exist in the analysis of education policy:

1. Education Policy Goals and Objectives, include the identification of goals to be achieved, such as improving the quality of education, accessibility, or skill development. In addition, it is important to set clear and measurable goals, such as increasing graduation rates, reducing educational gaps, or improving teacher competence (Elwijaya et al., 2021).
2. The Policy context, in this case the social and economic context includes an understanding of the social, economic, and cultural backgrounds that influence education policy, including factors such as poverty rates, cultural diversity, and labor market needs. The political context involves the analysis of political influences and government policies that can affect the implementation of education policies (Wardani et al., 2022).
3. Stakeholders and Participation, stakeholder identification aims to determine who is involved in education policy, including the government, educational institutions, teachers, students, parents, and the community. Community participation is analyzed to find out the extent to which the community is involved in the policy formulation and implementation process, where high participation can increase policy support and success.
4. Analysis Methods and Approaches, there are 2 methods, namely qualitative analysis which is carried out using interviews, group discussions, and case studies to gain a deep understanding of stakeholder experiences and views. Meanwhile, quantitative analysis uses statistical data to evaluate the impact of policies, such as graduation rates, student participation, and exam results.
5. Policy Effectiveness Evaluation, in this case, establishes several performance indicators to measure policy success, such as improving learning outcomes, student and parent satisfaction, and reducing school dropouts. Policy impacts are analyzed to understand the short-term and long-term impacts of policies on education systems and society.
6. Challenges and Obstacles, analysis is also carried out to identify challenges to find obstacles faced in policy implementation, such as lack of funds, inadequate infrastructure, or resistance



from stakeholders (Suyana et al., 2024). Strategies to address these challenges were developed, including training for teachers, facility improvements, and community awareness campaigns.

7. Recommendations for Improvement, policy improvements are made based on the results of the analysis, including recommendations for changes in approach, resource allocation, or development of new programs. Innovation and adaptation are encouraged in educational practices to meet the changing needs in society.

### **Implementation of Education Policy**

The implementation of education policy is an important process in determining the success of a policy in order to achieve the goals that have been set (Sari et al., 2021). This process involves various strategies as well as the steps that must be taken to ensure that the policy can be implemented effectively. In addition, the role of various parties involved, such as the government, educational institutions, and also the community, is very important in supporting the implementation of education policies. In the process of implementing education policies, there is certainly a strategy so that the implementation carried out can be carried out optimally (Tanjung et al., 2025). These strategies are (1) Careful planning, where in planning everything we must first analyze the needs that involve collecting data about the current state of education, what challenges are being faced, and the specific needs of students and teachers. Then the development of an action plan is carried out, which includes specific objectives, steps to be taken, and measurable indicators of success. (2) Training and Capacity Development, one of the keys to the successful implementation of education policies is by holding training for educators that includes new policies, innovative teaching methods, and the use of technology in learning in addition to training for educators (Muhardini et al., 2023). Human resource development also needs to be carried out as an interest in training for school principals (Wargahadibrata et al., 2024). (3) Adequate Provision of Resources, this includes the allocation of sufficient budget to support the policy implementation process as well as adequate facilities and infrastructure that can support the teaching and learning process. (4) Monitoring and Evaluation, building an effective monitoring system to be able to monitor the progress of policy implementation which can be done by collecting data periodically on student learning outcomes, teacher participation in training, and resource use. In addition, periodic evaluations must also be carried out to assess the effectiveness of the policy. This involves feedback for stakeholders and then the necessary adjustments can be made (Elvarisna et al., 2024).

In the implementation of education policy, of course, there are related parties as stakeholders, namely;

1. Government

The role of the government in the implementation of this education policy is to formulate policies that are relevant and responsive to the needs of the community, in addition to that also as a supporter related to the budget, where the government needs to provide a sufficient budget to support the process of implementing this education policy (Khomsinuddin et al., 2024).

2. Institution

Educational institutions play a role as policy implementers, where educational institutions such as schools and universities, are at the forefront of implementing education policies. In addition to being a policy implementer, educational institutions also play a role in curriculum development where educational institutions will make

adjustments to teaching materials with teaching methods to be able to reflect new policies (Pithriani & Musyarapah, 2024).

### 3. Community

The role of the community in this case as participants or supporters, both parents and communities engaged in the scope of education has an important role in supporting the implementation of education policies, the active participation of parents in children's education can increase the achievement of the success of the policies that have been formulated (Fatimatuzzahrah et al., 2024). Advocacy and awareness, where the community also plays an advocate for good education policies (Devisiana et al., 2024).

## **Challenges in the Implementation of the Independent Curriculum**

Curriculum is a set of plans or media in regulating to detail what must be done and studied in an educational institution/education system. This includes learning objectives, learning materials, teaching methods, and procedures for assessing and evaluating learning outcomes (Juliastuti et al., 2024). In the context of the independent curriculum, this approach provides flexibility for schools to be able to adapt learning materials to the needs and characteristics of students. The implementation of the independent curriculum certainly cannot run smoothly without obstacles and challenges, there are several things that are challenges in the implementation of the independent curriculum at the elementary school (SD) level that need to be considered. Because the curriculum is the heart of education, which has a great influence on classroom activities in realizing a teaching and learning process that is effective for the formation of students' character (Zulqaidah et al., 2024).

### 1. Human Resource Readiness

In the independent curriculum, the human resources involved in this case are teachers, where teachers play the role of the main pillar of the implementation of this curriculum (Sahuri, 2021). The readiness of educators is one of the main challenges that occur in the implementation of the independent curriculum (Rumiati et al., 2024). In the independent curriculum, teachers have a role as a driver of the success of various programs in it, such as: differentiated learning, project implementation, strengthening Pancasila student profiles, learning assessments, and technology empowerment as a learning support tool (Sucipto et al., 2024). This is evidenced by the large number of educators who need to undergo training and professional development to be able to understand how new teaching concepts and methods can be applied in this curriculum.

### 2. Time and Workload Limitations

Adjusting learning schedules to accommodate the independent curriculum approach can be a challenge for education implementers, especially in schools that already have a mature curriculum. In addition, the increasing workload of educators in designing and implementing learning to be more creative and innovative reduces their focus on professional development (Sitorus & Ratnawati, 2024). One example is the implementation of the Pancasila Student Profile Strengthening Project (P5) where it requires a lot of creativity, time, and cooperation between teachers. The number of projects that must be done and the adjustment of the theme make educators who are almost overwhelmed by the many activities outside the classroom and are required to be creative in creating projects that are interesting and beneficial for students and the surrounding environment (Hartawati & Karim, 2024).

### 3. Evaluation and Assessment

The independent curriculum has differences in the assessment system from the previous curriculum. This assessment focuses on the process and development of students, which requires new assessment methods and tools. In adapting this assessment system, it is a challenge for schools and educators.

The three things above also received a statement of support from the school, Agus Mukti Hatamimi as the principal stated "The implementation of the independent curriculum that runs within SDIT Banten *Islamic School* is a big change that can bring new enthusiasm in the learning process. But behind this spirit, there are several challenges that we face. The first challenge is, of course, in the readiness of human resources, or here what is meant by human resources themselves are teachers.

The teachers in our school come from a variety of backgrounds and experiences, so their level of understanding of new approaches such as context-based projects, to strengthening the profile of Pancasila students varies greatly. Although the government has provided both online and offline training, this does not necessarily make teachers in our schools have an equal level of understanding, as for the gap that occurs between theory and when it is implemented in the classroom".

In this case, the principal also continued his statement regarding the school's efforts in providing a forum for teachers to get training and guidance related to the implementation of the independent curriculum in learning, "The school tries to create internal training and mentoring programs so that educators can master more deeply and can work together when accompanying their colleagues. In addition to the willingness of human resources, there are also obstacles to limited time and also the workload of teachers. This curriculum requires teachers to play a role not only as teachers, but also as learning facilitators who must be able to design formative assessments, manage project-based learning, and conduct reflection and documentation. Meanwhile, on the other hand, teachers also have tasks related to schedules and administrative tasks have not changed much, and because of that, some educators feel overwhelmed. In this challenge, the school management needs to review the time structure, work priorities, so that teachers do not lose their focus on learning. And the last challenge is related to evaluation and assessment, in this case there are significant changes. If previously teachers were used to a more numerical and summative assessment system, in this curriculum they must use an approach to assess the student learning process as a whole. This requires a new understanding of diagnostic and formative assessment techniques. The challenge lies in how to put together the right instruments while providing meaningful feedback for students. For this, the school is preparing an evaluation team to assist teachers in compiling rubrics and train them to use alternative assessments such as portfolios, journals, and direct observations.

In addition to the principal's statement above, there was a statement from Nabila Noviana as an educator who felt the impact of this independent curriculum, both in terms of the positive side and the challenge side. "For me personally, I welcome the Independent Curriculum because it provides space for creativity in teaching. But on the other hand, I also feel a big challenge especially in terms of adaptation. Many things have changed from previous teaching habits, ranging from compiling flexible teaching modules, designing process assessments, to aligning learning with the Pancasila student profile. This change requires time and mental readiness that is not instantaneous. The workload is increasing, as we have to prepare teaching materials that are much more varied and



relevant. In the midst of administrative duties and other responsibilities, I feel the need for stronger system support so that teachers do not feel like they are working alone."

The next statement from Atifa Fadhela as an educator, he revealed "The main challenge is in the aspect of evaluation and assessment. The Merdeka curriculum demands a more holistic and process-based assessment, but as a teacher I am still used to the more quantitative conventional assessment system. Creating rubrics, objectively assessing attitudes and skills, and then providing constructive feedback to all students is not easy, especially with such a large number of students. I feel that further training is needed that is more technical and practical, not just theoretical. On the other hand, I also feel that this curriculum encourages me to continue to develop professionally. Although it is hard, I see this as a challenge as well as an opportunity to improve the quality of teaching.

### **Analysis of the Impact of Policies on the Quality of Learning of SDIT Banten Islamic School Students**

In an effort to improve the quality of education, various education policies continue to be developed and implemented by the government. One of the crucial aspects that needs to be studied is the impact of policies on the quality of student learning. This analysis is important because it can provide an objective picture of the effectiveness of an education policy in achieving the expected learning goals. Education policies such as the independent curriculum that is currently being implemented at SDIT Banten *Islamic School*, are designed to provide flexibility and increase the relevance of learning to the needs of students. Through this analysis, there will be several aspects related to the impact of education policies on the quality of student learning.

#### **1. Cognitive Aspects**

The cognitive aspect is the influence of policy on students' understanding and knowledge. In this cognitive realm, there are assessment activities carried out by teachers to be able to find out how well the students are in learning a subject, both conceptually, procedurally, and factually (Rahmawati et al., 2024). This cognitive realm has a multi-level nature, and as a result, educators can use these levels of cognitive realms to develop evaluations.

#### **2. Affective Aspects**

The affective aspect is the impact of policies on the quality of learning by students, including the influence of education policies on students' attitudes, motivation, and emotional involvement (Meilani dkk., 2021). This policy supports the development of affective aspects that can improve the quality of learning by creating a positive environment and supporting the development of students' character. In the evaluation of affective aspects, this includes such as observation of students' behavior and attitudes, which can provide a more comprehensive picture of the quality of learning (Ramdani et al., 2023). In addition, it also uses feedback from each student regarding their learning experience to assess the effectiveness of the policies implemented.

#### **3. Psychomotor Aspects**

The psychomotor aspect in learning refers to the development of students' physical skills and motor abilities which are influenced by educational policies. (Supriyadi & Amalia, 2024). Effective policies will integrate hands-on practice with theory through an integrated curriculum and provide adequate facilities such as laboratories and teaching aids. This has an impact on improving students' practical skills through project-based learning and hands-on activities, while fostering independence and confidence. Student involvement is strengthened through physical education

programs, sports/arts extracurriculars, and teacher training to teach practical skills. The assessment is carried out by direct observation, performance assessment, and portfolio using clear rubrics. Thus, education policies that prioritize psychomotor aspects will significantly improve the quality of learning through the development of physical skills, independence, and active participation of students (Nabila Joti Larasati, Sinta Bella, Havifa Nurhijatina, 2023).

The above is supported by a statement from the principal, "Educational policies that continue to develop, such as the Independent Curriculum, AKM, or zoning policies, are generally aimed at improving the quality of learning. However, in practice, the analysis of its impact on students' cognitive, affective, and psychomotor aspects does not always run optimally. We at the school level still face difficulties in comprehensively measuring how these policies affect students' critical thinking skills, attitude development, and practical skills. For example, after the AKM policy was implemented, we did see an encouragement to improve literacy and numeracy. But not all teachers are able to adjust teaching methods to have a direct impact on improving students' cognitive abilities. We need more applicable measurement tools and training so that policy analysis does not stop at administrative reports, but can really be a reflection material for learning improvements. On the other hand, affective aspects such as students' learning attitudes, empathy, and discipline are also greatly influenced by the school policy climate, but are often overlooked in evaluations. Has the learning developed based on projects and life contexts shaped the character of the students in real terms? It is difficult to measure without structured instruments and observations. Similarly to the psychomotor aspect, especially in practical or vocational lessons, many policies set targets, but we lack the means and assistance to ensure that students' skills are truly formed. So, our challenge is to bridge the gap between macro policy and micro-implementation so that the impact really touches the quality of student learning."

Another statement was shown by the teaching staff, namely "From the cognitive side, we see that policies such as the Independent Curriculum and the National Assessment provide a good direction in improving the ability to think at a higher level. But in reality, we still have trouble translating these policies into effective learning strategies. For example, students are expected to be able to think critically and solve problems, but we as teachers are not all equipped with the right methods to teach these skills. As a result, students' cognitive achievement is uneven. The biggest challenge is how to bridge the gap between policy demands and teachers' capacity to design appropriate learning." "Education policies often target improving the quality of students' skills, especially in vocational fields or practice-based subjects. However, the reality is that implementation in the field is not always in line. Many policies demand specific skill outcomes, but we lack adequate facilities, tools, and even practice time. Finally, the psychomotor aspect of students is not optimally developed. For example, in art or craft lessons, students are required to make products, but the supporting facilities are not available. If you want to analyze the impact of policies on students' real skills, then policies must be accompanied by concrete resource support." Another educator stated that, "I feel that many current education policies focus too much on academic achievement, and pay less attention to how students' attitudes and values are formed. In fact, affective aspects such as enthusiasm for learning, sense of responsibility, and empathy greatly determine the overall success of learning. For example, when the distance learning policy is implemented, many students lose motivation and discipline

due to the absence of direct control. This shows that within each policy, there needs to be a deeper analysis of its impact on the formation of students' character, and how teachers can be more actively involved in the process.

## CONCLUSION

Education policy has a very important role in regulating and managing the education system to achieve effective, fair, and quality goals. These policies cover various aspects, such as curriculum, funding, and human resource management, all of which aim to improve the quality of education and accessibility for all individuals. Education policy analysis shows that evaluation of policy effectiveness, stakeholder participation, and challenges in implementation are essential to achieve desired outcomes. In the context of the Independent Curriculum, the challenges faced include the readiness of human resources, time constraints, and changes in the evaluation system.

The impact of policies on the quality of student learning also needs to be analyzed comprehensively, including cognitive, affective, and psychomotor aspects. Although education policies aim to improve the quality of learning, challenges in implementing and measuring policy impact often hinder the achievement of these goals. Therefore, better support is needed in terms of training, resources, and evaluation to ensure that education policies can have a real positive impact on students.

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