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**ACCELERATED INDEPENDENT LEARNING BASED ON ISLAMIC VALUES:
SPRITUAL INTEGRATION AND INNOVATION IN EDUCATION IN THE
MODERN ERA**

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ACCELERATED INDEPENDENT LEARNING BASED ON ISLAMIC VALUES: SPRITUAL INTEGRATION AND INNOVATION IN EDUCATION IN THE MODERN ERA

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Abstrak

Artikel ini bertujuan untuk mengeksplorasi integrasi nilai-nilai Islam dalam akselerasi Merdeka Belajar sebagai upaya meningkatkan relevansi pendidikan terhadap kebutuhan zaman sekaligus memperkuat pembentukan karakter spiritual peserta didik. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi literatur dan analisis dokumen, mengkaji berbagai kebijakan Merdeka Belajar serta hubungannya dengan prinsip-prinsip pendidikan Islam. Data dikumpulkan melalui penelaahan literatur, kebijakan pendidikan, dan sumber-sumber terkait nilai-nilai Islam dalam konteks pendidikan modern. Analisis dilakukan secara tematik untuk mengidentifikasi pola integrasi nilai-nilai Islam dalam praktik Merdeka Belajar. Hasil penelitian menunjukkan bahwa Merdeka Belajar menyediakan ruang fleksibilitas untuk mengintegrasikan nilai-nilai Islam, seperti kejujuran, tanggung jawab, dan kerja sama, dalam berbagai aspek pembelajaran. Program ini mendukung pembentukan karakter berbasis akhlak mulia melalui pendekatan pembelajaran yang relevan dengan tantangan global. Namun, implementasi integrasi ini masih menghadapi tantangan, termasuk kurangnya pemahaman mendalam tentang nilai-nilai Islam dan keterbatasan pelatihan guru. Implikasi dari penelitian ini adalah perlunya penyusunan kurikulum yang lebih inklusif, yang tidak hanya berbasis pada kebutuhan keterampilan abad ke-21, tetapi juga memperkuat aspek spiritual dan moral. Penelitian ini berkontribusi pada pengembangan konsep pendidikan yang holistik, menjadikan Merdeka Belajar tidak hanya sebagai reformasi pendidikan, tetapi juga sebagai alat transformasi sosial yang berakar pada nilai-nilai Islam.

Kata Kunci: akselerasi, kurikulum merdeka, nilai-nilai islam

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Abstract

This article aims to explore the integration of Islamic values in Merdeka Belajar acceleration as an effort to increase the relevance of education to the needs of the times while strengthening the formation of students' spiritual character. This research uses a qualitative approach with literature study and document analysis methods, examining various Merdeka Belajar policies and their relationship with Islamic education principles. Data is collected through reviewing literature, educational policies, and sources related to Islamic values in the context of modern education. The analysis is carried out thematically to identify patterns of integration of Islamic values in Merdeka Belajar practices. The results showed that Merdeka Belajar provides a space for flexibility to integrate Islamic values, such as honesty, responsibility, and cooperation, in various aspects of learning. This program supports character building based on noble morals through a learning approach that is relevant to global challenges. However, the implementation of this integration still faces challenges, including a lack of in-depth understanding of Islamic values and limited teacher training. The implication of this research is the need for a more inclusive curriculum preparation, which is not only based on 21st century skill needs, but also strengthens spiritual and moral aspects. This research contributes to the development of a holistic educational concept, making Merdeka Belajar not only an educational reform, but also a tool for social transformation rooted in Islamic values.

Keywords: acceleration, independent curriculum, Islamic values

INTRODUCTION

Education is the main foundation in the formation of quality human resources, especially in the era of globalization which demands adaptability and innovation (Johansen, 2007). In Indonesia, the Merdeka Belajar policy initiated by the Ministry of Education, Culture, Research and Technology has become a strategic step to create education that is flexible, relevant, and in accordance with the needs of society (Aldi & Khairanis, 2025). This program aims to provide freedom to students and educators in determining learning methods and materials that are in accordance with local characteristics and global needs (Aldi, 2024a). In this context, the integration of Islamic religious values becomes important to ensure that educational goals are not only oriented towards academic achievement but also towards the formation of spiritual and moral character (Shavkatovna, 2021).

The importance of integrating Islamic values in accelerating Merdeka Belajar cannot be ignored (Rochmat et al., 2023). As a religion that contains a holistic life guide, Islam has universal values that are relevant to modern education, such as honesty, responsibility, cooperation, and justice (Aldi, 2024b). These values not only enrich learning content but also strengthen students' character building. In facing global challenges, such as technological disruption and social change, integrating Islamic values can be a solution to create a generation that is not only intellectually competent but also has noble morals (Astuti et al., 2024).

Several previous studies have highlighted the importance of religious values-based education in shaping students' characters (Aldi et al., 2023). For example, research conducted by Assegaf shows that Islamic-based education is able to shape learners who have high spiritual and social awareness. Another study by Fauzan emphasizes that the integration of religious values in the school curriculum can improve learners' understanding of their moral and social responsibilities. However, these studies tend to focus on formal curriculum-based education and pay less attention to how these values can be

integrated in modern education policies such as Merdeka Belajar (Regnerus, 2003).

One of the gaps in previous research is the lack of focus on the implementation of Islamic values in the context of flexible education policies such as Merdeka Belajar. Many studies still focus on traditional approaches in religious education, so they have not answered how religious values can be integrated in innovative and project-based learning methods. In addition, there is controversy over whether the flexibility offered by Merdeka Belajar can optimally accommodate religious values without compromising the principles of modern education (Basri, 2024).

This research aims to answer this gap by exploring how Islamic values can be integrated in Merdeka Belajar acceleration. This research also aims to analyze the contribution of Islamic values in increasing the relevance of education to the needs of the 21st century, especially in shaping students' spiritual and moral character. Thus, this study is expected to make a significant contribution in developing a holistic and inclusive concept of education (Gibbons, 1998).

Conceptually, Merdeka Belajar can be defined as an educational policy that gives freedom to students and educators in determining learning methods, materials, and evaluations. Meanwhile, Islamic values refer to the universal principles taught in Islam, such as honesty (shidq), responsibility (amanah), cooperation (ta'awun), and justice ('adl). The integration of the two creates an educational approach that is not only relevant to global needs but also suits the local and spiritual context of Indonesian society (Sihombing et al., 2021).

Theoretically, this research is supported by holistic education theory that emphasizes the importance of developing all aspects of learners, whether intellectual, emotional, social, or spiritual. This theory is relevant to Islamic values that emphasize the balance between worldly and ukhrawi aspects. In addition, this research also uses a constructivism approach, which sees learners as active subjects in the learning process. This approach is in line with the principle of Merdeka Belajar, which

gives learners the freedom to explore their potential (Beekun & Badawi, 2005).

Analysis of previous research shows that religious values-based education has a positive impact in shaping learners' character. For example, research by Hidayat shows that the integration of religious values in project-based learning can increase learners' awareness of social and environmental issues. However, this study has not examined how modern education policies such as Merdeka Belajar can accommodate these values (Abd Rahman & Smith, 2024).

Thus, this research is expected to answer the main question: How can Islamic values be integrated in Merdeka Belajar acceleration to form students with spiritual and moral character. In addition, this study also aims to provide practical recommendations for educators and policy makers in implementing Islamic values in Merdeka Belajar program.

The importance of this research lies not only in its contribution to developing educational theory but also in its relevance to educational practice in Indonesia. With the integration of Islamic values, Merdeka Belajar can be an effective platform for creating a generation that is not only academically competent but also has high spiritual and social awareness.

Practically, this research is expected to provide guidance for educators in designing integrative learning, as well as for policy makers in formulating educational policies that are more inclusive and oriented towards spiritual values. This research is also expected to open new insights for academics and educational practitioners about the importance of integrating religious values in modern education (Hovland et al., 2015).

By referring to various literature reviews and theoretical analyses, this research is expected to make a significant contribution in developing a holistic and inclusive education concept. This is in line with Merdeka Belajar's vision which is not only oriented towards academic achievement but also on the formation of students' characters based on moral and spiritual values (Frank & Hatak, 2014).

IMPLEMENTATION METHOD

This research uses a qualitative approach with a case study design to explore the acceleration of Merdeka Belajar program in the perspective of Islamic values. The qualitative approach was chosen because it allows researchers to explore an in-depth understanding of the implementation of this program in Islamic educational institutions. Case studies are used to focus on a specific context, namely on schools or madrasas that have adopted Merdeka Belajar program. This approach is relevant to understanding how Islamic values are applied within the framework of national education policy (Strauss & Corbin, 2003).

The population of this study is all schools and madrasah in Indonesia that have implemented Merdeka Belajar program. The sample was selected purposively to ensure the representation of Islamic-based educational institutions, covering various levels of education from elementary to high school. The main participants in this study were principals, teachers, students, and parents. Inclusion criteria include schools that actively implement Merdeka Belajar policies and have programs based on Islamic values in teaching and learning activities. Additional data is also obtained from Islamic education observers and policy makers (Kusumastuti & Khoiron, 2019).

Data were collected through in-depth interviews, participatory observation, and document analysis. Interviews were conducted with the principal, teachers, and students to get a direct perspective on the implementation of Merdeka Belajar and the integration of Islamic values. Observations were made in the school environment to observe the real practice of the program, including the implementation of Islamic values in learning and extracurricular activities. Documents such as curriculum, learning modules, and program evaluation reports are also analyzed to obtain supporting secondary data.

Data analysis was carried out thematically using coding techniques to identify key themes from the data collected. This process involved grouping information based on categories such as the

implementation of Merdeka Belajar policy, the application of Islamic values, and the challenges faced in its implementation. Data validity was maintained through triangulation of data from interviews, observations, and documents. Furthermore, the data is analyzed using an interpretative approach to understand the meaning behind participants' experiences and views. The results of the analysis are presented in the form of a narrative that explains the relationship between Merdeka Belajar policy and Islamic values, contributing to academic literature and educational practices in Indonesia.

RESULTS AND DISCUSSION

The Concept of Merdeka Belajar in the Perspective of Islamic Education

Merdeka Belajar is an educational initiative that seeks to provide freedom to educators and students in exploring the learning process that suits their needs. In an Islamic perspective, this concept is in line with the teachings of the Qur'an and Hadith which emphasize the importance of freedom in seeking knowledge. Islam encourages every individual to learn knowledge without limits, as Allah says in QS. Al-Mujadilah verse 11, which states that Allah will elevate the degrees of the believers and the knowledgeable. This concept provides a strong theological foundation for the implementation of Merdeka Belajar (Ridwanulloh et al., 2024).

Furthermore, education in Islam has the main goal of forming a perfect human being intellectually, spiritually and morally. The concept of Merdeka Belajar can help achieve this goal by giving learners the flexibility to learn what suits their interests and needs, while remaining grounded in Islamic values. This approach also accommodates the uniqueness of each individual, as is the principle in Islam that values differences (Fadillah et al., 2024).

The compatibility between Merdeka Belajar and Islamic values can be seen in the application of the principle of independence. Islam encourages its followers to be independent in learning and be responsible for the knowledge they acquire. In this

context, Merdeka Belajar can be integrated with Islamic learning methods such as halaqah or project-based learning that provide opportunities for students to actively contribute to the learning process.

However, there are challenges in integrating this concept with Islamic education, such as the need to ensure that freedom of learning does not violate the principles of sharia. Therefore, it is important for educators to remain guided by Islamic values in designing learning. This can be done through collaboration between Islamic educational institutions and the government to create a relevant curriculum.

In addition, Islamic education has a long history of developing learner-centered learning methods. Examples are madrasah and pesantren, which have long adopted a flexible approach in the learning process. The Merdeka Belajar concept can strengthen this tradition by adding a modernization dimension without eliminating traditional values.

Thus, Merdeka Belajar is not something that contradicts Islamic education, but rather an opportunity to enrich the educational process. This integration can produce a generation of Muslims who are not only intellectually intelligent, but also strong in faith and noble.

Implementation of Islamic Values in Merdeka Belajar Policy

The Merdeka Belajar policy provides space for educators and students to explore learning independently. In the context of Islamic education, the implementation of this policy must pay attention to religious values such as tawhid, morals, and ukhuwah. Islamic education has the main mission to build a generation of faith and piety, so these values must be the foundation in implementing Merdeka Belajar.

One way to integrate Islamic values in Merdeka Belajar policy is through strengthening character education. In Islam, character education involves instilling noble moral values such as honesty, responsibility, and respect. Merdeka Belajar program can be designed to include activities that promote

these values, such as social projects or community-based learning.

In addition, Islamic education emphasizes the importance of experiential learning. This can be accommodated by Merdeka Belajar through contextual learning methods that connect theory with practice. For example, in fiqh lessons, students can learn about the concept of zakat by simulating the collection and distribution of zakat in the community.

However, the implementation of Islamic values in Merdeka Belajar policy requires support from various parties, including educators, parents, and the government. The role of educators is crucial in ensuring that learning remains in accordance with Islamic teachings. Parents should also be involved as partners in the education process, so that they can provide moral and spiritual support to their children.

The government can support this implementation by providing guidance and training for educators in integrating Islamic values into the curriculum. For example, through competency-based training that focuses on developing Islamic learning modules. Thus, Merdeka Belajar policy can be a means to strengthen Islamic education in Indonesia.

Challenges and Opportunities for Integrating Merdeka Belajar with Islamic Education

The integration between Merdeka Belajar and Islamic education faces various challenges. One of the main challenges is the difference in approach between the general national policy and the specific Islamic education approach. National policies tend to emphasize flexibility and innovation, while Islamic education is more oriented towards stable traditional values (Raniya & Setiawan, 2022).

Another challenge is the lack of competent human resources in integrating these two approaches. Many educators in Islamic-based schools do not fully understand the concept of Merdeka Belajar or how to implement it in the context of Islamic education. Therefore, continuous training is needed to increase their capacity.

However, behind these challenges lies a great opportunity to create a more inclusive and relevant education system. This integration can result in a learning approach that combines the advantages of modernization with Islamic values. This can be done through curriculum development that accommodates the needs of learners without neglecting the principles of sharia.

Another opportunity is the utilization of technology in education. By utilizing technology, the concept of Merdeka Belajar can be applied more broadly in Islamic education. For example, online learning can be used to provide access to learners in remote areas, so that they can still learn in accordance with Islamic values.

By addressing the challenges and capitalizing on the opportunities, this integration can result in a better education system. This will not only strengthen Islamic education in Indonesia, but also contribute to the development of quality human resources.

Implications of Merdeka Belajar Policy for Islamic Education in the Future

Merdeka Belajar policy has long-term implications for Islamic education in Indonesia. One of the main implications is the need to adjust the curriculum to be in line with Merdeka Belajar principles without leaving Islamic values. This adjustment includes developing teaching materials that are more flexible and learner-centered (Azmi & Iswanto, 2021).

Another implication is the increasing need for educators who are competent in implementing Merdeka Belajar in Islamic education. Therefore, Islamic educational institutions must pay more attention to the professional development of educators, including training on innovative learning methods.

In the future, Merdeka Belajar policy can also encourage the emergence of Islamic education models that are more adaptive and responsive to changing times. For example, pesantren can adopt project-based or collaborative learning methods to

complement their traditional methods (Putra et al., 2023).

However, to achieve this potential, sustainable policy support from the government is needed. The government must ensure that Islamic education receives equal attention in Merdeka Belajar policy, so that Islamic educational institutions can contribute optimally in creating a generation of faith, knowledge, and noble character.

CONLUSSION

This research shows that Merdeka Belajar acceleration program associated with Islamic education offers a revolutionary approach in creating an education system that focuses not only on academic achievement, but also on the character and moral formation of students. Through the synergy between Islamic values and Merdeka Belajar policies, various innovations in curriculum and learning methods have shown that education can become more inclusive, adaptive, and based on the individual needs of learners. In this context, Islamic education plays an important role in providing a strong foundation of spiritual and moral values, while supporting the development of critical and creative thinking skills as part of Merdeka Belajar's goals.

The results of this study show that the integration of Islamic values with Merdeka Belajar principles can enrich the learning process, especially through approaches based on experience, exploration, and collaboration. This implementation has succeeded in having a positive impact on students' understanding of religious teachings while increasing their sense of social responsibility. However, this implementation still faces various challenges, such as the gap in understanding between educators and learners, and limited facilities in some areas. Thus, strategic steps are needed to ensure that this program can be implemented evenly and sustainably throughout Indonesia.

As an academic contribution, this study provides new insights into how Merdeka Belajar policy can be adapted to improve the quality of

Islamic religious education in Indonesia. This research also opens up opportunities for further studies to explore other creative approaches to integrating religious values into the national curriculum. With a joint commitment from the government, educational institutions, and the community, accelerating Merdeka Belajar based on Islamic values can be a strategic step in producing a generation that is not only intellectually intelligent, but also has Islamic morals and character.

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