

The Relationship Between Students' Perception of the Implementation of the Independent Curriculum and their Interest in Learning at Madrasah Aliyah East Jakarta

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ABSTRACT

This study aims to analyze the relationship between students' perceptions of the implementation of the independent Curriculum and their learning interest at Madrasah Aliyah Jakarta Timur. This research employs a quantitative method with a correlational approach. Data were obtained from 108 students using a questionnaire that had been tested for validity and reliability. The results showed that students' perceptions of the Independent Curriculum had an average score of 120.51, with the highest score of 164 and the lowest score of 69, while students' learning interest had an average score of 72.78, with the highest score of 100 and the lowest score of 42. Spearman correlation analysis indicated a significant positive relationship between the two variables ($r = 0.757$, $p < 0.01$). Simple regression analysis showed that students' perceptions of the Independent Curriculum contributed 64% to learning interest, while 36% was influenced by other factors. The conclusion of this study is that the more positive students' perceptions of the Independent Curriculum, the higher their learning interest.

INTRODUCTION

Education is the most important thing in a person's life. Through education, a person can be seen as respectable, have a good career and be able to act according to applicable norms. Education is an ethical, systematic, intentional and creative conscious and planned effort where students develop their potential, intelligence, self-control and skills to make themselves useful in society. (Cikka, 2020).

Quality education can increase human resources who are more competent in facing the development of the times. Therefore, learning outcomes need to be measured effectively and efficiently to determine students' abilities and interests in the subjects studied. In the context of the curriculum, the measurement of learning outcomes is an integral part of the ongoing learning process.

A curriculum is a set of educational programs that are designed and implemented to achieve effective learning goals. The curriculum has a central role in the education system because it is the main guideline in achieving educational goals. Along with the times, the curriculum in Indonesia has undergone various changes and improvements, ranging from the 1947 Curriculum to the latest Merdeka Curriculum initiated by the Ministry of Education and Culture of the Republic of Indonesia. (Dewi and Agung, 2022).

The Independent Curriculum is designed to provide flexibility to students in choosing materials and learning methods that suit their interests and needs. This curriculum does not limit the concept of learning inside or outside the school and provides room for teachers' creativity in creating a more interesting and relevant learning experience for students.

Teachers' freedom in designing learning is one of the main principles in the Independent Curriculum. This system aims to provide the widest possible opportunity for teachers to adjust learning methods to student characteristics, so that they can better understand and internalize the material. Thus, the freedom provided in this curriculum is expected to increase students' interest in learning. (Awaliya and Fajriyatur, 2022).

Interest in learning has an important role in the success of a student's education. Interest is the main factor that determines the level of motivation and involvement of students in learning. Students who have a high interest in a subject tend to be more focused, persistent, and try harder than students who are less interested. Therefore, the approach applied in the Independent Curriculum aims to increase student engagement by connecting the subject matter with their personal experiences. (Aprijal and Syarifudin, 2020).

With the rapid development of technology, the use of digital resources such as e-books, virtual simulations, and educational applications is increasingly common in learning. Digital technology makes a great contribution in improving student understanding and engagement. In this context, factors that can increase learning interest include interesting learning materials, innovative teaching methods, and active involvement of students in the learning process.

Based on the results of research conducted by Atikah Ahraini Nasution, Rini Wahyuni Siregar, and Uswatun Hasanah Usnur, it was shown that there was a positive and significant relationship between students' perception of the

personality of fiqh teachers and students' interest in learning with a correlation coefficient of 0.615. The significance test produced a calculated r value greater than the r table and indicated that a positive perception of the teacher's personality contributed to the increase in students' interest in learning. In addition, the results of research from Nadia Efrilia and Susantiningrum show that there is an influence of student perception on learning interest at SMK Negeri 1 Surakarta. This shows that there is a significant influence between student perception and learning interest. The student perception variable had a t -count value of 17.340 with a significance of 0.000, which means that there was a partially significant influence. Therefore, this study seeks to identify how students' perception of the Independent Curriculum relates to their learning interests.

LITERATURE REVIEW

The statement of scientific novelty in this study lies in the empirical analysis of the direct impact of the Independent Curriculum on the learning interest of students at Madrasah Aliyah East Jakarta which is still rarely specifically researched. While previous research focused more on the effectiveness of the curriculum in general, this study emphasizes the relationship between students' perception of the Independent Curriculum and their interest in learning as the main factor in the successful implementation of the curriculum.

The problem raised in this study is whether there is a significant relationship between students' perception of the Independent Curriculum and a significant relationship between students' perception of the Independent Curriculum and their interest in learning. Based on these problems, the hypothesis proposed is: (H1) There is a significant positive relationship between students' perception of the Independent Curriculum and learning interest.

The purpose of this study is to analyze the relationship between students' perception of the Independent Curriculum and their interest in learning. By understanding this relationship, it is hoped that this research can provide insight for educators and policy makers in increasing the effectiveness of the implementation of the Independent Curriculum in the formal education environment.

METHODOLOGY

The population in this study includes several Madrasah Aliyah in East Jakarta that have implemented the Independent Curriculum. The selection of this location is based on the consideration that East Jakarta is still rarely a research option related to the implementation of the latest curriculum, so that it can provide new insights in this study.

The sample in this study is grade XI students from three Aliyah Madrasah in East Jakarta who have implemented the Independent Curriculum. Sample selection is carried out by the purposive sampling method, which is a non-random technique that aims to select samples that have characteristics in accordance with the research objectives. In accordance with Arikunto's opinion, if the population is large, samples can be taken as much as 20-25% of the total

population, taking into account time, cost and labor factors (Arikunto, 2016). Therefore, this study involved a minimum of 30 students from each school.

Table 1. Item Granting Score

No	Response	Positive Score	Negative Score
1	Always	5	1
2	Often	4	2
3	Sometimes	3	3
4	Rarely	2	4
5	Never	1	5

The data collection technique used in this study is a questionnaire. Questionnaires are distributed in print form or through Google Forms so that respondents can fill them out flexibly. The questionnaire used a Likert scale with five answer choices, namely "strongly agree", "agree", "neutral", "disagree", and "strongly disagree". The research instrument consists of two main parts, namely a student perception questionnaire about the Independent Curriculum and a student interest questionnaire, with a total of 55 questions that have been tested for validity and reliability.

Table 2. Test the Validity of Student Perception and Learning Interest

Perception				Learning Interest			
Item	R count	R table	Description	Item	R count	R table	Description
1	0.606	0.355	Valid	1	0.426	0.355	Valid
2	0.173	0.355	Not valid	2	0.529	0.355	Valid
3	0.450	0.355	Valid	3	0.491	0.355	Valid
4	0.427	0.355	Valid	4	0.488	0.355	Valid
5	0.661	0.355	Valid	5	0.628	0.355	Valid
6	0.481	0.355	Valid	6	0.499	0.355	Valid
7	0.616	0.355	Valid	7	0.499	0.355	Valid
8	0.419	0.355	Valid	8	0.418	0.355	Valid
9	0.580	0.355	Valid	9	0.532	0.355	Valid
10	0.789	0.355	Valid	10	0.619	0.355	Valid
11	0.313	0.355	Not valid	11	0.520	0.355	Valid
12	0.609	0.355	Valid	12	0.516	0.355	Valid
13	0.694	0.355	Valid	13	0.457	0.355	Valid
14	0.420	0.355	Valid	14	0.271	0.355	Not valid
15	0.511	0.355	Valid	15	0.435	0.355	Valid
16	0.701	0.355	Valid	16	0.457	0.355	Valid
17	0.632	0.355	Valid	17	0.524	0.355	Valid
18	0.251	0.355	Not valid	18	0.511	0.355	Valid
19	0.534	0.355	Valid	19	0.795	0.355	Valid
20	0.491	0.355	Valid	20	0.653	0.355	Valid
21	0.458	0.355	Valid				
22	0.263	0.355	Not valid				
23	0.491	0.355	Valid				
24	0.409	0.355	Valid				
25	0.670	0.355	Valid				
26	0.410	0.355	Valid				
27	0.162	0.355	Not valid				

28	0.311	0.355	Not valid				
29	0.526	0.355	Valid				
30	0.239	0.355	Not valid				
31	0.237	0.355	Not valid				
32	0.589	0.355	Valid				
33	0.739	0.355	Valid				
34	0.504	0.355	Valid				
35	0.781	0.355	Valid				

The validity test was carried out using the product moment correlation technique in SPSS. An item is declared valid if the calculated r value is greater than the table r at a significance level of 5%. The results of the validity test showed that of the 35 items of the questionnaire on students' perception of the Independent Curriculum, there were 29 valid items, while of the 20 items of the student learning interest questionnaire, there were 19 valid items.

The results of this validity give confidence that the instruments used in the study are of good quality and suitable for data collection. By using valid instruments, this research can produce accurate and relevant data in evaluating students' perception of the independent curriculum and their learning interests.

Table 3. Reliability Test of Student Perception and Learning Interest

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.941	55

The reliability test was carried out using Cronbach's Alpha method. The instrument is declared reliable if the value of Cronbach's Alpha is more than 0.7. The calculation results showed that the Cronbach's Alpha value of all questionnaires was 0.941, which means that the instrument has a very high level of reliability.

The data analysis techniques in this study include normality tests and linearity tests to ensure that the data meets the required statistical assumptions. Furthermore, hypothesis testing was carried out using Spearman correlation

analysis to measure the relationship between students' perception of the Independent Curriculum and students' learning interests, as well as simple regression analysis to determine the contribution of independent variables to bound variables.

Thus, this research method is designed to obtain valid and reliable data to analyze the relationship between students' perception of the Independent Curriculum and learning interest in Madrasah Aliyah, East Jakarta.

RESULTS AND DISCUSSION

The results of this study show that there is a significant positive relationship between students' perception of the Independent Curriculum and students' interest in learning. With a Spearman correlation value of 0.757 and a significance of $p < 0.01$, it can be concluded that the more positive students' perception of the Independent Curriculum, the higher their interest in learning.

The findings show that the Independent Curriculum is able to increase learning interest by giving students the freedom to choose materials and learning methods that suit their interests. In addition, the flexibility provided by this curriculum allows students to be more active in project-based learning, group discussions, and deeper exploration of the material.

Table 4. Normality Test

		Persepsi	Minat
N		108	108
Normal Parameters ^{a,b}	Mean	120.51	72.78
	Std. Deviation	18.178	12.087
Most Extreme Differences	Absolute	.107	.072
	Positive	.107	.072
	Negative	-.086	-.071
Test Statistic		.107	.072
Asymp. Sig. (2-tailed)		.004 ^c	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The table above states that the perception variable has a significance value of 0.004 which is less than 0.05, so the variable data is not normally distributed. Meanwhile, the variable of interest has a significance value of 0.200 which is greater than 0.05 which states that the data of this variable is normally distributed. Thus, the distribution of both perception and interest variables is not completely normal. In the normality test, the data is said to be normally distributed if the significance value is greater than 0.05. On the other hand, the data is said to be not normally distributed if the significance value is less than 0.05. (Nurjanah, Andi & Eman, 2021)

Table 5. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Minat * Persepsi	Between Groups	(Combined)	12422.961	52	238.903	4.094	.000
		Linearity	9994.933	1	9994.933	171.268	.000
		Deviation from Linearity	2428.027	51	47.608	.816	.768
	Within Groups		3209.706	55	58.358		
	Total		15632.667	107			

This shows that the relationship between the variables of students' learning interest and students' perception of the independent curriculum is linear. The significance value of the linearity line is as much as 0.000 ($p < 0.05$) which confirms that there is a significant linear relationship. Meanwhile, the significance value of the deviation from linearity line amounted to 0.768 ($p > 0.05$) which stated that there was no significant deviation from linearity. It can be concluded that the relationship between perception and interest is linear, but because there is one of the abnormal variables, namely the perception variable, it will be possible to use non-parametric correlation analysis methods such as Spearman correlation.

The correlation test is the most important thing in the research because it is to find out whether there is a relationship between the two variables of student perception and learning interest. To consider the results of data distribution that is not completely normal, the author will use the Spearman test, which can be considered more flexible because there is abnormal data. Spearman correlation is used to analyze monotonous relationships if the data does not meet the assumption of normality. (Fatimah et.al, 2024).

Table 6. Simple Correlation Test

Correlations

			Persepsi siswa	Minat belajar
Spearman's rho	Persepsi siswa	Correlation Coefficient	1.000	.757**
		Sig. (2-tailed)	.	.000
		N	108	108
	Minat belajar	Correlation Coefficient	.757**	1.000
		Sig. (2-tailed)	.000	.
		N	108	108

** . Correlation is significant at the 0.01 level (2-tailed).

It can be seen that from the correlation Spearman produced a correlation coefficient between student perception and learning interest, which was 0.757. This value shows a strong positive relationship between the two variables, meaning that when student perception increases, interest in learning also tends to increase. At a significance value of 0.000 which is less than 0.01 so this relationship is very statistically significant at a 99% confidence level.

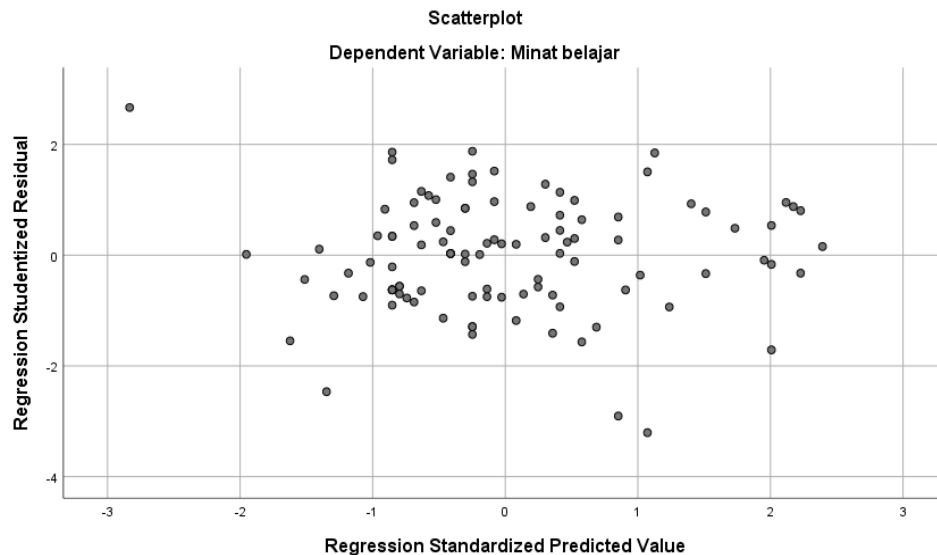


Figure 1. Residual Scatterplot Results

This homoscedasticity test is carried out to ensure that the residual variance is constant throughout the value range of independent variables. Residual scatterplots show random patterns and do not take the form of a specific pattern as shown above.

The residual points are randomly scattered around the horizontal line at the residual value = 0. An even spread of points above and below the horizontal line indicates that the residual variance is consistent throughout the prediction value range. This random pattern indicates that the regression model satisfies the assumption of homoscedasticity, where the residual variance does not depend on the predicted value. Thus, the regression model used can be considered valid for further analysis.

The results of simple regression show that the variable of student perception contributes significantly to learning interest as indicated by the cophysical value of determination.

Tabel 7. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
1	0.800	0.640	0.637	7.512

This table provides an overview of the relationship between students' perception of the independent curriculum and students' interest in learning. The correlation coefficient (*R*) value of 0.800 indicates that there is a strong

relationship between the variables of student perception and students' interest in learning. The determination coefficient (R^2) of 0.640 shows that 64% of the variation in students' learning interests can be explained by students' perception of the independent curriculum, while the remaining 36% is influenced by other factors.

An adjusted value of 0.637 assures that the results of the analysis will remain valid even though they have been adjusted to the number of data or samples used. In addition, the estimated standard error value of 7,512 indicates how far the model's predictions are from the original value, but still within reasonable limits.

Table 8. Simple Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.707	4.726		1.842	.068
	Persepsi siswa	.532	.039	.800	13.709	.000

a. Dependent Variable: Minat belajar

The constant value (a) of 8,707 shows that if the student's perception is zero, then the student's interest in learning is predicted to be 8,707. The regression coefficient (b) of 0.532 shows that every increase in one unit of student perception will increase students' interest in learning by 0.532 units. The value of $t = 13.709$ with a significance (p) of 0.000 indicates that the influence of students' perception on learning interest is statistically significant ($p < 0.05$). In addition, the value of the Beta coefficient ($B = 0.800$) shows that student perception has a strong influence on students' learning interest in the standard model.

$$Y' = 8.707 + 0.532 X$$

As is known, Y' is the student's interest in learning and X is the student's perception. The constant value of $a = 8.707$ and the regression coefficient $b = 0.532$ indicate a strong relationship between the two variables. This states that students' perceptions play an important role in increasing interest in learning.

The Relationship between Students' Perception and Learning Interest

The main factor causing this positive relationship is the concept of student-centered learning applied in the Independent Curriculum. In this approach, students are given the freedom to determine the most effective way of learning for them. According to the theory of learning motivation, the subject matter that interests students will be more often studied by the student concerned, on the other hand, if the subject matter does not attract the interest of students, it will be set aside by the student. (Piska Ayu et al., 2024).

The independent curriculum is designed to give students freedom in choosing materials and learning methods that suit the interests and needs of students. The independent curriculum provides opportunities for students to have a more relevant and personalized learning experience. (Putri Novia, 2023).

The variable tendency in this study shows that students who have a positive perception of the Independent Curriculum have a higher level of interest in learning compared to students who do not accept this curriculum concept. This can happen because students who have a better understanding of the benefits of the Independent Curriculum feel more confident in facing their academic challenges.

However, the results of the study also showed that 36% of the variation in students' learning interests was influenced by other factors such as the learning environment, parental support, and interaction with teachers. Environmental factors such as adequate school facilities and a conducive classroom atmosphere also play an important role in increasing students' interest in learning.

The results of this study are in line with research conducted by Atikah Ahraini Nasution, Rini Wahyuni Siregar, and Uswatun Hasanah Usnur who found that there is a positive relationship between students' perception of the personality of fiqh teachers and students' interest in learning, with a correlation coefficient of 0.615. In addition, the research of Nadia Efrilia and Susantiningrum also showed that student perception had an effect on learning interest, with a t-value of 17.340 and a significance of 0.000.

Previous research has proven that the success of a learning system depends heavily on how students perceive the system. If students feel that the learning method is in accordance with their learning style, then the student's interest will increase and be more enthusiastic about learning.

CONCLUSIONS AND RECOMMENDATIONS

Research on students' perception of the implementation of the Independent Curriculum has a significant positive relationship with learning interest. The more positive students' perception of the freedom of learning provided by the Independent Curriculum, the higher their interest in actively participating in the learning process. These findings confirm that the Independent Curriculum has a real impact on increasing student learning motivation by providing flexibility in learning methods and materials.

The results showed that 64% of students' variation in learning interests could be explained by their perception of the Independent Curriculum, while 36% were influenced by other factors such as learning environment, family support, interaction with teachers, and access to learning resources. Therefore, improving the implementation of the Independent Curriculum must consider these factors to be more effective.

As a recommendation for further research, further studies involving other variables such as the role of teachers, the effectiveness of project-based learning methods, and socio-economic impacts on the implementation of the Independent Curriculum are needed. Thus, further research can provide a more comprehensive understanding of the factors that affect the successful implementation of this curriculum in increasing students' interest in learning.

FURTHER RESEARCH

This research still has limitations so further research on this topic is still needed "The Relationship Between Students' Perception of the Implementation of the Independent Curriculum and their Interest in Learning at Madrasah Aliyah East Jakarta".

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