Implementing the Independent Curriculum in Faith-Based Primary Education: A Case Study of Insan Mandiri Integrated Islamic School

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Abstract

Background - The implementation of the Independent Curriculum at the elementary school level has become a crucial issue in promoting adaptive, student-centered education.

Research Urgency - Despite its nationwide rollout, the implementation of the Independent Curriculum in faith-based elementary schools remains underexplored, particularly in balancing national standards with religious and contextual values. This study is crucial to uncover how such schools adapt the curriculum in practice, providing insights for more inclusive and responsive education policies.

Research Objectives - This study aims to describe the planning, implementation, and evaluation processes of the Independent Curriculum at SDIT Insan Mandiri, South Jakarta, while identifying its effectiveness and the challenges encountered.

Research Method - Employing a descriptive qualitative approach, data was collected through observation, interviews, and document analysis.

Research Findings - The findings reveal that learning plans are tailored to students' potential and needs through the development of contextual teaching modules, including outdoor learning and the use of various media. Curriculum implementation involves innovative activities such as market days and infak collection, which contribute to students' character development and social competence. Evaluation is conducted through Learning Communities and student self-reflection using color-coded cards as indicators of engagement and understanding.

Research Conclusion - The study concludes that curriculum implementation aligns with differential, constructivist, and competency-based educational principles, despite technical constraints such as inconsistencies between textbooks and learning objectives and limited time for additional mentoring.

Research Novelty/ Contibution - The novelty of this study lies in its participatory evaluation practices based on student self-reflection and collaborative learning communities, which remain underexplored in other elementary-level applications of the Independent Curriculum.

Keywords: Independent Curriculum, Independent Curriculum Implementation, Competency-Based Education

INTRODUCTION

Education is an important element in nation building, and curriculum development plays a central role in improving the quality of education (Noor et al, 2024; Liang, 2023; Jannah, 2023). A well-designed curriculum can create an effective and enjoyable learning environment (Adhikari & Kunwar, 2023; Gunawan et al, 2024). In Indonesia, the curriculum has undergone various changes to adapt to the times (Ridwan et al, 2023; Langoday et al, 2024; Imelda et al; 2023). One of the latest innovations is the Independent Curriculum, which is designed to develop student competencies optimally.

According to Law Number 20 of 2003, a curriculum is a learning plan that includes the objectives, content, and methods used in the educational process. Since 1947 to 2018, Indonesia has experienced eleven curriculum changes, culminating in the creation of the Independent Curriculum in response to post-COVID-19 educational challenges (Reza et al, 2023; Aliyyah et al, 2023; Fuadaturrohmah & Munawar, 2023). The Independent Curriculum, introduced by the Indonesian government, aims to strengthen the national education system by giving schools and teachers greater autonomy in designing curricula that suit local needs and student characteristics (Vinna et al, 2024).

The Merdeka curriculum focuses on project-based learning to develop soft skills and characters that are in accordance with the Pancasila student profile (Fan et al, 2023; Anggaira, 2022; Widarini & Sutarji, 2023; Latifah et al, 2023).This approach provides ample time for indepth learning of basic competencies such as literacy and numeracy. Project-based learning is a co-curricular activity designed to reinforce the achievement of competencies and shape students' character, allowing them to engage in practical and relevant activities that connect theory with real practice (Dewi et al, 2024). Thus, it is hoped that students can develop critical thinking skills, teamwork, and problem-solving skills effectively (Muawiyah, 2024).

This curriculum also provides flexibility for schools to adjust learning programs according to the needs of students (Geçkinli, 2024). The main focus is on the development of soft skills, such as leadership and teamwork, which are essential to prepare students for future challenges (Oosthuizen et al, 2020; Mytsenko & Rusanovska, 2023). In addition, this curriculum emphasizes essential content that gives students enough time to delve into concepts and strengthen competencies. In the Independent Curriculum, teachers act as facilitators who provide positive support to students, create a fun learning atmosphere and support character development (Afriani et al, 2023). With this role, teachers not only function as material presenters, but also as guides and motivators who help students reach their maximum potential (Zhou et al, 2023).

Integrated Islamic Education is an educational concept that combines the values of general education and Islamic education (Anggrayni, 2023). This concept refers to Islamic religious teachings that are based on the Qur'an and As-Sunnah. The purpose of Islamic education is to form individuals who are pious, have knowledge and skills, and practice commendable values in all their activities (Adelia & Anbia, 2023). Education is a maturation process carried out by educators towards students, both formally and informally (Nwanguma & Abigail, 2024; González & Bonal, 2021; Caves et al, 2021). Islamic education is expected to produce leaders who always do good and stay away from bad deeds, in accordance with the guidelines of the Qur'an and As-Sunnah (Hidayat et al, 2024; Sholeh at al, 2023).

Curriculum implementation involves three main stages: planning, implementation, and evaluation (Nanai, 2024). The planning stage includes determining the objectives, content, and methods that will be used in the learning process (Yanuarti et al, 2022). The implementation stage involves the implementation of the plan that has been prepared in the field (Stepić & Popović, 2022). The evaluation stage is the process of assessing and improving the educational process that has been carried out to ensure that the learning objectives are achieved effectively (Kazi, 2021). Good implementation will ensure that the curriculum can provide optimal results for students. This research is focused on the implementation of the Independent Curriculum at the Integrated Islamic Elementary

School (SDIT) Insan Mandiri, South Jakarta. This research includes planning, implementation, and evaluation of learning. Implementation is the process of applying ideas, ideas, concepts, and innovations in practical actions that have a positive impact on changes in knowledge, skills, and attitudes (McLeod & Hopfe, 2021; Ade, 2021; Marin et al, 2023). With a focus on specific schools, the results of this study are expected to provide a clearer picture of the implementation of the Independent Curriculum.

This research aims to answer the following questions: How is the learning planning of the Independent Curriculum at SDIT Insan Mandiri? How is the implementation of the Independent Curriculum learning at SDIT Insan Mandiri? How is the evaluation of the Independent Curriculum learning at SDIT Insan Mandiri? The purpose of this study is to analyze the planning, implementation, and evaluation of the Independent Curriculum learning at SDIT Insan Mandiri. By answering these questions, this research will provide the necessary insights to improve curriculum implementation in schools.

The results of this research are expected to contribute to the policy and practice of implementing the Independent Curriculum, as well as be a reference for related agencies in improving the quality of education. In addition, this study provides an in-depth analysis of the consistency of the implementation of the Independent Curriculum at SDIT Insan Mandiri and its impact on the quality of education. The Independent Curriculum, with a focus on essential content and character development, aims to produce creative and innovative future generations (Chao, 2023).

METHODS

The type of research used is qualitative descriptive and evaluative research. This approach was chosen to provide an in-depth overview and explanation of the implementation of the Independent Curriculum at SDIT Insan Mandiri South Jakarta. This research has a natural and interpretive nature, which means that the focus is on explaining and validating phenomena that occur in the field (Tilman et al, 2025). The research location at SDIT Insan Mandiri South Jakarta, the school implements an integrated curriculum that integrates activities and curriculum with Islamic values as well as the intellectual, emotional, and spiritual development of students. The data sources in this study involve school principals, grade 1 teachers, and other related parties, which are selected through purposive sampling techniques. In addition, documentation from archives, literature, and school documents is also used to enrich a deeper understanding of the research subject.

The data collection techniques used include observation, interviews, and documentation. Observation is carried out in a structured, semi-structured, and participatory manner, in order to observe behavior and activities in schools. In-depth interviews are conducted with key and supporting informants, using unstructured and structured interview methods, to obtain in-depth and comprehensive information. Documentation through literature studies and school documents is also used to reinforce the results of interviews and observations. The researcher plays the role of the main instrument in this study, which means that the researcher himself collects, analyzes, and interprets the data. Data analysis techniques include collecting raw data, reducing data to group and organize data into themes, presenting data in the form of descriptions, tables, diagrams, and other visualizations, as well as drawing conclusions from data and testing the validity of conclusions. To ensure the validity of the data, triangulation of sources and techniques is used, namely by combining various data sources and data collection techniques such as observation, interviews, and documentation. With this descriptive qualitative approach, the research is expected to be able to provide a comprehensive understanding of the implementation of the Independent Curriculum at SDIT Insan Mandiri South Jakarta.

RESULTS AND DISCUSSION

Based on the results of interviews, observations and documentation along with a data reduction table related to the Independent Curriculum learning plan

Table 1. Data Reduction of Independent Curriculum Learning Planning

Category/Theme	Description	Data Source
School Readiness	The process of preparing teaching modules and class projects by teachers is gradual.	Interview with Teacher
Sharing Activities	Regular meetings between schools to share experiences and knowledge.	Interview with Teacher
Teacher Training	Periodic training to understand and implement the Independent Curriculum.	Observations and Documents
Teaching Modules and Projects	Preparation of teaching modules based on Learning Objectives and Learning Outcomes, as well as practical classroom projects.	School Documentation
Outing Activities	A one-year program of classroom activities to strengthen student learning.	Observations and Documents

In an effort to implement the Independent Curriculum at SDIT Insan Mandiri, the learning planning process is carried out very carefully and gradually. This starts from the school's readiness to prepare teaching modules and class projects that are tailored to the conditions and needs of students. This preparation is carried out by the principal and teachers, ensuring that all preparation of teaching modules is carried out before the curriculum is fully implemented. This readiness shows the school's commitment to implementing the Independent Curriculum well and ensuring that the entire process runs smoothly, without any significant obstacles in the learning process.

Sharing activities between schools is an integral part of the learning planning process (Waluyo & Aryani, 2024; Rijanto, 2020). Regular meetings every Thursday allow teachers from various schools to share their experiences and knowledge regarding the implementation of the Independent Curriculum. Through this activity, teachers can provide input and solutions to problems that may be faced in the implementation of the curriculum (Bradfield & Exley, 2020). These intensive discussions also help improve teachers' understanding and skills, so that they can be more confident in running the curriculum in their respective classrooms (Süer & Demirkol, 2023; Tabari & Rahimy, 2021).

Teacher training is also an important element in ensuring the successful implementation of the Independent Curriculum (Witraguna et al, 2024; Sanjaya et al, 2022). The training is conducted regularly involving speakers from outside the school to provide new perspectives and prepare teachers to face various situations in the classroom (Bergmark, 2020). This training includes teaching methods, the use of teaching modules, and strategies to handle students with diverse needs (Duguet & Morlaix, 2024). With good training, teachers can implement the curriculum more effectively and efficiently and be able to provide quality learning to students (Rao & Vijayalaksmi, 2021; Mothowanaga & Gladwin, 2021).

In addition, the outing activities held by SDIT Insan Mandiri are also part of a comprehensive learning plan. In this activity, the teachers make an agenda or program of classroom activities that will be carried out for one year. The goal is to ensure that students do not forget the teachings they have received in the previous semester. This planning process is carried out in a

very structured and detailed manner, including the division of tasks per subject, the preparation of teaching modules, and the planning of class projects. Thus, the learning planning of the Independent Curriculum at SDIT Insan Mandiri not only involves strong collaboration between teachers, but also ensures that the curriculum can be implemented effectively and has a positive impact on students.

The following is a table that summarizes the implementation of the Independent Curriculum learning at SDIT Insan Mandiri and its data sources, including aspects of the Pancasila Student Profile Strengthening Project (P5) and assessments:

Table 2. Data Reduction of Independent Curriculum Learning Implementation

Category/Theme	Description	Data Source
Implementation of the Independent Curriculum	SDIT Insan Mandiri has implemented the Independent Curriculum since 2022 as a driving school, focusing on the holistic development of students according to the Pancasila Student Profile.	Interview with Teacher
Classroom Learning Plans	New programs such as making religious books on nationalism, literacy, storytelling, and innovative learning atmospheres such as learning in the park.	Interview with Teacher
Learning Approach	Learning is carried out gently to avoid trauma to students and give rewards according to the intelligence of each student.	Interview with Teacher
Learning Methods	Using the method of playing while learning for the lower class, and using media such as television and sports for the upper class.	Interview with Teacher
Collaboration and Communication	Intensive collaboration with parents to provide an understanding of learning methods and prevent misunderstandings.	Interview with Teacher
Pancasila Student Profile Strengthening Project (P5)	Activities such as market days, collecting infaq, teaching the values of sharing, tolerance, and other positive characters according to the Pancasila Student Profile.	Interview with Teacher
Assessment	Cognitive and non-cognitive assessments, including summative scores taken per subject, as well as observations of diverse children's intelligence.	Interview with Teacher

The implementation of the Independent Curriculum at SDIT Insan Mandiri, which began in 2022 as a driving school, shows the school's commitment to improving the quality of holistic education. The main focus on developing student learning outcomes in accordance with the Pancasila Student Profile, which includes competencies and character, reflects the holistic approach applied (Dosmarohaa & Sunardi, 2024). With this approach, the school seeks to develop students not only from the academic aspect, but also in terms of character and national values. The implementation of the Independent Curriculum is designed to support the development of students as a whole so that they are ready to face future challenges with a good attitude and extensive knowledge (Azizah et al, 2023; Permatasari et al, 2023; Wahyuni et al, 2024).

The classroom learning design at SDIT Insan Mandiri includes various innovative programs such as making religious books on nationalism, literacy, and storytelling. These activities are designed to instill positive values and build students' character from an early age. A softer and more personal approach to teaching, as well as the creation of a fun learning atmosphere such as learning in the garden (Kong & Chen, 2024), shows that the school pays great attention to the emotional and psychological well-being of students. By giving awards based on the intelligence of each student, SDIT Insan Mandiri appreciates and celebrates the diversity of talents and abilities of students, making each student feel valued and supported in their learning journey (Eden et al, 2024; Akintayo et al, 2024; Mun et al, 2020).

The learning methods used at SDIT Insan Mandiri also reflect the flexibility and adaptability of the school in dealing with the diverse needs of students. By using play-to-learn methods for the lower classes and media such as television and sports for the upper classes, the school ensures that every student can learn in the most effective way for them (Park, 2024). Intensive collaboration with

parents is also an important key in ensuring that the learning methods applied can be understood and supported by the student's family (Purnomo et al, 2022). This collaborative approach helps to create a harmonious and supportive learning environment, both at school and at home.

The Pancasila Student Profile Strengthening Project (P5) at SDIT Insan Mandiri involves various activities such as market days and infak collection, which aims to teach the values of sharing, tolerance, and mutual cooperation to students. This activity not only supports the development of students' character but also teaches them about the importance of social responsibility and contribution to society (Herianingtyas et al, 2024). By integrating Pancasila values in daily activities, this school seeks to form a generation that is not only academically intelligent but also has strong character and morals (Ridwan et al, 2024).

Finally, learning assessments at SDIT Insan Mandiri include cognitive and non-cognitive assessments designed to evaluate students' abilities as a whole. Cognitive assessment is more focused on exercises whose results are used as evaluation material, while noncognitive assessment includes summative scores per subject (Kuruppu, 2021). In addition to assessments, schools also conduct observations to identify the intelligence possessed by each student and accommodate their learning needs in accordance with the theory of multiple intelligences (Gandasari et al, 2022). With this comprehensive approach, SDIT Insan Mandiri seeks to explore the potential of each student to the maximum and provide education that suits the needs and abilities of each student. The implementation of the Independent Curriculum at SDIT Insan Mandiri shows the school's dedication in providing quality education that supports the holistic development of students.

The following is a data reduction table that summarizes the evaluations and obstacles in the implementation of the Independent Curriculum at SDIT Insan Mandiri and its data sources:

Table 3. Reduction of Evaluation Data and Obstacles to the Implementation of Independent Curriculum Learning

Category/Theme	Description	Data Source
Teacher and Student Evaluation	Teachers conduct evaluations through the Learning Community (Kombel) to see students' learning abilities. Students conduct peer evaluations and self-reflection.	Interview with Teacher
Evaluation Process	The evaluation is carried out to assess whether the methods and plans implemented are running well, as well as to find solutions to problems.	Interview with Teacher
Student Self-Reflection	Students use three types of cards (red, yellow, green) for self-reflection. Red cards for being unhappy, yellow for mediocre, and green for liking lessons.	Interview with Teacher
External Constraints	The book is not in line with the Learning Objectives making teachers have to rearrange the teaching module.	Interview with Teacher
Technical Constraints	Teachers should give numbering to chapters in each meeting, consistency of program time, and extra monitoring to field teachers.	Interview with Teacher
Internal Constraints	The number of teachers is large, so the evaluation is inefficient, and there is a lack of time to provide additional lessons to students who need them.	Interview with Teacher

The evaluation carried out at SDIT Insan Mandiri in the implementation of the Independent Curriculum covers various aspects to ensure the effectiveness of learning. Evaluations are carried out by teachers through the Learning Community (Kombel) and by students with peer assessments and self-reflection. Teachers use Kombel to assess students' learning abilities and identify areas that need improvement. Peer-to-peer assessment provides an opportunity for students to provide constructive

feedback to each other, while self-reflection helps students understand their own learning progress (Lim et al, 2020). These diverse evaluation methods aim to create a more inclusive learning environment and support the holistic development of students (Chan & Lee, 2021).

One of the evaluation methods applied is to use color cards for self-reflection, where students use red, yellow, and green cards to show their feelings towards the lesson given. A red card indicates displeasure, a yellow card indicates a sense of normalcy, and a green card indicates a fondness for a lesson. This method helps teachers understand the extent to which students enjoy and understand the lessons given (Akpinar & Özalp, 2023). In addition, Islamic values are also included in the lessons to relate learning to students' daily lives, so that they can see the relevance and benefits of what they learn. This approach helps students feel more engaged and motivated in the learning process (Anuyahong & Pengnate, 2023).

However, the implementation of the Independent Curriculum at SDIT Insan Mandiri is not without obstacles. One of the external obstacles faced is the inconsistency between textbooks and Learning Objectives (TP), which forces teachers to rearrange their teaching modules. This requires extra time and effort from the teacher to ensure that the material taught is in accordance with the TP that has been set (Hien et al, 2023). In addition, teachers must also give a numbering to each chapter in the meeting, and be consistent with the implementation time of the program. Technical obstacles like this often hinder the smooth learning process and require creative solutions from teachers (Panackal et al, 2023).

Another internal obstacle is the large number of teachers, which causes the evaluation process to be inefficient. With so many teachers, monitoring and coordination has become more difficult, especially when it comes to providing additional lessons to students who need them. The lack of time allocated to provide additional guidance is also a problem, as not all students can be given enough attention according to their needs. These obstacles show that the implementation of the Independent Curriculum requires continuous adjustment and improvement to ensure that all students can get the maximum benefit from this curriculum. Nevertheless, the efforts made by SDIT Insan Mandiri in overcoming this obstacle should be appreciated because it shows their commitment to providing quality education for each student.

Based on the results of the Independent Curriculum learning planning at SDIT Insan Mandiri, it can be seen that the steps taken by this school are in line with existing educational planning theories. One relevant theory is the differential learning planning theory, which emphasizes the importance of tailoring teaching approaches to the individual needs of students (Lidström et al, 2019). SDIT Insan Mandiri has implemented programs that are tailored to the conditions and potential of students, such as the creation of individual teaching modules and awards based on the intelligence of each student. This approach is very much in line with differential learning theory which aims to improve student motivation and learning outcomes through a more personalized approach (Woolcott et al, 2021).

In addition, constructivist learning theory also supports the steps taken by SDIT Insan Mandiri in designing innovative and interactive learning. Learning in parks and the use of media such as television and sports reflect the principles of constructivism, where students are encouraged to actively engage in the learning process through hands-on experience and interaction with the environment (Gusango et al, 2021). This theory emphasizes that learning is an active process in which students build their own knowledge through interaction with the environment and real experiences (Erawati & Adnyana, 2024). Thus, SDIT Insan Mandiri has succeeded in applying the principles of constructivism in their learning.

Learning planning at SDIT Insan Mandiri also reflects the theory of competency-based curriculum planning, which emphasizes the importance of developing various student competencies according to future needs (Lisdawati, 2024). Programs such as market days and infak collections not only teach social values and character, but also develop students' competencies in the aspects of creativity, mutual cooperation, and social responsibility. This theory emphasizes that the curriculum

should be designed to develop students' competencies holistically, including academic, social, and emotional aspects (Hunaepi et al, 2023). Thus, learning planning at SDIT Insan Mandiri is in accordance with the theory of competency-based curriculum planning. Inconsistencies between textbooks and Learning Objectives and lack of time to provide additional lessons to students. Nonetheless, the steps taken by the school to overcome these obstacles, such as rearranging teaching modules and collaborating with parents, demonstrate their commitment to staying in line with the principles of good educational planning (Botes & Barnett, 2022). Overall, the learning planning at SDIT Insan Mandiri is in accordance with the existing educational planning theories, and this school continues to strive to overcome the obstacles faced to provide quality education for every student.

The implementation of the Independent Curriculum learning at SDIT Insan Mandiri is also in line with various existing educational theories. Constructivist learning theory, for example, suggests that students become active in the learning process through hands-on experience and interaction with the environment (Le & Tran, 2023). SDIT Insan Mandiri's approach of creating an innovative learning atmosphere, such as learning in the park and using media such as television and sports, is a manifestation of this theory. By providing a rich and varied learning experience, students can build their knowledge more effectively and contextually (Wu et al, 2022).

Social learning theory is also relevant to the implementation of the Independent Curriculum at SDIT Insan Mandiri (Permatasari et al, 2023). This theory emphasizes the importance of learning through social interaction and collaboration. Programs such as market days and infak activities not only teach social values and character to students, but also promote cooperation and social responsibility. Students learn through interaction with peers and the surrounding environment, in accordance with the principles of social learning (Wati & Afifah, 2023). Thus, the implementation of these programs supports student development holistically, both in terms of academics and social.

Theory of competency-based learning supports the steps taken by SDIT Insan Mandiri in the implementation of the Independent Curriculum. This theory emphasizes the importance of developing students' competencies that are relevant to their real life and future (Dervenis et at, 2022). Activities such as market days and infak collection help develop students' competencies in various aspects, including creativity, mutual cooperation, and social responsibility. Assessments that include cognitive and noncognitive assessments and observations of multiple intelligences help identify and develop each student's overall potential (Candilas et al, 2023). This approach is very much in line with the theory of competency-based learning which aims to develop students in various dimensions (Al-Haqan et al, 2021).

The results of the evaluation conducted by SDIT Insan Mandiri in the implementation of the Independent Curriculum show that the steps taken are in line with the existing theory of educational evaluation. According to the formative evaluation theory, which emphasizes the importance of continuous evaluation during the learning process, evaluation is carried out by teachers through the Learning Community and by students with peer assessment and self-reflection (Rahmawati, 2023). Formative evaluation aims to identify and overcome obstacles that arise during the teaching and learning process, so that improvements can be made directly. The evaluation methods used, including peer assessment and self-reflection, are well suited to the theories of cooperative learning and metacognition (Tornwall & Ikonen, 2023).

Inconsistency between textbooks and Learning Objectives (TP) and the lack of time to provide additional guidance, highlight the need for further adjustments in the implementation of the curriculum (Puad & Ashton, 2022). Time management theory in education suggests that efficient and effective time allocation is essential for the successful implementation of the curriculum (Dudley et al, 2019). Teachers at SDIT Insan Mandiri had to rearrange their teaching modules and assign a numbering to each chapter in the meeting, indicating a need for improvements in time and resource management. The efforts made by this school to overcome these obstacles, such as intensive collaboration with parents, reflect their commitment to stay in line with the theory of good educational planning and management (Baroroh et al, 2020).

Evaluations and obstacles faced by SDIT Insan Mandiri in the implementation of the Independent Curriculum are in line with existing educational theories. The steps taken for student evaluation and self-reflection as well as the adjustment of teaching modules show that this school continues to strive to improve the quality of learning and overcome obstacles that arise (Astalini et al, 2022). Although there are still some challenges, SDIT Insan Mandiri's commitment to providing quality and relevant education for students shows that they are on the right track in implementing the Independent Curriculum (Wibowo et al, 2022). The approach used by the school reflects the principles of good education and continuously strives to meet the needs of students holistically (Hall et al, 2020).

CONCLUSION

Implementation of the Independent Curriculum at SDIT Insan Mandiri shows a strong conformity with various existing educational theories. The learning planning carried out by this school has followed the principles of differential, constructivist, and competency-based learning planning. Programs that are tailored to students' needs and potentials, as well the use of innovative and interactive learning methods, support the holistic development of students in accordance with these theories. The implementation of learning that includes activities such as market days and infak collection is also in line with social and competency-based learning theory, which emphasizes the importance of social interaction and the development of various student competencies. The evaluation conducted by SDIT Insan Mandiri, through the Learning Community (Kombel) and student self-reflection, reflects the theory of formative evaluation and metacognition, which aims to provide useful feedback and develop students' self-awareness of their learning process. Despite technical obstacles such as inconsistencies between textbooks and Learning Objectives, as well as a lack of time for additional guidance, the school's efforts to overcome these obstacles through the rearrangement of teaching modules and collaboration with parents demonstrate a high commitment to remain in accordance with the principles of good education. SDIT Insan Mandiri continues to strive to improve the quality of learning and overcome the obstacles that arise, showing that they are on the right track in implementing the Independent Curriculum to provide quality and relevant education for every student.

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