

Human Resource Management of PAI Teachers in Adjusting the Independent Curriculum in Elementary Schools: Challenges and Solutions

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ABSTRACT

This article discusses challenges and solutions related to human resource management (HR) for Islamic Religious Education (PAI) teachers in adapting to the implementation of the Independent Curriculum at the elementary school level in Indonesia. The Independent Curriculum introduces a more flexible, student-centered approach that emphasizes differentiated learning, project-based instruction, and character development. However, PAI teachers often face various obstacles in this transition process. These include inadequate training related to curriculum changes, limited access to educational technology, and difficulties in transitioning from traditional teacher-centered teaching methods to a more active, contextual, and collaborative approach as required by the new curriculum. This study aims to evaluate effective HR strategies that can support PAI teachers in adopting the Independent Curriculum successfully. The findings show that intensive and ongoing training programs, structured mentoring between experienced and novice teachers, and gradual integration of technology into classroom practice significantly improve teacher readiness and competence. Furthermore, institutional support, professional development opportunities, and adequate resource allocation are essential to ensure that the implementation of the Independent Curriculum in Islamic religious education is not only procedural, but also leads to meaningful and transformative changes in teaching and learning. This article underscores the importance of aligning HR management with pedagogical reforms to achieve long-term education improvement.

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1. INTRODUCTION

Islamic Religious Education (PAI) is one of the important components in Indonesia's national education system, which aims to shape students into human beings who have faith, piety, and noble character. This education serves to develop the spiritual aspect of students while providing a deep understanding of Islamic religious teachings that are relevant in daily life. In the context of changes in the national curriculum, PAI teachers have a great responsibility to teach religious material that not only focuses on cognitive aspects, but also encourages the development of students' character and moral values (Mulyasa, 2020).

One of the biggest changes in Indonesia's education system today is the implementation of the Merdeka Curriculum, which was launched in response to the challenges of globalization and the digital era. This curriculum provides freedom for schools and teachers to design learning processes that are more relevant to the needs and potential of students. The flexibility provided by the Independent Curriculum allows teachers to develop a more student-centered learning strategy, including in terms of developing critical, creative, and collaborative thinking competencies.

However, the implementation of the Independent Curriculum is not easy, especially for Islamic Religious Education (PAI) teachers. The challenges faced by PAI teachers are not only in the substantial aspects of teaching materials, but also in their ability to adapt teaching methods to the principles of the Independent Curriculum. In this case, PAI teachers are expected to be able to become facilitators who support students in understanding and internalizing religious values in a more contextual and applicative manner. The Independent Curriculum demands learning that not only focuses on mastery of the material, but also the development of students' affective and psychomotor competencies (Sanjaya, 2021). This curriculum change also brings challenges in terms of the use of technology in the learning process. The Independent Curriculum requires the integration of technology to support more interactive and adaptive learning. For many PAI teachers, especially those who are not yet familiar with educational technology, this is a new challenge that requires specialized training and competency development. For example, the use of digital platforms in the learning process is expected to increase student engagement, but is often constrained by the limitations of technological skills possessed by teachers (Raharjo, 2021).

In facing these challenges, it is important for schools and the government to implement effective human resource management (HR) strategies to support PAI teachers in adjusting to the Independent Curriculum. Competency development through continuous training, technical support, and collaboration between teachers is an important element in ensuring that PAI teachers can meet the demands of this new curriculum. HR management support is also needed to create a conducive working environment for teachers to improve the quality of their teaching and, ultimately, help students achieve optimal learning outcomes (Sudarwan, 2021).

2. RESEARCH METHOD

This study uses a qualitative descriptive approach to explore and understand the phenomena that occur in the field related to human resource management (HR) strategies in adjusting the Independent Curriculum among Islamic Religious Education (PAI) teachers in elementary schools. This approach was chosen because it allows researchers to explain in depth complex phenomena, including the challenges faced by teachers as well as the strategies they apply in adjusting to the new curriculum.

This qualitative descriptive research is also useful in identifying patterns, issues, and challenges that may arise during the adaptation process to the Independent Curriculum. Through this approach, researchers can examine the interaction between PAI teachers and students, curriculum, and school policies in the context of human resource management. Therefore, this study provides a more in-depth view of how HR management strategies can support teachers in facing emerging challenges (Moleong, 2017).

3. LITERATURE REVIEW

3.1 Independent Curriculum

Curriculum is a written plan that includes the content, objectives and learning materials that will be carried out by an educational institution in learning activities to achieve learning objectives. Curriculum is defined as planning in which there are objectives, content, learning materials, and approaches applied for guidance in carrying out the teaching and learning process to achieve a learning goal. This is in line with what is stated in Law Number 20 of 2003 concerning the National Education System. In its development, the curriculum is adapted into two types, namely the traditional curriculum and the modern curriculum. The curriculum traditionally refers to a series of subjects or subjects that students must take in school. Meanwhile, the term "curriculum" is now used in modern times to refer to a broader discipline than just the subjects that students are required to take.

Currently, the Indonesian government is witnessing the rapid growth of technology and information that has spread to various regions in Indonesia. Therefore, the government is trying to improve the learning process by developing a curriculum called the revolution era curriculum or the independent curriculum. The 21st century is closely linked to this revolutionary era, where technological development is taking place rapidly. In response to the challenges of the 21st century, the Government of Indonesia created a new curriculum called the Independent Curriculum. This curriculum requires students to be able to master 21st century skills known as the 4Cs: Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, and Communication. The rapid and complex development of technology and globalization is a major challenge in the 21st century. Therefore, the Merdeka Curriculum focuses on adaptability and lifelong learning. This curriculum gives students the freedom to form quality learning, tailored to their needs and life contexts, so that they can thrive optimally in a changing world.

The Independent Curriculum is an effort made by the government to restore learning which was initially called the Prototype Curriculum. Then there is a development in this curriculum and it is made into a curriculum framework that is not rigid, focusing on essential materials, character development, and improving student competence.

The following are the differences in the characteristics of the Independent Curriculum with the previous curriculum:

- a. Key Focus
The Merdeka Curriculum emphasizes competency-based learning, with a flexible approach that gives teachers and schools the freedom to tailor learning materials to the needs of students. Meanwhile, the 2013 Curriculum focuses on the formation of attitudes, skills, and knowledge with a more structured curriculum load.
- b. Pancasila Student Profile Strengthening Project
The Merdeka Curriculum inserts projects to strengthen the Pancasila Student Profile to form student character according to Pancasila values. The 2013 Curriculum does not have an explicit focus on this specific project.
- c. Curriculum Structure
The Merdeka curriculum is more flexible with a choice of subjects at a certain level (especially high school) and focuses on core subjects. Meanwhile, the 2013 Curriculum uses a uniform national curriculum approach for all levels.
- d. Teaching Resources
In the Independent Curriculum, teachers can use various learning resources other than the main textbook, including teaching modules that are developed independently. Meanwhile, the 2013 Curriculum is more focused on the use of textbooks set by the government.
- e. Valuation
The Merdeka Curriculum emphasizes diagnostic, formative, and summative assessments to support individual student learning. Meanwhile, the 2013 Curriculum is oriented towards outcome-based assessment.

In addition, this curriculum also has characteristics that help in restoring learning in the 21st century, namely:

- a. Project-Based Learning and Character Development
The Pancasila Student Profile Strengthening Project is a learning activity centered on a project that was formed to be able to strengthen the achievement of competence and strengthen character in accordance with the Pancasila Student Profile, which is based on the Graduate Competency Standards. The Pancasila student profile was created to provide an answer to an important question, namely how to produce students with the abilities expected by the education system, by considering various factors from within that are very closely related to national identity, ideology, and goals. In addition, there are also various external factors that are closely related to the Pancasila Student Profile which is a life handle in facing the challenges faced by the 21st century, including the era of the 4.0 and 5.0 revolutions. Pancasila student profiles not only focus on cognitive abilities, but also prioritize attitudes and behaviors that reflect their identity as an Indonesian citizen as well as a member of the global community
- b. Focused on Essential Materials and Basic Competencies such as Literacy and Numeracy
The implementation of teaching and learning activities that focus on competencies as applied in the Independent Curriculum is based on efficiency and effectiveness. This focus is aligned with important, relevant, and in-depth material, so that students have plenty of time to be able to develop their ability to create and innovate as a step to achieve basic competencies. In this curriculum, the directed competencies are directed to improve literacy and numeracy skills. Literacy and numeracy have a very vital role in dealing with the lives of students. Numeracy is a basic skill needed in living life, starting from daily activities at home, work, to interaction in society. Numeracy skills can shape a person to be able to recognize and apply numbers, data, and mathematical information effectively.
- c. Teachers' Freedom to Conduct Differentiated Learning
The learning process really needs flexibility so that students can understand basic concepts. This flexibility in learning aims to make the curriculum more in line with life and able to respond to all existing developments and dynamics, while providing opportunities to provide learning that can adapt to various contexts and needs. In this curriculum, the differentiated learning process is one of the methods that can be applied by teachers to provide all student needs. This learning is a teaching method in which learners can carry out learning according to their abilities, interests, and needs, so that they can avoid frustration and feeling like failures during the learning process (Qolbi & Susiawati, 2024)

3.2 Islamic Education Teacher

An Islamic religious education teacher is someone who teaches and educates the Islamic religion by guiding, guiding, setting an example and helping to direct his students towards physical and spiritual maturity.

This is in accordance with the goals of Islamic religious education that are to be achieved, which is to guide children to become true Muslims, have firm faith, do good deeds and have noble character, and are useful for society, religion, and the state. Islamic education is an education that can provide life motivation in the lives of students. In this context, the role of Islamic education teachers is very relevant and crucial in ensuring the achievement of these goals. Islamic education teachers hold a great responsibility in shaping the religious character of students. They act as facilitators, leaders, and role models for students in understanding, practicing, and internalizing the teachings of Islam. The role of Islamic Religious Education teachers in the teaching and learning process activities determines the final results of students. Islamic Religious Education Teachers are not only required in teaching but must be able to foster moral norms or ethics of their students. An Islamic Religious Education teacher as an educator is someone who provides lessons and instills moral values to his students so that they can develop knowledge that is adapted to Islamic principles. Students' ethics are an important aspect in human life both in their position as individuals, members of society and the nation. Character strengthening is considered strategic to overcome moral problems in the midst of the complexity of community life. The learning of Islamic religion and morals is oriented to the formation of character with compassion, to all elements of the universe. As an educator, Islamic Religious Education teachers face heavy responsibilities, for which they must have adequate preparation and potential.

Islamic religious education is one of the subjects that must be followed. Islamic religious education is an integral part of Islamic teachings, because Islamic religious education is a subject that develops from the basic teachings of Islam. In terms of educational content, Islamic religious education is a department that is closely related to other subjects that aim to develop students' morals and personality. Islamic religious education training students who believe in the devotion of Allah SWT, are pious, have noble character (noble morals), and have good knowledge of Islam, especially the sources of other Islamic teachings and principles. Islamic religious education not only guides students to acquire a wide range of Islamic studies, but also emphasizes Islamic religious education, which is a way for students to acquire Islamic studies and practice them in daily life in society. In addition, Islamic Religious Education teachers also play a role in shaping students' attitudes, behaviors, and moral values. They provide instruction on ethics, responsibility, mutual respect, tolerance, and social care based on the teachings of Islam. Islamic education teachers are also tasked with creating a conducive learning environment and motivating students to internalize religious values in daily life (Rozak, A. 2023).

3.3 Human Resource Management

Human resource management (HRM) is a process that involves planning, organizing, directing, and controlling all activities related to the procurement of manpower, employee development, compensation, employee maintenance, and termination of employment. This process is carried out based on applicable laws and regulations with the main objective of achieving the goals and objectives of individual employees, the organization, and society as a whole. Human resource management functions to implement integrated human resource planning by considering various challenges and future opportunities, so as to make the organization's human resources competitive and productive. In addition, human resource management also plays a role in optimizing employee effectiveness while improving the quality of their work life by treating employees as valuable assets of the organization. Thus, Human resource management is not only oriented towards productivity, but also towards employee satisfaction and personal progress. The main objective of human resource management is to ensure that the organization is able to obtain and retain a capable, trustworthy, and highly motivated workforce. In addition, human resource management aims to increase employee capacity and contribution through high-performance work systems, management development, and creating a productive and harmonious work climate. Human resource management also seeks to manage a diverse workforce by considering individual and group differences, and ensuring equal opportunities for all employees.

According to some experts, human resource management is a collection of various tasks related to the effort to have, train, develop, motivate, organize, and maintain employees so that the organization can achieve its goals effectively and efficiently. Conceptually, human resource management is different from personnel management because human resource management emphasizes more on the strategic aspects and development of human resources as a valuable organizational asset. Human resource management is multidisciplinary with the support of economics, management, psychology, law, social, and industrial relations, so that it is able to provide broad contributions in workforce management.

4. DISCUSSION

This study identifies a number of significant challenges faced by Islamic Religious Education Teachers (PAI) in adjusting to the implementation of the Independent Curriculum in elementary schools. The Merdeka Curriculum that offers flexibility in the learning process requires PAI teachers to be able to adapt to new student-centered approaches, encourage creativity, and use of technology. However, the results of the study show that PAI teachers face several obstacles that can hinder the effectiveness of the implementation of this curriculum.

First, the lack of special training on the Independent Curriculum is one of the main obstacles. Many PAI teachers feel that they do not have a deep understanding of the principles and learning strategies in the Independent Curriculum. Although the government has provided some training, the frequency and scope are not adequate to meet the needs of teachers in various regions. In some cases, the training provided is too general and lacks focus on the specific challenges faced by teachers in PAI subjects. This causes teachers to lack confidence in implementing new learning methods, such as project-based learning and collaborative approaches (Mulyasa, 2020).

Second, many PAI teachers have difficulty adapting to more interactive and project-based teaching methods, which are the hallmarks of the Independent Curriculum. PAI teachers who are accustomed to a conventional approach that focuses more on lectures or textual teaching face a major challenge in changing their teaching methods. The use of more participatory approaches, such as group discussions and problem-based learning, requires a good understanding of how to facilitate student interaction and encourage critical thinking. Many teachers find this method difficult to apply in PAI learning that is normative and theoretical, so they tend to return to traditional teaching methods (Sanjaya, 2021).

Third, technological limitations are another significant challenge, especially in the context of elementary schools in remote areas. The Merdeka Curriculum strongly encourages the use of technology in learning, for example through online learning platforms and interactive applications designed to enrich students' learning experiences. However, the study found that not all schools have adequate technological infrastructure, such as computers, internet connections, or multimedia aids that PAI teachers can use. In addition, many PAI teachers, especially the elderly, still have limitations in technology skills, so they feel unprepared to use technological tools in the learning process (Raharjo, 2021).

Fourth, challenges also arise in terms of student assessment. The Independent Curriculum demands a more comprehensive assessment and focuses not only on cognitive aspects, but also on the development of affective and psychomotor competencies. PAI teachers who are familiar with written exam-based assessments have difficulty in designing and implementing a more comprehensive assessment system. Many teachers complain about the increased administrative burden because they have to compile various assessment instruments and report student progress in more detail (Suryadi, 2021).

The implementation of the Independent Curriculum has brought major changes in the education system in Indonesia, including for Islamic Religious Education (PAI) teachers in elementary schools. As identified in the results of this study, the challenges faced by PAI teachers in adjusting the new curriculum can be linked to various theories of human resource management (HR). According to Human Resource Development (HRD) theory, human resource development aims to improve individual competencies, abilities, and attitudes in the context of their work. One of the central concepts in HRD is the importance of focused and continuous training to ensure that workers are able to adapt to changes in the work environment, in this case PAI teachers with the demands of the Independent Curriculum.

One of the biggest challenges found is the lack of relevant training for PAI teachers. Based on the results of interviews and surveys, many teachers feel that the training they receive is inadequate in equipping them with the skills needed to implement the Independent Curriculum effectively. In fact, HR management theory states that relevant and targeted training can increase employee productivity and efficiency (Dessler, 2019). The lack of training also creates a sense of uncertainty and doubt in teachers in implementing new learning methods, which ultimately negatively impacts the quality of teaching.

In addition, PAI teachers also face difficulties in adapting to more interactive and project-based teaching methods, which are the hallmark of the Independent Curriculum. According to Change Management theory, resistance to change is common, especially when the change requires new skills or modifications to established ways of working. Teachers who are familiar with lecture methods face the challenge of changing their approach to be more student-centered, which requires the active involvement of students in the learning process. This shows that a more systematic approach to change and supported by continuous training is needed.

In addition to resistance to change, challenges related to technological limitations are also a big problem. The Merdeka Curriculum which emphasizes the use of technology in the learning process cannot be applied optimally without the support of adequate technological infrastructure. This is in line with the Technology Acceptance Model (TAM) theory, which states that technology adoption is influenced by users' perception of the usefulness and ease of use of the technology. When teachers feel that they are not skilled enough in using technology or if schools do not provide supporting facilities, the implementation of the Independent Curriculum will be hampered. This problem is even worse in remote areas with minimal access to the internet and technological devices.

The final challenge identified is the complexity in the student assessment system. The Independent Curriculum demands a more comprehensive competency-based assessment, which includes cognitive, affective, and psychomotor aspects. However, PAI teachers who are not familiar with this assessment model find it difficult to prepare appropriate assessment instruments. According to Performance Appraisal theory, effective appraisal

requires a deep understanding of clear and objective appraisal criteria (Armstrong, 2020). The lack of training in the preparation of competency assessment instruments is a serious obstacle for PAI teachers in evaluating student development as a whole.

4.1 Human Resource Management Strategy

To overcome these challenges, various human resource management (HR) strategies have been implemented in the schools that are the object of the research. Some of these strategies have proven effective in helping PAI teachers adjust to the Independent Curriculum and improve the quality of their teaching.

First, professional development through intensive training is the main solution. Schools that are successful in the implementation of the Independent Curriculum provide ongoing training focused on interactive teaching and the use of educational technology. This training is carried out regularly and involves trainers who have practical experience in implementing the Independent Curriculum in the classroom. One of the schools used as a case study in this study succeeded in reducing the teacher competency gap through a weekly training program that covers various aspects of teaching, including the use of technology and competency-based assessment design (Khasanah, 2021).

Second, mentoring and guidance from senior teachers or more experienced teachers is another strategy that is very helpful. Teachers who are more experienced in implementing the Independent Curriculum in the classroom provide guidance to new teachers or those who are still experiencing difficulties. This approach creates a collaborative culture where teachers learn from each other and share experiences. At one of the schools, the principal has implemented a formal mentoring program where each new teacher is accompanied by a mentor who assists them in designing a lesson plan and providing feedback on their teaching practices. This program helps increase the confidence and competence of PAI teachers in implementing the Independent Curriculum (Raharjo, 2021).

Third, cooperation between teachers or collaboration has also proven effective in overcoming the challenges of the Independent Curriculum. This study found that in schools that encourage collaboration, PAI teachers are more able to share ideas, resources, and learning strategies. For example, teachers can work together to design innovative learning modules or conduct team teaching in the implementation of student projects. This collaboration not only helps in improving the quality of teaching, but also reduces individual workloads because tasks can be shared among teachers (Mulyasa, 2020).

Fourth, several schools have also succeeded in implementing the use of technology gradually. To overcome technological limitations, some schools in remote areas started by using simple technological tools, such as offline downloaded learning videos and projectors. PAI teachers are given basic training in using these tools before finally being introduced to the use of more complex online learning platforms. This gradual strategy helps teachers adapt to technology gradually without feeling burdened by changes that are too fast (Suryadi, 2021).

Fifth, to address the assessment problem, some schools have developed collaborative assessment systems in which PAI teachers work together with teachers of other subjects to design competency-based assessment instruments. This approach allows teachers to get input from their peers on how best to assess students' affective and psychomotor competencies. This system also helps reduce the administrative burden as assessment tasks are divided among several teachers (Khasanah, 2021).

Overall, the results of this study show that the challenges in adjusting PAI teachers to the Independent Curriculum can be overcome through a structured HR management strategy that focuses on professional competence development, collaboration, and gradual adaptation to technology. With the implementation of the right strategy, PAI teachers can be more effective in implementing the Independent Curriculum and achieving the desired learning goals.

4.2 Solution Effectiveness

HR management strategies that have been implemented in several schools have shown mixed results in helping PAI teachers adapt to the Independent Curriculum. One of the most effective solutions is intensive and continuous training. The Continuous Learning Theory emphasizes the importance of continuous learning as part of human resource development (Garavan et al., 2021). Training that focuses on interactive learning methods and the use of technology has succeeded in improving teachers' skills and confidence in implementing the Independent Curriculum. In schools that provide regular training, PAI teachers report a significant improvement in their ability to use technological tools and design student-centered learning.

The HR management strategy implemented to support PAI teachers in adopting the Independent Curriculum has proven to have a positive impact in various contexts. Technology-based training, such as the use of Learning Management Systems (LMS), online training modules, and virtual classes, has improved teachers' skills in integrating technology into learning, especially in Islamic educational institutions and Islamic boarding schools (Musyaffa et al., 2023). This strategy is in line with the needs of the Independent Curriculum which demands contextual and digital learning.

In addition to training, mentoring between teachers is a very effective strategy in building a collaborative culture and increasing teacher readiness. In a recent study, mentorship from senior teachers to peers was shown to increase teachers' confidence and ability to design and implement project-based learning models and competency-based assessments (Purnomo & Mukhlisin, 2024). This collaboration has also been proven to strengthen teachers' adaptation to curriculum changes through the sharing of good practices and resources.

Gradual solutions in the use of technology also play an important role, especially in areas with limited infrastructure. The use of simple tools such as offline learning videos before transitioning to online platforms allows teachers to adapt without excessive pressure, accelerating the adoption of technology in learning (Jenita et al., 2022). This phased approach also minimizes change resistance and increases the effectiveness of technology training.

However, challenges are still seen in the assessment aspect. Although cross-subject collaboration to compile assessment instruments has been tried, PAI teachers still require special training in compiling affective and psychomotor assessments. This shows that an effective HR management strategy requires not only general training, but also more specific and contextual competency development (Nasution, 2024).

Overall, the effectiveness of HR management solutions is highly dependent on the continuity of implementation, infrastructure support, and school context. With an adaptive approach and based on the real needs of teachers, HR management strategies can accelerate the successful implementation of the Independent Curriculum in Islamic religious education.

4.3 The Role of Schools and Government

Schools have a strategic role in implementing the Independent Curriculum for PAI teachers by creating an environment conducive to learning innovation. School principals, as educational leaders, are required to provide direct support through classroom observation, teacher training facilitation, and the development of learning programs based on Islamic values. Research shows that school principals who actively evaluate and integrate religious education with extracurricular activities are able to improve the quality of students' character education and the effectiveness of PAI teaching (Indana, Jannah, & Fatikah, 2019). In addition, schools are also responsible for providing adequate learning facilities and resources to encourage teachers' creativity.

From the government's side, the role carried out includes education policies, funding, and professional development of PAI teachers. A study by Mustakim (2019) emphasizes the importance of government support in the form of continuous training, the provision of infrastructure, and the improvement of textbooks so that teachers are more free to innovate in teaching. The government is also expected to actively facilitate communication between policy makers and implementers in the field, so that the curriculum is designed in accordance with the reality of education in schools. In the context of Islamic boarding schools and madrasas, the implementation of the 2019 Islamic Boarding School Law is an important milestone, because it guarantees financial assistance and recognition of the typical curriculum of Islamic boarding schools in the national education system (Azzahra, 2020).

Another study highlights the importance of strengthening Islamic education data and information systems so that policies are more targeted. The government needs to build a good education management system through EMIS (Education Management Information System) to ensure the accuracy of data on teachers, students, and the needs of madrasas or Islamic boarding schools (Azzahra, 2020). With accurate information, the government can design training, assistance, and regulations that are in accordance with the real conditions in Islamic-based schools.

In general, collaboration between schools and the government is crucial in ensuring the successful implementation of the Independent Curriculum, especially for PAI teachers. Without structural support and adaptive policies, innovation at the teacher level will not develop optimally.

5. CONCLUSION

It can be concluded that Islamic Religious Education (PAI) teachers in elementary schools face various challenges in implementing the Independent Curriculum. Key challenges include a lack of relevant training, limited technology mastery, difficulties in transforming teaching methods to be more interactive and project-based, and complexities in competency-based assessment systems. These limitations lead to low readiness of teachers to adopt a more flexible and student-centered learning approach in accordance with the demands of the new curriculum.

To overcome these challenges, human resource management (HR) strategies such as continuous training, mentoring programs between teachers, collaboration in the preparation of materials and assessments, and the gradual adoption of technology have proven effective in improving the competence of PAI teachers. In addition, active support from school principals and responsive government policies are crucial in creating an environment that supports teacher innovation and professional development. With the implementation of the right HR

management strategy, PAI teachers can be better prepared to implement the Independent Curriculum effectively and meaningfully.

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