The Effect of the Implementation of the Independent Curriculum on the Learning Motivation of Class XI Students of UPT SMA Negeri 1 Sinjai

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ABSTRACT

This study discusses the influence of the implementation of the Independent Curriculum on the learning motivation of students in class XI of UPT SMA Negeri 1 Sinjai. This topic is important because the Independent Curriculum is designed to create learning that is flexible, student-centered, and able to enhance the spirit of learning through meaningful experiences. The main problem studied is the extent to which the implementation of the Independent Curriculum can affect the level of students' motivation to learn. The objectives of this research include: describing the implementation of the Independent Curriculum; describe the learning motivation of students; and analyzing the influence of the implementation of the Independent Curriculum on the learning motivation of grade XI students. This study uses a quantitative method with an ex post facto approach. The research sample amounted to 75 respondents who were selected through the proportionate stratified random sampling technique. Data was collected using questionnaires and documentation, then analyzed using descriptive and inferential analysis techniques. The results of the study show that the implementation of the Independent Curriculum is in the medium category, especially in the aspect of learning evaluation which still needs to be improved. Students' motivation to learn is also moderate, especially in terms of the learning environment and internal encouragement. The t-test showed a positive and significant influence between the implementation of the Independent Curriculum and learning motivation. These findings affirm the importance of improving the quality of learning evaluation to strengthen students' motivation and learning outcomes.

Keywords: *Implementation, independent curriculum, learning motivation*.

1) INTRODUCTION

Education is the main pillar in the development of quality human resources (HR). Along with the times, the education system in Indonesia faces various challenges, ranging from access gaps, learning quality, to the demands of improving competencies in the 21st century (Mawati & Arifudin, 2023). These changes are even more evident after the COVID-19 pandemic which triggered major transformations in the learning process, such as the shift towards digital learning, increasing access

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gaps, and learning achievement crises (Irsyad Zamjani et al., 2024). This condition encourages the government to reform the curriculum as a strategic step to improve the quality of national education.

The curriculum according to Law Number 20 of 2003 concerning the National Education System is a set of plans and arrangements regarding the objectives, content, and subject matter as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals (Indonesia, n.d.). Curriculum as substance, is a document that contains a formulation of objectives, teaching materials, teaching and learning activities, schedules and evaluations that include personnel structures, and work procedures on how to compile a curriculum, implement, evaluate, and improve it (Rifa'i et al., 2022). The curriculum is a plan to support the learning activity process in which it contains a formulation of learning objectives, teaching materials, formulations, learning activity schedules, and learning evaluations (Cholilah et al., 2023).

One of the efforts made is the presence of an independent curriculum, a curriculum that is designed to be more flexible, student-centered, and emphasizes competency and character development (Hastasasi et al., 2024). This curriculum emerged in response to various evaluations of the previous curriculum which was considered not fully able to accommodate the needs of the times (Rosad, 2019). The Independent Curriculum provides flexibility to schools and educators to adapt the learning process to the abilities, interests, and needs of students (Susilowati, 2022). Through this approach, it is hoped that learning can take place more meaningfully, interactively, and relevantly.

The independent curriculum is a curriculum with intracurricular learning with a variety of content that will be more optimal so that students have enough time to explore concepts and strengthen competencies. Educators have the flexibility to choose various teaching tools so that learning can be adjusted to the learning needs and interests of students (Farhan, 2022) The independent curriculum is one part of the learning recovery effort, previously the independent curriculum was referred to as a prototype curriculum which was then developed as a more flexible curriculum framework, while still focusing on essential materials and character and competency development learners (Pillawaty et al., 2023).

However, the successful implementation of a curriculum does not only depend on its design, but also on how it is implemented in schools. One of the important aspects in the successful implementation of the independent curriculum is the learning motivation of students (A. Octavia, 2020). Learning motivation is an internal and external drive that affects students' willingness to strive

to achieve learning goals (Ernata, 2017). Good motivation will be reflected in the activeness of students, perseverance in completing assignments, high interest in learning, and involvement in the learning process. On the other hand, low motivation to learn can have an impact on low achievement, lack of participation, and the inability of students to achieve the set competencies (Neng, 2022).

Learning motivation is a person's psychological drive to perform an action to achieve a certain goal (Ernata, 2017). The essence of learning motivation is internal and external encouragement in students who are learning to make behavior changes with indicators or supporting elements (Titi Lestari, 2020). Learning motivation functions as a driving force in students to encourage learning activities, ensure that activities continue, and provide direction until learning goals can be achieved (Javanisa et al., 2022).

The relationship between the implementation of the Independent Curriculum and learning motivation is an important issue considering that this curriculum conceptually aims to increase students' independence, creativity, and active participation (Desi et al., 2022). However, in practice, the implementation of the new curriculum often faces various obstacles, such as school readiness, teacher competence, infrastructure, and student adaptation to a form of learning that requires more active involvement (Widayati et al., 2020). This condition can affect the level of students' motivation to learn both positively and negatively.

This can be seen in the context of UPT SMA Negeri 1 Sinjai which has started implementing the Independent Curriculum since 2021 with a change in the level of independence. Based on initial observations, it was found that before implementing the Independent Curriculum, some students were less motivated due to limitations in choosing subjects according to their interests and talents. The strict majoring system makes some students have to study areas they do not like, resulting in low interest and involvement in learning. In addition, this school also implements a full day school system, which although it provides longer learning time, also causes fatigue and boredom in some students.

When the independent curriculum is implemented, several problems still arise, such as students' adaptation to a large number of subjects, the demands for creativity in assignments, and the heavy learning load (Ismiatun et al., 2022). From the educator side, the limitations of facilities and infrastructure as well as the variety of use of learning media are also challenges in creating learning that is able to motivate students optimally. The Independent Curriculum is able to influence the learning motivation of students, including research that has been conducted by Voni et al., (2022)

which shows that there is an influence of the independent learning curriculum variables on the variables of student learning motivation. With the implementation of this new curriculum, there are positive and negative influences felt by students. On the positive side, this curriculum accustomed students to be independent in learning, but on the negative side, namely there was a decrease in student motivation in the independent learning curriculum, they were asked to be creative and innovative.

Further research from Lince (2022), based on the research that has been conducted, shows the results, namely the implementation of the independent curriculum to increase students' learning motivation in learning activities that have taken place properly and have increased in each semester, the implementation of the independent curriculum in an effort to increase learning motivation is known by a learning process that runs smoothly, where teachers play the role of motivators, facilitators, and mediators for students so that they have enthusiasm in participating in learning, with the existence of the role of educators to be motivators, facilitators, and mediators, student activities during learning process activities get a positive impression, and the environment during the learning process becomes more interactive which makes student learning outcomes increase. Students' motivation to learn can be grown with interesting learning media and create a learning atmosphere that makes them not feel bored. From this, one of the alternatives that can be done is to provide interesting and fun learning to students so that they can actively interact directly and provide space for students to learn so that they can avoid a monotonous learning process. These findings reinforce the importance of examining how the Independent Curriculum is implemented and how the implementation affects students' learning motivation in a particular school context.

Based on these various backgrounds, this research is important to understand the extent to which the implementation of the Independent Curriculum affects the learning motivation of students, especially at UPT SMA Negeri 1 Sinjai which is one of the schools implementing the Independent Curriculum in Sinjai Regency. This research aims to: (1) Describe the implementation of the Independent Curriculum; (2) Describe the learning motivation of grade XI students; and (3) Analyze the influence of the implementation of the Independent Curriculum on students' learning motivation.

2) METHODS

This study uses a quantitative approach with an ex post facto design, which is a design used to research the cause-effect relationship. The research method is an ex post facto research method. Ex post facto research is research with independent variables that has occurred when the researcher starts

with the observation of bound variables in a study (Sugiyono, 2017). The research was carried out at UPT SMA Negeri 1 Sinjai which is located at Jl. Persatuan Raya No. 13, Balangnipa, North Sinjai, South Sulawesi because this school has implemented an independent curriculum in all classes XI so that it allows researchers to obtain relevant and representative data.

The research population is all students of class XI which totals 303 people from 9 classes, and to ensure proportional representation of each class, the sampling technique used is proportionate stratified random sampling, which is a sample consisting of sub-sub-samples whose balance follows the balance of sub-sub-populations (Abubakar, 2021) with a sample of 25% of the population, which is 75 students. Data was collected using two techniques, namely questionnaire and documentation. The questionnaire was compiled using the Likert Scale with five alternative answers. The collected data was analyzed through two stages, namely descriptive and inferential statistical analysis. Descriptive statistics are used to describe data and inferential statistical analysis is used to test hypotheses regarding the influence of variable X on variable Y. In the implementation of research, ethical considerations of research are maintained through giving consent to respondents, maintaining identity confidentiality, and ensuring that filling out questionnaires is done voluntarily without risk to students.

3) RESULTS AND DISCUSSION

Result

a. Descriptive Analysis of the Implementation of the Independent Curriculum

Table 1: *Interpretation of Respondent Scores of Independent Curriculum Implementation Variables (X)*

Guidelines	Interval	Category	Frequency	Presentase
$X \geq (\mu + 1\sigma)$	$X \geq 87$	Tall	11	14.7%
$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$67 \leq X < 87$	Keep	54	72%
$X < (\mu - 1\sigma)$	$X < 67$	Low	10	13.3%
Sum			**75**	**100%**

Source: Data processed by researchers (2024)

Based on the results of the categorization above, it can be seen that 11 respondents were in the high category with a percentage of 14.7%, in the medium category as many as 54 respondents with a percentage of 72%, and 10 respondents with a percentage of 13.3%. Thus, the conclusions obtained

for the interpretation of the variables of the implementation of the independent curriculum in class XI have the highest value in the medium category.

The high category shows that the implementation of the independent curriculum has been implemented very well at UPT SMA Negeri 1 Sinjai, the medium category shows that this school has implemented the independent curriculum well such as learning planning, especially in intracurricular learning according to the needs of students, the implementation runs according to the initial planning, and evaluations/assessments carried out periodically by educators. Meanwhile, the low category shows that the implementation of the independent curriculum is still less than optimal in the implementation of planning, implementation and evaluation of learning.

The implementation of the independent curriculum at UPT SMA Negeri 1 Sinjai on all subjects in this study is in the medium category. The level of the student category is greatly influenced by the aspects that exist in the implementation of the independent curriculum, therefore, the implementation of the independent curriculum for class XI UPT SMA Negeri 1 Sinjai needs to be improved and developed starting from planning, implementation, and evaluation activities. To describe how much the level of implementation of the independent curriculum is in learning activities in class XI of UPT SMA Negeri 1 Sinjai, we can consider several factors. From the results of the analysis of the implementation of the independent curriculum, it is described in the following table:

Table 2: *Descriptive Results of Variable Indicators of Implementation of the Independent Curriculum*

Indicator	Average (100%)	Category
Planning	78.08	Good
Implementation	76.21	Good
Evaluation	75.66	Good

Source : Data Processed by Researchers (2024)

Data on the implementation of the independent curriculum reflects a positive picture in the context of its implementation. Based on the categorization of variable indicators of the implementation of the independent curriculum, the results were obtained that planning was in the high category with an average of 78.08 which means that intracurricular learning planning at SMA Negeri 1 Sinjai has been implemented very well, while the evaluation was in the low category with an average of 75.66 which means that the evaluation activities of intracurricular learning in grade XI at UPT SMA Negeri 1 Sinjai still need to be improved.

b. Descriptive Analysis of Learning Motivation of Students in Class XI UPT SMA Negeri 1 Sinjai (Y)

The analysis of the categorization of learning motivation of students in class XI of UPT SMA Negeri 1 Sinjai is presented in the following table:

Table 3: *Interpretation of Respondent Scores of Learning Motivation Variables (Y)*

Guidelines	Interval	Category	Frequency	Presentase
$X \geq (\mu + 1\sigma)$	$X \geq 89$	Tall	15	20%
$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$69 \leq X < 89$	Keep	50	66.7%
$X < (\mu - 1\sigma)$	$X < 69$	Low	10	13.3%
Sum			**75**	**100%**

Source : Data processed by the researcher (2024)

Based on the results of the categorization above, it can be seen that 15 respondents were in the high category with a percentage of 20%, in the medium category as many as 50 respondents with a percentage of 66.7%, and 10 respondents with a percentage of 13.3%. Thus, the conclusions obtained for the interpretation of the variables of the implementation of the independent curriculum in class XI have the highest value in the medium category.

The high category shows that the students' motivation to learn is very good at UPT SMA Negeri 1 Sinjai. The medium category shows that the learning motivation of grade XI students is in good condition, which includes aspects that exist in learning motivation, namely the desire and desire to succeed, the drive to achieve and the need for learning, future hopes and ideals, appreciation in learning, interesting and fun learning activities, and a conducive learning environment. Meanwhile, the low category shows that the implementation of the independent curriculum is still less than optimal in the implementation of learning activities in the classroom.

The learning motivation of students in class XI of UPT SMA Negeri 1 Sinjai in all subjects in this study is in the medium category. The level of the student category is greatly influenced by the aspects that exist in the student's learning motivation. These aspects are the desire and desire to succeed, the drive to excel and the need for learning, future hopes and ideals, rewards in learning, interesting and fun learning activities, and a conducive learning environment. To describe how much the level of learning motivation of students in class XI of UPT SMA Negeri 1 Sinjai can be seen the results of the analysis of learning motivation described in the following table:

Table 4: *Categorization of Learning Motivation Variable Indicators*

Indicator	Average (100%)	Category
Desire and desire to succeed	82.93	Tall
Motivation for achievement and learning needs	77.76	Keep
Future hopes and aspirations	81.28	Tall
Rewards in learning	80.96	Tall
Interesting and fun conservation activities	76.90	Keep
Conducive learning environment	75.25	Keep

Source : Data processed by the researcher (2024)

Based on the categorization of the indicators of learning motivation variables, the results were obtained that the desire and desire to succeed were in the highest category which means that students at UPT SMA Negeri 1 Sinjai have great motivation and determination to achieve their personal and academic goals, while the conducive learning environment is in the lowest category so that the environment that supports the teaching and learning process needs to be improved again.

c. The Effect of the Implementation of the Independent Curriculum on the Learning Motivation of Class XI Students at UPT SMA Negeri 1 Sinjai

This section is to answer the formulation of the third problem. The analysis used was inferential statistical analysis using IBM SPSS Statistics 25. The linear regression equation of X to Y can be written in the form Y = a + bX, this equation shows the direction of the influence of X on Y whether it has a positive or negative value. Based on the results of the manual tests that have been carried out, a kostanta score of 37,626 and an equation coefficient of 0.540 is obtained. So the regression equation can be written as follows:

$$Y = a + bX = 37.626 + 0.540X.$$

The coefficient b is called the regression coefficient and expresses the change in the average of the variable Y for each change in the X variable by one unit. This change is an increase when b is positive and a decrease when it is negative. So that the above equation can be translated as follows:

1. The constant of **37,626** means that if the value of the implementation of the independent curriculum (X) is equal to zero (no change), then the value of the students' learning motivation (Y) is 37,626.
2. The regression coefficient of X of **0.540** states that every time 1 value is added to the implementation of the independent curriculum, the learning motivation value is increased by 0.540. or in other words "If the independent variable (X) increases by one unit, then the bound variable (Y) can be predicted to increase by 0.540 units at constant 37.626".

Table 5: *Results of the Linear Regression Equation Test*

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Itself.
		B	Std. Error	Beta		
	(Constant)	37.626	7.964		4.725	.000
	IMPLEMENTATION OF THE INDEPENDENT CURRICULUM	.540	.103	.524	5.253	.000

Source : SPSS Analysis Results (2024)

In addition to being able to illustrate the regression equation, this analysis can also display a significant test with the t-test, namely to find out whether there is a real (significant) influence between the two variables, namely the variable of the implementation of the independent curriculum (X) on the variable of learning motivation (Y). The hypothesis can be formulated as follows:

1. H0 : There is no significant influence between the variables of the implementation of the independent curriculum (X) and the variable of learning motivation (Y).
2. H1: There is a significant influence between the variables of the implementation of the independent curriculum (X) and the variable of learning motivation (Y).

Based on the analysis of IBM SPSS Statistics 25 above, the tcal value was 5,253, while the ttable value (α/2)(n-2) was 1,666. Because the tcal value is more than the ttable (5,253 > 1,666). Thus, from the results of the analysis, it can be concluded that Ho is rejected and H1 is accepted where there is

significant influence of the variable of the implementation of the independent curriculum (X) on the variable of student learning motivation (Y) kels XI at UPT SMA Negeri 1 Sinjai.

After it is known that the variable of the implementation of the independent curriculum (X) has an effect on learning motivation (Y), the next step is to find out how much contribution the variable of the implementation of the independent curriculum (X) gives to the variable of learning motivation (Y) of students through the determination coefficient (R2 test) in the summary table.

Table 6: *Determination Coefficient Test Results*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.524a	.274	.264	8.564

Source : SPSS Analysis Results (2024)

Based on the table above, the analysis results obtained an R Square value of 0.274. The amount of contribution or contribution given by variable X to variable Y can be seen in the summary model table with an R Square value of 0.274 (0.274 x 100% = 27.4%) or contributes 27.4% to students' learning motivation, while the remaining 72.6% is influenced by other variables that are not explained in this study.

Discussion

1. Implementation of the Independent Curriculum in Class XI of SMA Negeri 1 Sinjai

The results of the descriptive analysis showed that the implementation of the Independent Curriculum in class XI students of SMA Negeri 1 Sinjai was in the medium category with a percentage of 72%. This category shows that the implementation of the Independent Curriculum has gone quite well, although some aspects, especially learning evaluation, need improvement. Three main indicators that describe the implementation of the curriculum, namely planning, implementation, and intracurricular evaluation, are the basis for the assessment.

The Merdeka Curriculum is designed to provide flexibility for educators in designing learning objectives, provide sufficient time for students to deepen concepts, and encourage the implementation of differentiated learning. In this school, the planning indicator obtained the highest score, which shows that the educators have prepared a systematic learning planning document, including learning objectives, learning objectives flow, and teaching modules that meet the needs of students. The learning objectives formulated are also aligned with learning outcomes, thus helping teachers to

develop structured learning flows. This clarity of planning is the main strength in the implementation of the curriculum and needs to be maintained.

In the implementation aspect, learning has led to a differentiated approach. Teachers adjust learning methods, strategies, and activities based on students' needs, interests, and learning styles. This creates a more relevant learning experience, allows learners to develop their potential and creativity, and provides space for more independent learning. Nevertheless, consistency in the implementation of differentiation strategies still needs to be strengthened so that students' learning experiences are more optimal.

The evaluation aspect is the indicator with the lowest score. These findings suggest that formative assessments that are supposed to provide feedback during the learning process have not been implemented regularly. Evaluations tend to focus on summative assessments, so that the development of the learning process of students is not fully monitored. Limitations in the use of formative assessments can hinder teachers from making continuous learning adjustments, and make students lose the opportunity to know and correct their weaknesses. Therefore, improving the quality of evaluation is very important so that learning runs more effectively and provides a comprehensive picture of student development. With improvements in the aspect of evaluation and consolidation of the implementation of differentiation, the implementation of the Independent Curriculum at UPT SMA Negeri 1 Sinjai has the potential to be more effective in supporting the achievement of more optimal learning outcomes.

2. Learning Motivation of Class XI Students at UPT SMA Negeri 1 Sinjai

Learning motivation is an internal and external motivation in students who are learning to make behavior changes (Rahman, 2021). The theory of learning motivation used in this study is the theory of learning motivation developed by Hamzah B. Uno. He said that learning motivation is divided into two, namely intrinsic motivation and extrinsic motivation. The indicators used are (1) the desire and desire to succeed, (2) the motivation and need for learning, (3) the existence of future hopes and ideals, (4) the appreciation of learning, (5) the desire to be interesting and fun in learning, and (6) the existence of a conducive learning environment.(Uno, 2023) The first three indicators fall into the category of intrinsic motivation, while the last three fall into the category of extrinsic motivation.

The learning motivation of grade XI students is in the medium category with an average score of 79.13 or 66.7%. This category shows that students have quite good motivation, even though it is not optimal. Learning motivation in this study refers to Hamzah B. Uno's theory which divides it into intrinsic motivation (motivation from within) and extrinsic motivation (motivation from outside oneself). The highest valued indicator is the desire and desire to succeed. This shows that students have a strong commitment to achievement and are willing to strive to achieve learning goals. High achievement on this indicator is an important strength because intrinsic motivation is the main basis for long-term learning success. Future expectation and reward indicators also show quite high values. Students have clear goals and use them as an encouragement to keep trying. In addition, awards and feedback from teachers contribute to increasing the spirit of learning. Students feel more motivated when their efforts are appreciated, both through praise and recognition for the efforts that have been made.

However, the learning environment indicator scored the lowest. Some students feel that the learning environment is still uncomfortable, teacher-student interaction is not optimal, and some learning facilities are not fully supportive. A less conducive learning environment can reduce students' motivation and make them less active in learning. This shows the need to improve aspects of the physical environment, learning interaction, and comfort of the learning space.

Indicators of engaging and fun learning activities and encouragement to excel also require attention. Monotonous learning can reduce students' interest, so teachers need to develop more varied and interactive methods, such as group discussions, case studies, the use of digital media, or project activities. The drive to excel also needs to be strengthened through the habit of self-reflection, the provision of proportionate learning challenges, and continuous guidance from teachers. Overall, students' learning motivation is in a fairly good condition, but improvements in external factors and learning experiences are needed to achieve optimal motivation.

3. The Effect of the Implementation of the Independent Curriculum on the Learning Motivation of Grade XI Students at UPT SMA Negeri 1 Sinjai

After a descriptive analysis of the implementation of the independent curriculum on the learning motivation of grade XI students at UPT SMA Negeri 1 Sinjai, an inferential statistical analysis was carried out by conducting a simple linear regression test. The results of a simple linear regression test showed that the implementation of the Independent Curriculum had a significant effect on students'

learning motivation. The regression equation obtained was Y = 37.626 + 0.540X, with a tcal value = 5.253 greater than ttable = 1.666, and a significance value of 0.000 < 0.05. Thus, H0 is rejected and Ha is accepted, which means that the implementation of the Independent Curriculum significantly affects students' learning motivation. The contribution was 27.4%, while the other 72.6% was influenced by other factors that were not studied, such as family environment, psychological conditions, teaching methods, or social support.

The results of the analysis showed that the better the implementation of the curriculum, especially in the aspects of planning and implementation, the higher the students' motivation to learn. Learning that meets the needs of students, meaningful learning experiences, and the freedom to develop their potential through a differentiated approach has been proven to increase their enthusiasm for learning. These findings are in line with research by Sari et al., (2022) which shows a positive and strong relationship between the implementation of the Independent Curriculum and learning motivation. Likewise, research by Voni et al., (2022) revealed that an independent curriculum can increase learning independence, although some students experience a decrease in motivation when required to be more creative and innovative. This shows that the implementation of the curriculum requires intensive assistance so that students can adapt optimally.

Another study by Rahmadhani et al., (2022) highlights the impact of the transition from the 2013 Curriculum to the Independent Learning Curriculum on students' learning interests. The results of the study show that there are positive impacts in the form of improving students' ability to keep up with the times through the support of educational institutions, as well as negative impacts such as a decrease in the quality of learning due to unstable curriculum adaptation. Lince, (2022) in his research also emphasized that the implementation of the independent curriculum to increase students' learning motivation can be seen from the role of teachers as facilitators, mediators, and motivators that are very important in fostering students' enthusiasm for learning. With the involvement of teachers who are more active in guiding, students' activities and responses during learning increase, which has an impact on improving learning outcomes.

Overall, the implementation of the Independent Curriculum has a significant influence on students' learning motivation. To maximize this influence, schools need to strengthen support for educators, improve the quality of learning evaluation, and adjust the implementation of the curriculum to the characteristics of students and local school conditions.

4) CONCLUSIONS

The implementation of the independent curriculum in class XI students of SMA Negeri 1 Sinjai is in the medium category, with an average score of 76.84 out of a maximum score of 93. Students' learning motivation is also in the medium category with an average of 79.13 out of a maximum score of 94. Inferential analysis shows that the implementation of the Independent Curriculum has a positive and significant influence on students' learning motivation, as evidenced by a tcal value of 5.253 which is greater than the table of 1.666 and a significance value of 0.000 < 0.05, so that H_0 is rejected and H_1 is accepted. The contribution of the influence of the implementation variables of the Independent Curriculum on learning motivation was 27.4%, while the remaining 72.6% was influenced by other factors outside the research variables. These results confirm that the quality of curriculum implementation can provide a meaningful boost to students' motivation to learn.

Implicitly, this study shows that improving the quality of the implementation of the Independent Curriculum, especially in the aspects of intracurricular learning and learning evaluation, is very important to be carried out by UPT SMA Negeri 1 Sinjai to ensure that the learning process is able to provide meaningful experiences while increasing students' motivation to learn. More effective learning evaluations not only help measure achievement, but also provide feedback that can encourage learners to improve and develop their abilities. For the next researcher, this study opens up opportunities to examine the implementation of the Independent Curriculum more comprehensively, not only focusing on students, but also on teachers, learning facilities, school environment, and other factors that have the potential to affect the quality of learning and various aspects of student development.

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