Research Article

Impact of Implementation Merdeka Curriculum on Improving Competence and Performance Christian Religious Teachers Based on Mark 1:21-28 in City of South Tangerang

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Abstract: This study aims to examine the impact of the implementation of the Merdeka Curriculum on improving the competence and performance of Christian Religious Education teachers based on Mark 1:21–28 in South Tangerang City. The Merdeka Curriculum, launched in 2022, was designed as a solution for student-centered and differentiated learning. The research focuses on analyzing teachers' lack of understanding in preparing differentiated learning, the suboptimal imple-mentation of project-based learning, and the relationship between the implementation of the Merdeka Curriculum and the improvement of teachers' competence and performance. The study was conducted within the Ministry of Religious Affairs, South Tangerang City, Banten Province, with a population of 61 Christian Religious Education teachers. Data were collected through questionnaires and analyzed using Microsoft Excel 2010 and SPSS 25 for Windows with a quantita-tive approach, regression analysis, and linearity testing. The results show that the implementation of the Merdeka Curric-ulum has a positive impact on teacher competence (87.2%) and performance (86.3%). These findings align with Jesus' teaching principles in Mark 1:21–28, namely authoritative teaching that produces tangible impact, serving as a theological foundation for improving teaching quality. In conclusion, the better the implementation of the Merdeka Curriculum, the higher the competence and performance of Christian Religious Education teachers in South Tangerang City.

Keywords: Authoritative Teaching; Christian Religious; Merdeka Curriculum; Teacher Competence; Teacher Performance

1. Introduction

The quality of education in Indonesia is still far from perfect. That is why the government continues to pay attention to every element in educational institutions, including educators and students, as well as the school environment and the learning process presented through the curriculum used. This is because the quality of education is determined by the teaching and learning process that takes place in every classroom. The curriculum is the soul of education, an important element that guarantees the quality of education.

After the 13th curriculum, the government has once again introduced and launched the latest innovation in the world of education, namely the latest curriculum called the independent curriculum, which is based on the philosophy of independent learning. The impact of the implementation of the independent curriculum cannot be separated from the role and management of teachers or educators in their efforts to achieve the educational objectives contained in the learning modules.

With the introduction of the new curriculum, every educational institution and teacher is expected to adapt and provide comfort for every student. However, behind these changes, there are new challenges and impacts for teachers at every level of education. These challenges are not only related to administration but also to the career paths of teachers who serve in every school. With the introduction of the Merdeka Curriculum, the Ministry of Education and Culture (Kemendikbud Ristek) has opened registration for the implementation of the Merdeka Curriculum to all educational institutions. On 30 January 2025, an interview was conducted with Mrs. Sartini, Head of the Working Group for Supervision of Christian Education at the Senior High School Level, and subsequently abbreviated as Pokjawas PAK. In addition, the South Tangerang City Christian Education Organiser also stated that most Christian teachers are still not civil servants or permanent teachers. However, the government continues to strive to provide the best, especially in the current implementation of the Merdeka Curriculum, which requires special training.

Based on the background, the problems that can be identified in the preparation of this scientific paper are as follows. First, the lack of understanding among Christian religion teachers in preparing and designing differentiated learning that is in line with Christian values and the needs of students. Second, obstacles in learning assessment that require the role of creative teachers. Because the Merdeka Curriculum is student-centred, teachers experience limitations in their skills in designing instruments that are appropriate to the characteristics of students. Third, suboptimal implementation of learning in response to a more student-centred curriculum, especially project-based learning. Fourth, inadequate development and training for teachers in South Tangerang City to comprehensively improve their teaching skills and performance in relation to the implementation of the Merdeka Curriculum. Fifth, lack of government support in providing the necessary resources and budget. Although there is assistance from the government, there are still shortages and limitations.

Thus, the formulation of the problem can serve as a reference for the problems observed clearly. Therefore, the problem formulation is as follows. First, what is the impact of the lack of understanding of Christian religion teachers in preparing and designing differentiated learning for the achievement of student learning outcomes in South Tangerang City? Second, what are the factors causing the suboptimal implementation of student-centred learning, especially in the context of project-based learning among Christian religion teachers in South Tangerang City? Third, how has the implementation of the Merdeka Curriculum improved the competence and performance of Christian religion teachers based on Mark 1:21-28 in South Tangerang City?

A well-conducted study yields beneficial results for its readers. This research is expected to add to the knowledge, particularly in studies and theories related to the Merdeka Curriculum implemented and carried out by educational institutions. It is hoped that the results of this research can serve as useful information. The theoretical benefits of this research in thesis writing can be beneficial to several parties, as follows. First, for the STT Kadesi Bogor institution and all STT Kadesi Bogor students to be enthusiastic, actively involved, and collaborative in implementing the Merdeka Curriculum. It can serve as a reference or discussion material in general, as well as a reference for future researchers in conducting research. Second, for all senior high schools in South Tangerang City and teachers to serve as a reference and in evaluating the impact of the implementation of the Merdeka Curriculum, especially in improving the competence and performance of Christian religion teachers. Practically, the objectives are as follows. First, it is hoped that the results of this study can contribute to the Christian Education Office of the Ministry of Religion of Tangerang Selatan City and all senior high schools under its jurisdiction to implement and apply the Merdeka Curriculum effectively and in accordance with the needs of students. Second, for all Christian religion teachers to further strengthen the implementation of the Merdeka Curriculum to enhance their competencies and performance in delivering lessons in the classroom, while aligning with Christian values in Tangerang Selatan City..

2. Preliminaries or Related Work or Literature Review

The first part is variable Y1 Christian Teacher Performance. Teacher performance is the ability of teachers to achieve learning objec-tives as seen from their performance in the teaching and learning process (Didi Pianda: 2018). Meanwhile, according to La Ode (2021), teacher performance is an achievement that can be demonstrated in carrying out tasks based on skills, experience, sincerity, and available time. It can be concluded that Christian religion teacher performance is the ability possessed by a teacher in carrying out teaching duties and

is demonstrated through the implementation of teaching and learning activities to achieve learning objectives related to work quality, speed and accuracy, initiative, ability, and communication.

According to Supardi (2013), there are six dimensions that serve as benchmarks for assessing performance, namely the ability to de-velop lesson plans, implement learning, establish interpersonal relationships, assess learning outcomes, implement enrichment pro-grammes, and conduct remedial programmes. Meanwhile, according to Saud (2013), there are four aspects that serve as benchmarks for teacher performance, namely planning the learning process, implementing, leading, and managing the learning process. Therefore, the re-searcher concluded to take three aspects from several similar indicators from the experts, including the ability to develop and plan learning, the ability to implement learning, and the ability to assess learning.

The second part is variable Y2, Christian Religious Education Teacher Competence. According to Didi (2007), competence is a char-acteristic that underlies an individual's effectiveness in their work or a basic characteristic that has a causal relationship or is the cause of criteria used as a reference for effectiveness or superior performance in the workplace or in certain situations. According to Kunandar (2010), competence is a set of intelligent, responsible actions possessed by a teacher as a requirement for performing certain work tasks. It can be concluded that teacher competence is a set of basic abilities that a teacher must possess in terms of quality as a requirement for carry-ing out teaching duties and responsibilities.

Teacher competence is something that describes the qualifications or abilities of a teacher. As professional and qualified educators, teachers have the duty to educate, guide, direct, train, and evaluate students. According to Rina (2019) in her book on teacher competence, there are several elements contained in the concept of competence, namely: 1) knowledge, cognitive awareness; 2) understanding, cognitive and affective depth of individuals; 3) ability, something that students possess to carry out the tasks assigned to them; 4) values, behavioural standards that have been believed and psychologically integrated into a person; 5) attitude, feelings or reactions to stimuli from outside; 6) interest, a person's tendency to perform an action. According to Law Number 14 of 2005, Article 10, Paragraph 1, regarding Teachers and Lecturers, competencies consist of four components: pedagogical, personal, social, and professional competencies. Based on the above, the competencies of a Christian religion teacher are a set of basic abilities that a Christian religion teacher must possess as qualifications to perform their duties and services to students, focusing on pedagogical, personal, professional, social, and spiritual competencies.

The third part is variable X, the Merdeka Curriculum. According to Ayi Suherman (2023), the Merdeka Curriculum is a curriculum with diverse intraschool learning where content is optimised so that students have sufficient time to delve into concepts and strengthen com-petencies. Meanwhile, according to Pontjowulan, the Merdeka Curriculum is a policy designed by the government to make a breakthrough in the quality of education in order to produce students and graduates who are superior in facing future challenges that are centred on free-dom of thought in exploring attitudes, knowledge and skills. The purpose of implementing the Merdeka Curriculum in educational units is a reference for the implementation of education at the educational unit level. Curriculum changes occur because there are things that need to be improved and are expected to bring about improvements and satisfactory results for education in Indonesia. The concept of the inde-pendent learning curriculum aims to give students the freedom to choose, organise and develop their own learning methods independently to encourage them to be more active and in line with what is needed.

The independent curriculum is built on several main components that serve to support the achievement of national education goals. According to Ermayanti (2024), there are five components of the independent curriculum, namely Learning Outcomes, Learning Objective Sequence, Teaching Modules, Pancasila Student Profile Strengthening Projects, and Assessment. Meanwhile, according to Robertus (2024), there are three main components in the independent curriculum, namely learning outcomes (CP), independent flow from phases, and Pan-casila student profile strengthening projects (P5). Based on several opinions, the researcher limits the components to be discussed as indi-cators in this variable, including Learning Outcomes (CP), Learning Objective Sequence (ATP), Teaching Modules, Pancasila Student Pro-file Strengthening Project (P5), and Assessment. This study aims to explore the impact of the implementation of the Merdeka Curriculum on the improvement of competencies and performance of Christian religion teachers in South Tangerang City. In the

context of education, the curriculum is expected to provide flexibility and autonomy to teachers in teaching, so that they can be more creative and innovative in delivering teaching materials. The following is a diagram of the conceptual framework.
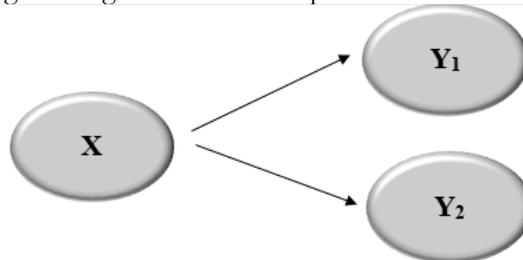
Figure 1. Literature Review

Vx : Impact of the Implementation of the Independent Curriculum

VY_2 : Competence of Christian Religion Teachers

VY_1 : Performance of Christian Religion Teachers

Based on the diagram above and the problem statement, it can be concluded that the framework is as follows. First, the lack of understanding among Christian religion teachers in preparing and designing differentiated learning has an impact on the learning outcomes of students in South Tangerang City in the implementation of the Merdeka Curriculum. Second, the suboptimal implementation of student-centred learning, especially in the context of project-based learning, is a contributing factor among Christian religion teachers in South Tangerang City in the implementation of the Merdeka Curriculum. Third, the implementation of the Merdeka Curriculum has an impact on improving the competence and performance of Christian religion teachers based on Mark 1:21-28 in South Tangerang City.

Based on the above description, both the theoretical basis and the framework of thinking, the researcher's hypothesis or tentative answer is as follows. First, it is suspected that the lack of understanding of Christian religion teachers in preparing and designing differentiated learning has an impact on the achievement of student learning outcomes in South Tangerang City in the implementation of the Merdeka Curriculum. Second, it is suspected that the implementation of student-centred learning is less than optimal, especially in the context of project-based learning, which is a contributing factor among Christian religion teachers in Tangerang Selatan City in the implementation of the Merdeka Curriculum. Third, it is suspected that there is an impact of the implementation of the Merdeka Curriculum on the improvement of the competence and performance of Christian religion teachers based on Mark 1:21-28 in Tangerang Selatan City.

3. Materials and Method

In this chapter, the researcher discusses the implementation of research aimed at providing real, genuine, and accurate evidence in accordance with the problems encountered in the research field. Research methods are basically scientific ways of obtaining specific data (Sugiyono: 2012). The researcher conducted the research in the environment of the Ministry of Religion of South Tangerang City, located in South Tangerang City, Banten, 15310, from February to June 2025, or for 5 (five) months, divided into stages starting from the preparation of the proposal until the completion of the final paper or thesis. In this scientific work, the researcher will use quantitative methods, as explained above. The reasons for using quantitative methods in this study are as follows. First, the researcher has conducted observations and interviews at the research site, and based on the data obtained, this research is more suitable for using quantitative methods. Second, the researcher can obtain more extensive information from a larger population. Third, the researcher wants to determine the impact of the implementation of variable X on the increase in variables Y2 and Y1 through this method.

The research population of Christian Religion Teachers in South Tangerang City is the object of the researcher who has conducted interviews with the South Tangerang City Christian Organisers and the South Tangerang City Christian Education Supervisory Working Group (Pokjawas PAK SMA/SMK Kota Tangsel) to obtain accurate data. Based on the data, the total number of Christian Religion Teachers in South Tangerang City is 61 Christian teachers. Meanwhile, the sample of the questionnaire distributed by the researcher was 53 Christian religion teachers in South Tangerang City based on the Slovin formula (Husein Umar: 2003). The researcher conducted research on Christian religion teachers in South

Tangerang City using observation, interviews, literature study, and questionnaire techniques and methods. Furthermore, to calculate the instrument, the researcher used the Likert scale to measure the attitudes, opinions, and perceptions of individuals or groups regarding social phenomena. With the Likert scale, the variables to be measured are broken down into variable indicators. These indicators are then used as a starting point for compiling instrument items, which can be in the form of statements.

4. Results and Discussion

The researcher distributed questionnaires containing statements to 53 respondents based on the Slovin formula, which was the sample in this study. Previously, the researcher had conducted a questionnaire trial on 12 respondents. Decision-making from the overall instrument item test was based on: a) if the calculated r is positive (+) and the calculated r > the table r, then the statement item is valid; b) if the calculated r is negative (-) and the calculated r < the table r, then the statement item is invalid. The researchers used IBM SPSS and Ms. Excel to process the data received.

Part of descriptive statistics is finding the measure of central tendency from variability. The measure of central tendency is used to show the concentration of values in a distribution. The measure of variability is a measure of the degree of dispersion of values from the measure of central tendency in a distribution. In finding the results of these descriptive statistics, the author used SPSS For Windows. The following is the description.
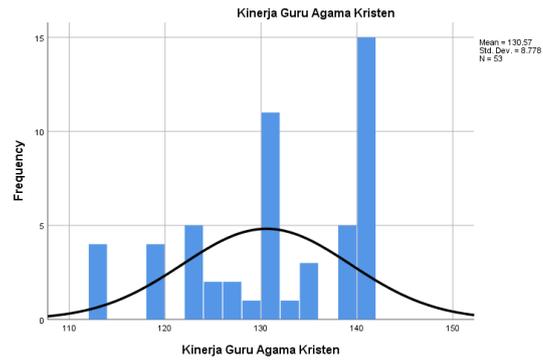
Table 1. Descriptive Statistical Analysis.

| Statistics		Kurikulum Merdeka	Kompetensi Guru Agama Kristen	Kinerja Guru Agama Kristen
N	Valid	53	53	53
	Missing	0	0	0
Mean		129.15	130.91	130.57
Std. Error of Mean		1.115	1.112	1.206
Median		129.68[a]	131.80[a]	131.50[a]
Mode		130	140	140
Std. Deviation		8.118	8.096	8.778
Variance		65.900	65.549	77.058
Skewness		-.558	-.749	-.546
Std. Error of Skewness		.327	.327	.327
Kurtosis		-.269	-.175	-.836
Std. Error of Kurtosis		.644	.644	.644
Range		28	28	27
Minimum		112	112	113
Maximum		140	140	140
Sum		6845	6938	6920
Percentiles	10	117.12[b]	118.80[b]	117.13[b]
	20	122.72	124.10	122.09
	25	125.38	126.75	124.36
	30	127.18	128.60	125.95
	40	129.13	129.67	129.23
	50	129.68	131.80	131.50
	60	130.77	134.47	134.53
	70	133.07	137.05	138.32
	75	135.17	138.19	138.85
	80	137.40	138.85	139.38
	90	139.71	.	.

a. Calculated from grouped data.
b. Percentiles are calculated from grouped data.

Based on the table above, the information shows that N or the number of valid data is 53 and the missing data is 0, meaning that all data statements (questionnaires) on the independent curriculum for improving the competence and performance of Christian teachers have been processed into SPSS.

Graph 1. Descriptive Statistics of Variable Y1.
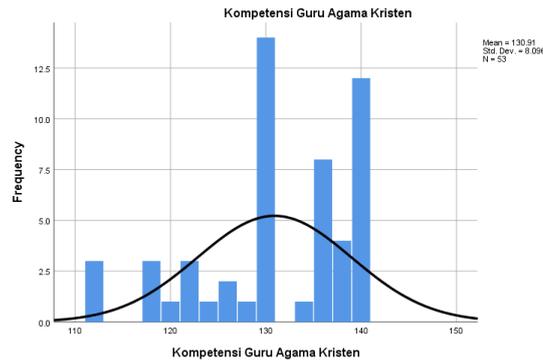
Graph 2. Descriptive Statistics of Variable Y2.
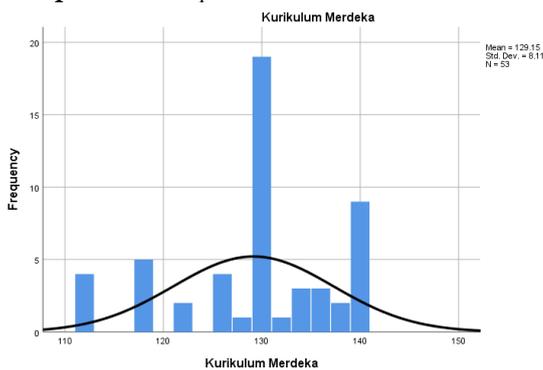
Graph 3. Descriptive Statistics of Variable X.

The researcher will describe the analytical tests that have been conducted using SPSS 25. This section will discuss Normality Test, Linearity Test, Homogeneity Test, and Correlation Test.

4.1 Normality Test of Instruments

The normality test is a statistical method used to check whether the collected data is normally distributed or not. The researcher used the Kolmogorov-Smirnov normality test with the following explanation.

Table 2. Kolmogorov-Smirnov Normality Test Values for Variables X and Y1.

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		53
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.56395731
Most Extreme Differences	Absolute	.087
	Positive	.087
	Negative	-.087
Test Statistic		.087
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Based on the SPSS output table, it can be seen that the significant value of Asymp. Sig (2-tailed) is 0.200, which is greater than 0.05, thus in accordance with the decision-making basis in the Kolmogorov-smirnov normality test above. It can be concluded that the data is normally distributed, thus fulfilling the assumption or normality requirement in the regression model.

Table 3. Kolmogorov-Smirnov Normality Test Values for Variables X and Y2.

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			53
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		7.82203787
Most Extreme Differences	Absolute		.131
	Positive		.111
	Negative		-.131
Test Statistic			.131
Asymp. Sig. (2-tailed)			.163[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the SPSS output table, it is known that the significant value of Asymp. Sig (2-tailed) is 0.163, which is greater than 0.05, thus in accordance with the basis for decision making in the Kolmogorov-smirnov normality test above. It can be concluded that the data is normally distributed, thus the assumption or normality requirement in the regression model has been met.

4.2 Linearity Test

The linearity test is a test conducted to determine the influence or impact of variable X and variable Y2 and Y1. A good correlation should show a linear relationship between the independent variable (X) and the criterion or dependent variable (Y1 and Y2). The testing or analysis conducted in a study is based on clear decision-making principles.

The linearity test was conducted using the SPSS For Windows application, with the results presented in the table below.

Table 4. Linearity Test Values of Variables X and Y2, X and Y1.

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Christian Religious Teacher Competencies * Independent Curriculum	Between Groups	(Combined)	2717.589	9	301.954	18.792	.000
		Linearity	2630.141	1	2630.141	163.685	.000
		Deviation from Linearity	87.448	8	10.931	.680	.806
	Within Groups		690.939	43	16.068		
	Total		3408.528	52			
Christian Religious Teacher Performance * Independent Curriculum	Between Groups	(Combined)	1664.156	9	184.906	3.271	.004
		Linearity	1487.122	1	1487.122	26.309	.000
		Deviation from Linearity	177.034	8	22.129	.391	.919
	Within Groups		2430.561	43	56.525		
	Total		4094.717	52			

From the output above, the linearity test results can be seen in the ANOVA Table, which shows that: a) the deviation from linearity sig value is 0.806, which is greater than 0.05, so it can be concluded that there is a significant linear relationship between variable X (independent variable) and variable Y (dependent variable); b) The value of the deviation from linearity sig is 0.919, which is greater than 0.05, so it can be concluded that there is a significant linear relationship between variable X (independent variable) and variable Y1 (dependent variable).

4.3 Homogeneity Test

The homogeneity test is used as a reference in determining statistical decisions with the condition that the data is distributed equally. Based on the explanation above, the homogeneity test of variable X and Y2, variable X and Y1 can be seen in the table below.

Table 5. Homogeneity Test of Variables X - Y2, and X - Y1.

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Christian Religious Teacher Competencies X-Y2	Based on Mean	2.332	9	43	.631
	Based on Median	.736	9	43	.674
	Based on Median and with adjusted df	.736	9	30.376	.673
	Based on trimmed mean	1.931	9	43	.073
Performance of Christian Religion Teachers X-Y1	Based on Mean	2.239	9	43	.638
	Based on Median	.753	9	43	.659
	Based on Median and with adjusted df	.753	9	24.560	.659
	Based on trimmed mean	1.740	9	43	.609

Based on the table above, the Test of Homogeneity of Variances shows that: a) the significance value (sig) of variables X and Y2 is 0.631>0.05, so based on the decision-making criteria in the homogeneity test, it can be concluded that the variance of the independent curriculum and the competence of Christian religion teachers is the same or homogeneous; b) The significance value (sig) of variables X and Y1 is 0.638 > 0.05. Therefore, based on the decision-making criteria in the homogeneity test, it can be concluded that the variance of the independent curriculum and Christian religious education teacher performance is the same or homogeneous.

4.4 Correlation Test

Linear analysis is a data analysis with a significance level of 0.05 using a correlation test. From this correlation test, the researcher obtained the results shown in the following table.

Table 6. Correlation Test.

Correlations		Kurikulum Merdeka	Kompetensi Guru Agama Kristen	Kinerja Guru Agama Kristen
Kurikulum Merdeka	Pearson Correlation	1	.934**	.928**
	Sig. (2-tailed)		.000	.000
	N	53	53	53
Kompetensi Guru Agama Kristen	Pearson Correlation	.934**	1	.792**
	Sig. (2-tailed)	.000		.000
	N	53	53	53
Kinerja Guru Agama Kristen	Pearson Correlation	.928**	.792**	1
	Sig. (2-tailed)	.000	.000	
	N	53	53	53

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

Based on the output table above, the researcher draws conclusions that refer to the basis for decision making in bivariate Pearson correlation analysis as follows.

- Based on the significance value Sig. (2-tailed). From the output table, it is known that: a) the sig. (2-tailed) value of variable X, independent curriculum, with variable Y2, Christian religious education teacher competence, is 0.000< 0.05, which means that there is a significant correlation between the variables with a very strong positive relationship; b) the sig. (2-tailed) of variable X (independent variable) with variable Y1 (dependent variable) is 0.000 < 0.05, which means that there is a significant correlation between the variables with a moderate positive relationship; c) the relationship

between variable Y2 (dependent variable) and variable X (independent variable) has a Sig. (2-tailed) of 0.000< 0.05, indicating a significant correlation between the variables; d) the relationship between variable Y1 Christian religion teacher performance and variable X independent curriculum has a Sig. (2-tailed) of 0.000< 0.05, indicating a significant correlation between the variables; e) the relationship between variable Y1 (Christian religion teacher performance) and variable Y2 (Christian religion teacher competence) has a Sig. (2-tailed) of 0.000< 0.05, indicating a significant correlation between the variables with a very strong statistical relationship.

- Based on the calculated r value (pearson correlation). The calculated r value for the independent curriculum (X) with Christian religious education teacher competence (Y2) and the independent curriculum (X) is 0.934>0.270; the independent curriculum (X) with the performance of Christian religion teachers (Y1) has a value of 0.928 > 0.270 and the competence of Christian religion teachers (Y2) with the performance of Christian religion teachers (Y1) is 0.792, so it can be concluded that there is a reciprocal relationship between the three variables.

- Based on the asterisk (*). From the output above, it is known that the pearson correlation value between each of the related variables has two stars (**), which means that there is a correlation between the related variables with a significance level of 1%, which is stronger than the significance level of 5%. Based on the explanation above, the researcher can conclude that the correlation analysis between the variables is positive and significant. In other words, the higher the independent curriculum, the higher the competence and performance of Christian religion teachers.

4.5 Hypothesis Testing

In this section, the researcher conducted a hypothesis test to determine whether there was an impact of the independent variable (independent curriculum) on the dependent variable (Christian religion teacher competence) and the impact of the independent variable (independent curriculum) on the dependent variable (Christian religion teacher performance). Hypothesis testing is the process of proving whether the preliminary assumptions made in section 2 are true or not. The hypotheses of this study are as follows: first, it is suspected that the lack of understanding of Christian religion teachers in preparing and designing differentiated learning has an impact on the learning outcomes of students in South Tangerang City in the implementation of the independent curriculum; second, it is suspected that the implementation of student-centred learning is less than optimal, especially in the context of project-based learning, which is a contributing factor among Christian religion teachers in South Tangerang City in the implementation of the independent curriculum; and third, it is suspected that there is an impact of the implementation of the independent curriculum on the improvement of the competence and performance of Christian religion teachers based on Mark 1:21-28 in South Tangerang City.

a. Variables X and Y1

This hypothesis was tested using SPSS with a partial test in regression analysis based on the significance value (sig) with categories. If the significance value (Sig) is < 0.05, then there is an impact of the independent variable (X) on the dependent variable (Y1) or the hypothesis is accepted. If the significance value (Sig) is greater than the probability of 0.05, then there is no effect of the independent variable (X) on the dependent variable (Y1), or the hypothesis is rejected. Based on the data processing for the hypothesis using SPSS, the output is as shown in the following table.

Table 7. Hypothesis Testing for Partial X-Y1.

	Coefficients^a					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.907	14.552		3.636	.000
	Kurikulum Merdeka	.600	.111	.928	5.393	.008

a. Dependent Variable: Kinerja Guru Agama Kristen

Based on the table of output coefficients above, it can be seen that the sig value of the independent variable (X) on the performance of Christian religion teachers (Y1) is 0.008. Based on the significant decision-making basis that the sig value of 0.008 is less than the probability of 0.05, the hypothesis is accepted (H0), namely that there is an impact of the independent curriculum on improving the performance of Christian religion teachers. With

the acceptance of H1, H0 is rejected. This means that the independent curriculum has a significant effect on the performance of Christian religion teachers. The regression coefficient value of 0.600 with a positive direction indicates that every increase in the implementation of the independent curriculum will be followed by an increase in the performance of Christian religion teachers. In other words, the higher the implementation of the independent curriculum, the higher the performance of teachers.

Table 8. Coefficients of Determination for X and Y1.

			Model Summaryb	
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.928a	.863	.651	7.150

a. Predictors: (Constant), Kurikulum Merdeka
b. Dependent Variable: Kinerja Guru Agama Kristen

Based on the table above, it can be seen from the R. Square value of 0.863, which is the result of squaring the R value of 0.928, indicating a very strong correlation between variables X and Y1. Thus, it can be interpreted that the impact of the independent curriculum on the performance of Christian religion teachers is 86.3%. Based on the hypothesis in this scientific paper, it is stated that the impact of the independent curriculum on improving the performance of Christian religion teachers in South Tangerang City is 86.3%, with the remaining 13.7% influenced by other variables.

a. Variables X and Y2

This hypothesis was tested using SPSS with a partial test in regression analysis based on the significance value (sig) with categories. If the significance value (Sig) is < 0.05, then there is an impact of the independent variable (X) on the dependent variable (Y2) or the hypothesis is accepted. If the significance value (Sig) is > 0.05, then there is no effect of the independent variable (X) on the dependent variable (Y2) or the hypothesis is rejected. Based on data processing for the hypothesis using SPSS, the output is as shown in the following table.

Table 9. Partial Test of Hypothesis X-Y2.

		Coefficientsa				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.774	7.951		3.368	.000
	Kurikulum Merdeka	.798	.061	.934	13.127	.009

a. Dependent Variable: Kompetensi Guru Agama Kristen

Based on the table of output coefficients above, it can be seen that the sig value of the independent variable (X) for the Christian religion teacher competency variable (Y2) is 0.009. Based on the significant decision-making criteria that the sig value of 0.009 is less than the probability of 0.05, the hypothesis is accepted (H0), which is that there is an impact of the independent curriculum on improving the competence of Christian religion teachers. With the acceptance of H2, H0 is rejected. This means that the independent curriculum has a significant impact on the competence of Christian religion teachers. The regression coefficient value of 0.798 with a positive direction indicates that every increase in the implementation of the independent curriculum will be followed by an increase in the competence of Christian religion teachers. In other words, the higher the implementation of the independent curriculum, the higher the competence of teachers.

Table 10. Determination Coefficient of X and Y2.

			Model Summaryb	
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.934a	.872	.660	3.907

a. Predictors: (Constant), Kurikulum Merdeka
b. Dependent Variable: Kompetensi Guru Agama Kristen

Based on the table above, it can be seen from the R. Square value of 0.872, which is the result of squaring the R value of 0.934, indicating a very strong correlation between variables X and Y2. Thus, it can be interpreted that the impact of the independent curriculum on the competence of Christian religion teachers has a value of 87.2%. Based on the hypothesis in this scientific paper, it is stated that the impact of the independent curriculum on improving the competence of Christian religion teachers in South Tangerang City is 87.2%, while the remaining 12.8% is influenced by other variables. Furthermore, based on data analysis and theoretical analysis, it can be seen that there is a positive correlation between the independent variable and the dependent variable. The implementation of the independent curriculum was

effective and efficient for the competence and performance of Christian religion teachers. Based on the hypothesis testing results, the data on the impact of the implementation of the independent curriculum was valid and significant. The competence and performance of Christian religion teachers, with a calculated r value > r table, underwent reliability testing using Cronbach's alpha and was declared reliable.

a.   First Hypothesis

Based on the hypotheses outlined in the discussion and output results, the initial hypothesis was formulated in narrative form rather than statistical hypotheses. The first hypothesis states that it is suspected that the lack of understanding of Christian religion teachers in preparing and designing differentiated learning has an impact on the learning outcomes of students in South Tangerang City in the implementation of the independent curriculum. Based on the regression analysis results, it was found that there is a very strong relationship between Christian religion teachers' understanding of differentiated learning and students' learning outcomes in the implementation of the Merdeka Curriculum in South Tangerang City. The calculation results show a coefficient of determination (R^2) of 0.863, which means that 86.3% of the variation in student learning outcomes can be explained by the level of teachers' understanding of differentiated learning. These findings indicate that teacher performance, particularly in the aspects of planning and implementing differentiated learning, plays a very important role in supporting the success of the Merdeka Curriculum in Christian education. This hypothesis is answered that teachers' understanding in designing differentiated learning does have a real impact on improving teacher performance and student learning outcomes.

b.   Second Hypothesis

The second hypothesis states that student-centred learning is not implemented optimally, especially in the context of project-based learning, which is a contributing factor among Christian teachers in South Tangerang City in the implementation of the independent curriculum. This hypothesis is in the form of a narrative, which is essentially related to the competence of Christian teachers, resulting in a regression analysis of 87.2%. Thus, the hypothesis is accepted and answered, that project-based learning is an important part of building teacher competence, which ultimately impacts the success of the implementation of the independent curriculum. The field research results show that the impact of implementation on improving the competence of Christian religion teachers is 87.2%, and the remaining 12.8% is influenced by other variables that show simultaneous results and are accepted. The results confirm that student-centred learning, especially through a project-based approach, remains a challenge.

c.   Third Hypothesis

The third hypothesis states that there is an impact of the implementation of the independent curriculum on the improvement of the competence and performance of Christian teachers based on Mark 1:21-28 in South Tangerang City. In Mark 1:21-28, Jesus taught with authority, unlike the scribes, and demonstrated power through concrete actions by casting out evil spirits. This can be interpreted as Jesus being competent in teaching (competence) and producing results in concrete actions (performance). These two aspects are appropriately linked to teachers' competence and performance, as representations of living and impactful Christian teaching. Thus, this hypothesis is answered and accepted, that the implementation of the independent curriculum has a positive impact on improving the competence and performance of Christian religion teachers based on Mark 1:21-28 in South Tangerang City. This is reflected in the results of the regression analysis, which shows a significant contribution between the implementation of the independent curriculum and the competence and performance of Christian religion teachers. This finding aligns with Jesus' teaching principles in Mark 1:21-28, where Jesus taught with authority and demonstrated impact through actions. Christian religion teachers are expected not only to possess the competence to deliver the material but also to demonstrate tangible and impactful performance in the learning process.

5. Conclusion

In this section, the researcher will present conclusions, suggestions, and implications regarding all chapters described in this scientific paper. Conclusions are a summary of the entire content of the scientific paper, suggestions are input for every reader, including educational institutions, students, teachers, lecturers, and implications are applications that can be made by every reader.

Based on the research findings in the environment of the Ministry of Religion of Tangerang Selatan City and the discussions outlined in the previous chapters, the researcher draws the following conclusions. First, based on the results of the partial hypothesis test (correlation), it can be concluded from the results of the coefficient of determination that the impact of the implementation of the independent curriculum on the competence of Christian religion teachers is 0.934, which indicates a very strong correlation between variables X and Y2, and the results of the coefficient of determination that the impact of the implementation of the independent curriculum on the performance of Christian religion teachers is 0.928, which also indicates a very strong correlation between variables X and Y1. Both values of the variables, namely X-Y1 and X-Y2, are greater than the table value of 0.270, so H0 is rejected and H1-H2 are accepted, meaning that the coefficient is significant. Thus, it can be concluded that the implementation of the independent curriculum has an impact on improving the competence and performance of Christian religion teachers in South Tangerang City. Second, the linearity test results indicate that there is a linear relationship between the variables studied. This is evidenced by the significance value of the linearity test results between the independent variable (X) and the dependent variable (Y1) of the independent curriculum, which is 0.806, and between the independent variable (X) and the dependent variable (Y2) of the Christian religion teacher competency, which is 0.919. Since both significance values are greater than the significance threshold of 0.05, it can be concluded that the relationship between the three variables is positively linear. Thus, the linearity assumption in regression analysis is met, and the regression model is suitable for testing the relationship between variables. This means that every improvement in the implementation of the independent curriculum is significantly followed by an improvement in the performance and competence of teachers. This positive linear relationship indicates that the better the implementation of the independent curriculum, the higher the performance and competence of Christian religion teachers in carrying out their duties and responsibilities in the school environment. Third, the results of the X-Y2 coefficient of determination show a value of R. Square of 0.872, which means that the impact of implementation on improving the competence of Christian teachers is 87.2%, and the results of the X-Y1 coefficient of determination show a value of R. Square of 0.863, which means that the impact of implementation on improving the performance of Christian teachers is 86.3%.

Based on the above research results, the researcher suggests several applications that can be implemented, as follows. First, for researchers, the results of this study provide a deeper understanding of the importance of quality competencies and performance for teachers, especially Christian religion teachers, as aspects that need to be developed continuously, both now and in the future. Second, for the Ministry of Religion of South Tangerang City, the results of this study can be used as a reference in evaluating the impact of the implementation of the Merdeka Curriculum, particularly in highlighting the urgency of improving the competence and performance of Christian religion teachers in schools. Third, for the STT Kadesi Bogor Institution, this scientific work can be used as a reference in developing further research and applied in the context of the teaching and learning process, both within the institution and in other service settings.

Based on the conclusions and implications above, there are several suggestions or inputs related to the results of this study, as follows. First, Christian religion teachers throughout Tangerang Selatan City, with the support of the Ministry of Religion, should continue to strive to improve their teaching abilities, performance, and competencies to produce high-quality students, especially in this increasingly advanced era. Second, all relevant parties, including Christian supervisors, lecturers, and teachers, should strengthen their relationships within the Ministry of Religion and the government to foster openness in all existing relationships, ensuring that the competencies and performance of Christian religion teachers can improve effectively.

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