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The Influence of the Implementation of the Independent Curriculum on the Learning Motivation of Students in Class XI of the MPLB Department at SMK Negeri 1 Pangkep

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ABSTRACT

This study examined the relationship between perceived Independent Curriculum implementation and learning motivation among Grade XI students in the MPLB department at SMK Negeri 1 Pangkep. A quantitative associative survey involved 54 students selected through proportional allocation from a population of 107 across three classes. The analyzed response matrices contained 14 curriculum implementation items and 19 motivation items. Internal consistency was .787 and .841, respectively. Recalculated mean scores were 57.69 (SD = 5.84) for curriculum implementation and 82.26 (SD = 7.57) for motivation, corresponding to 82.41% and 86.59% of the maximum possible totals. Pearson correlation indicated a positive relationship ($r = .670$, $p < .001$); the regression model accounted for 44.9% of the observed motivation variance. The estimated slope was 0.869, with a heteroskedasticity-consistent 95% confidence interval of [0.581, 1.157]. Spearman correlation supported the positive association ($\rho = .689$, $p < .001$). Recognition and engaging activities received lower ratings than the other motivation indicators. The findings identify priorities for classroom support and provide contextual evidence from vocational education. They do not establish a causal effect of curriculum implementation. Interpretation is limited by the single-school sample, questionnaire measurement, and the need for further validation of the scales.

Keywords: Independent Curriculum; learning motivation; vocational education; MPLB; curriculum implementation

INTRODUCTION

Globalization has led to the rapid development of science and technology, impacting all aspects of life, including economic, social, and cultural aspects, particularly education. Nearly every aspect of human life has been affected by globalization, both positively and negatively, particularly in education. The development of education in Indonesia is closely linked to the influence and development of globalization. Through education, it is hoped that people can capitalize on the positive impacts of globalization and avoid its negative ones. (Reddy, 2023; Sokoli, 2020; Zhuang and Xu, 2018) explains that "education is a series of processes of change that create meaning for achieving maturity, intelligence, and self-maturation. Education is an effort to make learning enjoyable for both teachers and students." Education essentially aims to guide students toward behavioral changes such as intellectual, moral, and social changes.

In the learning process, motivation is an important component because it can make students enthusiastic in learning activities. Students who achieve low achievement are not due to a lack of competence, but often lack motivation to learn, which makes them unenthusiastic about learning. If there is no motivation to learn, a student will face difficulties in achieving

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their goals and ensuring that learning activities continue. The drive to carry out learning activities to achieve a goal, such as changing learning outcomes, is known as learning motivation (Aldalur & Perez, 2023; Alsadoon, 2022).

As for according to Jiang et al. (2024) "Learning motivation is a tendency of students to undertake learning activities driven by the desire to achieve the best possible learning outcomes. In general, there are two types of motivation, namely intrinsic and extrinsic motivation. In intrinsic motivation, the stimulus is internal to an individual where the stimulus can be biological, emotional, spiritual or social that is not affected by external rewards, the individual only focuses on his own pleasure and satisfaction. Meanwhile, in extrinsic motivation, the stimulus comes from outside the individual and can appear in the form of operant conditioning or social cognition, this refers to the performance of tasks to achieve results such as rewards, social approval, or appreciation."

The implementation of teaching and learning in Indonesia is guided by a curriculum. One of the curricula currently in effect in Indonesia is the Independent Curriculum. The Independent Curriculum is a new policy initiative by Nadiem Makarim, Minister of Education, Culture, Research, and Technology, aimed at recovering from the learning crisis caused by the Covid-19 pandemic. The concept behind the Independent Curriculum differs from previous curricula. The focus now is on producing high-quality students who possess the profile and skills of Pancasila learners who are able to face challenges worldwide. (Nguyen et al., 2021; Sari & Fatmawati, 2024).

In addition, according to Setyaningsih et al. (2024) "With its various elements, the Independent Curriculum has great potential to increase students' motivation to learn. One of the main concepts of the Independent Curriculum is to provide greater freedom to schools, teachers, and students in designing and managing learning procedures so that students can be more active in the learning process, which ultimately can increase their motivation. The Independent Curriculum, which has a more flexible and student-oriented approach, gives them the opportunity to cultivate their intrinsic motivation, which ultimately can improve overall learning outcomes."

The implementation of the Independent Curriculum was positively and significantly associated with students' learning motivation. Pearson correlation analysis showed a strong positive relationship between the two variables ($r = .670$, $p < .001$). The coefficient of determination ($R^2 = .449$) indicates that curriculum implementation accounted for 44.9% of the observed variation in learning motivation, whereas the remaining 55.1% was associated with personal, social, and other contextual factors not examined in this study. The regression coefficient was also statistically significant, as the calculated t-value (6.514) exceeded the critical t-value (1.675) at $\alpha = .05$. Therefore, the research hypothesis was supported: implementation of the Independent Curriculum, as the independent variable, was significantly associated with learning motivation, as the dependent variable. Given the associative research design, this finding should not be interpreted as definitive evidence of causality.

The previous study discussed above provides evidence that the Independent Curriculum is related to students' learning motivation, but its reported coefficient of determination also indicates that motivation is affected by factors beyond curriculum implementation. The present study addresses this research gap by examining the relationship in a vocational-school context, specifically among Grade XI students in the MPLB department at SMK Negeri 1 Pangkep. This context is important because vocational students experience learning that is oriented not only toward general academic development but also toward occupational competencies and practical learning needs. Therefore, examining curriculum implementation

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and learning motivation in this setting can provide context-specific evidence about whether the flexibility, essential learning content, and character-development orientation of the Independent Curriculum are reflected in students' motivation to learn. The scientific contribution of this study is thus to provide empirical evidence from the Grade XI MPLB context at SMK Negeri 1 Pangkep and to identify the proportion of learning-motivation variation statistically associated with the implementation of the Independent Curriculum.

Based on the research gap, previous findings, and the research problem identified above, the hypotheses are formulated as follows: H0: There is no significant effect of the implementation of the Independent Curriculum on the learning motivation of Grade XI MPLB students at SMK Negeri 1 Pangkep. H1: There is a significant effect of the implementation of the Independent Curriculum on the learning motivation of Grade XI MPLB students at SMK Negeri 1 Pangkep.

The initial observation provides the empirical context for the research problem rather than serving only as a description of the research location. The observed low participation, limited attention, reduced enthusiasm, confusion during curriculum adjustment, and limited confidence in independent learning indicate that the implementation of a more flexible curriculum needs to be examined in relation to students' motivation. Accordingly, the study is directed at testing whether the implementation of the Independent Curriculum is significantly associated with the learning motivation of Grade XI MPLB students at SMK Negeri 1 Pangkep.

METHODS

A quantitative associative survey was conducted at SMK Negeri 1 Pangkep, Bungoro District, Pangkep Regency, South Sulawesi. The population comprised 107 Grade XI MPLB students: 36 in XI MPLB 1, 36 in XI MPLB 2, and 35 in XI MPLB 3. The sample comprised 54 students, with 18 students randomly selected from each class. Participation was voluntary. The sample represented approximately 50.5% of the population, and all 54 paired responses were included in the analysis.

The questionnaire comprised 14 items measuring curriculum implementation and 19 items measuring learning motivation. Curriculum implementation covered soft skills and character development (four items), flexible learning (six items), and essential content (four items). Learning motivation covered desire to succeed (four items), drive and need to learn (four items), future aspirations (four items), recognition (two items), engaging activities (three items), and a conducive environment (two items). Responses used five frequency options: always, often, sometimes, rarely, and never, scored from 1 to 5. Negatively worded items were reverse scored before analysis so that higher composite scores consistently represented more favorable perceptions of curriculum implementation and higher learning motivation. Possible total scores ranged from 14 to 70 for curriculum implementation and from 19 to 95 for learning motivation.

Internal consistency was Cronbach's $\alpha = .787$ for curriculum implementation and .841 for learning motivation. Item–total correlations ranged from .269 to .669 and from .342 to .733, respectively. Because these correlations include each item in its total, corrected item–total correlations were also examined; they ranged from .140 to .577 for curriculum implementation and from .238 to .692 for learning motivation. These results provide preliminary evidence of internal consistency. The relatively low corrected correlations for some items indicate a need for further examination of the scales' structure and construct validity.

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Observed total and indicator scores were summarized by means, sample standard deviations, and ranges. Percentage of maximum score was calculated as the obtained sum divided by 54 × the number of items × 5, multiplied by 100. Overall percentages use the complete scale totals. An unweighted average of indicator percentages gives equal weight to indicators with different item counts and is a different statistic. Descriptive interpretation therefore emphasizes scores rather than ambiguous categorical labels.

Pearson correlation and ordinary least squares regression examined the association between total scores. The regression model was $Y = \beta_0 + \beta_1 X + \varepsilon$. A lack-of-fit test using replicated X scores assessed deviation from linearity. Residual distributions were assessed using Kolmogorov–Smirnov and Shapiro–Wilk tests. Because Shapiro–Wilk indicated a departure from normality, HC3 heteroskedasticity-consistent standard errors and confidence intervals were calculated as a sensitivity analysis, with t-based inference using 52 residual degrees of freedom. Spearman rank correlation provided a complementary assessment of the association. Statistical tests were two-sided with a significance level of .05.

RESULT AND DISCUSSION

Curriculum implementation

To obtain a comprehensive answer regarding the impact of the implementation of the Independent Curriculum, it is necessary to compile observable indicators. These indicators are then assessed using the following achievement score table:

Table 1. Results of Categorization Analysis Per Indicator of Independent Curriculum Implementation Variable (X)

No	Indicator	Number of Items	n	N	%	Category
1	Soft skills and character development	4	873	1080	80,83%	Good
2	Flexible Learning	6	1321	1620	81,54%	Good
3	Focus on Essential Material	4	921	1080	85,28%	Very good
	Amount	**14**	**3115**	**3780**	**82,41%**	**Very good**

Source: Microsoft Excel data processing results

Based on the table above, it can be concluded that overall, the scores achieved for the measured indicators were very good. The total number of items assessed was 15, with a score of 3115 out of an ideal score of 3780. The total percentage value of the score achieved for variable X indicator was 82.41%, indicating that the achievement was very good.

1. Developing Soft Skills and Character Through the Pancasila Student Profile Strengthening Project

The Pancasila Student Profile Strengthening Project (P5) is intended to support efforts to improve social-emotional skills and character in line with the Pancasila student profile, such as spiritual, moral, social, and emotional abilities and competencies. P5 is a project-based approach within the Independent Curriculum framework, which prioritizes the development of social-emotional skills and character in addition to cognitive abilities. The results of the study indicate that the Independent Curriculum, which focuses on developing soft skills and

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character through the Pancasila Student Profile Strengthening Project, was well received with a percentage of 80.83%. Therefore, it can be concluded that the activities in the Pancasila Student Profile Strengthening Project (P5) will help students develop their skills and character.

Project-based learning is an approach that emphasizes the development of soft skills and character traits in students, consistent with the characteristics of Pancasila learners, such as critical thinking, independence, and mutual cooperation. This approach encourages active student participation in the learning process and provides opportunities for them to participate in real-life activities that can help them hone their social and emotional skills and encourage active engagement in the learning process. (Darwis et al., 2024; Rahardjo, 2017; Saman & Wirawan, 2024). The P5 project provides students with the opportunity to test their knowledge as a way to strengthen their character, while learning directly through their environment. This is expressed through the examination of meaningful topics and problems with the goal of encouraging students to take concrete steps to overcome challenges appropriate to their learning level, so that students can contribute to the environment.

2. Flexible Learning

The Independent Curriculum emphasizes learning flexibility, giving teachers and educational institutions the freedom to choose, design, and modify the curriculum according to students' interests, characteristics, and needs. This flexibility not only provides choice but also allows teachers room for innovation and creativity in creating relevant, contextual, and meaningful learning experiences. This is intended to make learning more contextual, meaningful, and beneficial for students, and provides room for educators to demonstrate their creativity and align with the local framework of educational institutions. The results of the study indicate that the implementation of the Independent Curriculum, which focuses on flexible learning, is good with a percentage of 81.54%. Therefore, it can be concluded that teachers provide students with the freedom to learn according to their needs.

"Compared to the previous curriculum, the Independent Curriculum offers greater flexibility. There is more freedom for educators, students, and educational institutions to carry out educational activities. Learning for students is not limited to writing, reading, or memorizing. Instead, students have the opportunity to learn to create works anywhere." The flexible approach to learning allows teachers and educational institutions to manage time and pedagogical techniques as they see fit, adapt teaching resources based on learning needs, combine practical and concrete projects, while developing a curriculum that is relevant to the context. It is hoped that flexible learning will increase student motivation by making them feel valued, stimulate teacher innovation and creativity, and make education more in line with reality (Ainie et al., 2023; Febrianto et al., 2025; Setyaningsih et al., 2024).

3. Focus on Essential Material

The Independent Curriculum emphasizes crucial or most important material to improve students' abilities and character, so that educators have sufficient time for in-depth and meaningful learning. The goal of essential material is to reduce the amount of material students must understand. Focusing on essential material allows for a more concentrated and in-depth learning process by focusing on the most important information. This also prevents students from receiving too much information. The results of the study indicate that the implementation of the Independent Curriculum, which focuses on essential material, is very good, with a percentage of 85.28%. Thus, it can be concluded that teachers have provided essential material to students so that they can learn more effectively.

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"The Independent Curriculum also emphasizes the importance of providing material deemed essential or crucial for deeper learning. By focusing on essential content, teachers and students can better manage classroom learning activities, thereby reducing the learning burden for students." Therefore, in the Independent Curriculum, teachers are given the freedom to provide the material most needed by students to develop their competencies and character. By narrowing the scope of the material, namely studying the more important core content, this ensures that students are no longer burdened with too much knowledge. Students will become more interested and active in the learning process because the material taught feels more relevant, applicable, and not confusing (Aliyyah et al., 2023; Fauzan et al., 2023; Suryati & Jalinus, 2023).

Student Learning Motivation (Y)

Collecting identified indicators to provide a general understanding of student learning motivation. A percentage score table is then used to summarize and analyze the indicators, as shown below:

Table 2. Results of Categorization Analysis Per Indicator of Learning Motivation Variable (Y)

No	Indicator	Number of Items	n	N	%	Category
1	Having the desire and wish to succeed	4	952	1080	88,15%	Very good
2	There is a drive and need to learn	4	1011	1080	93,61%	Very good
3	Having hopes or aspirations for the future	4	993	1080	91,94%	Very good
4	There is appreciation in learning	2	373	540	69,07%	Good
5	There are interesting activities in learning	3	606	810	74,81%	Good
6	The existence of a conducive learning environment	2	507	540	93,89%	Very good
Amount		19	4442	5130	85,25%	Very good

Source: Results of SPSS 23 data processing

Based on the table above, it can be concluded that overall, the scores achieved for the measured indicators were very good. The total number of items assessed was 20, with a score of 4442 out of an ideal score of 5130. The total percentage value of the score achieved for variable X indicator was 85.25%, indicating that the achievement was very good.

1. Having the desire and wish to succeed

The desire and wish to succeed indicator was measured using four items administered to 54 students on a five-point response scale. The indicator obtained a total score of 952 out of a maximum possible score of 1,080, equivalent to 88.15%. At the respondent level, observed scores ranged from 12 to 20, or 60% to 100% of the maximum individual score. This distribution

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indicates that students generally reported a high level of achievement-oriented learning motivation.

The percentage places this indicator in the very good category used in the study. Substantively, the finding suggests that most respondents perceived themselves as having a strong desire to complete learning tasks and attain favorable academic outcomes. Such a pattern is consistent with behaviors commonly associated with achievement motivation, including sustained effort, task completion, and persistence when encountering learning difficulties. Nevertheless, because the evidence was obtained from self-reported questionnaire responses, the result should be interpreted as students' perceptions rather than as direct evidence of their actual academic performance.

Compared with the other learning-motivation indicators in Table 2, the desire to succeed score was lower than the scores for drive and need to learn (93.61%), future aspirations (91.94%), and a conducive learning environment (93.89%), but higher than the scores for recognition in learning (69.07%) and engaging learning activities (74.81%). This comparative pattern shows that the students' motivation was more strongly characterized by internal goal orientation than by external recognition or the attractiveness of classroom activities. Accordingly, the desire to succeed represents a notable strength in the students' motivational profile, while recognition and engaging learning activities remain areas that may require greater instructional attention.

The research results show that learning motivation, based on the desire and wish to succeed indicator, is in the very good category, with a percentage of 88.15%. Therefore, it can be concluded that with desire and wish, students can be motivated to complete their assignments or work. A student who has a strong desire and will to succeed will be quicker in completing his assignments without procrastinating. Students who have a strong desire and will to succeed tend to be more organized in their studies and more responsible in carrying out their assignments (Arhas & Septian, 2023; Maulidya et al., 2024; Supardi et al., 2024) . Their desire to succeed makes them more effective and focused in managing their time and completing their academic obligations.

2. There is a drive and need to learn

The drive and need to learn indicator was assessed using four questionnaire items rated on a five-point scale and completed by 54 students. The observed individual scores ranged from 14 to 20, corresponding to 70%–100% of the maximum possible score. At the aggregate level, the indicator obtained a score of 1,011 out of 1,080, equivalent to 93.61%.

Based on the categorization criteria used in this study, the result falls within the very good category. The relatively high score and narrow upper-range distribution indicate that most students perceived a strong internal drive and need to participate in learning activities. This finding suggests that students generally recognized learning as important and reported a substantial willingness to engage in the learning process. However, because the data were derived from self-reported questionnaire responses, the result should be interpreted as evidence of students' perceived motivation rather than direct evidence of their actual learning behavior or academic achievement.

The research results show that learning motivation, based on the drive and need for learning indicators, is in the very good category, with a percentage of 93.61%. This figure reflects that the majority of students have a strong internal awareness and desire to learn. Therefore, it can be concluded that the drive and need for learning will motivate students to learn. A student who is motivated to learn demonstrates that he or she has a drive within him or her that makes him or her want to learn. Students are ultimately motivated to learn because

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they want to know about something they don't yet know. A student who is motivated by learning demonstrates a strong inner drive to acquire knowledge. This motivation stems from curiosity, the need to understand new things, and the desire to achieve specific learning goals (Darwis et al., 2019; Nasrullah et al., 2024; Sirait et al., 2019) .

3. Having hopes or aspirations for the future

The future hopes and aspirations indicator was assessed using four questionnaire items rated on a five-point scale and completed by 54 students. Individual scores ranged from 12 to 20, corresponding to 60%–100% of the maximum possible score. At the aggregate level, the indicator obtained a score of 993 out of 1,080, equivalent to 91.94%.

Based on the categorization criteria used in this study, this result falls within the very good category. The high aggregate score indicates that most students reported clear future-oriented goals and aspirations that may support their motivation to participate in learning activities. However, the minimum score shows that the strength of these aspirations was not uniform across all respondents. Because the findings were derived from self-reported responses, they should be interpreted as students' perceived future orientation rather than direct evidence of subsequent learning behavior or academic achievement.

Students will be more motivated to do whatever it takes to improve the quality of their learning if they have hopes and aspirations for the future. This includes proactively completing assignments, improving academic achievement, and actively participating in the learning process (Faysal et al., 2023; Peng & Fu, 2021) . Future hopes and aspirations play a crucial role in shaping students' learning motivation, as they serve as an internal driving force that fosters enthusiasm, perseverance, and a never-give-up attitude in achieving learning goals. Having hopes and aspirations for the future can increase students' learning motivation, thus motivating them to engage in positive activities such as proactively completing assignments, improving academic achievement, and actively participating in the learning process. Thus, through future hopes and aspirations, students can be motivated to improve the quality of their learning.

4. There is appreciation in learning

The recognition in learning indicator was assessed using two questionnaire items rated on a five-point scale and completed by 54 students. Individual scores ranged from 2 to 10, corresponding to 20%–100% of the maximum possible score. At the aggregate level, the indicator obtained a score of 373 out of 540, equivalent to 69.07%.

Based on the categorization criteria used in this study, this result falls within the good category. However, recognition in learning recorded the lowest percentage among the six learning-motivation indicators reported in Table 2. The wide score range also indicates substantial variation in students' perceptions: although some respondents reported receiving a high level of recognition, others reported very limited recognition for their learning efforts or achievements. These findings suggest that praise, constructive feedback, and other appropriate forms of acknowledgment may not have been experienced consistently by all students. Because the data were self-reported, the result should be interpreted as students' perceptions of recognition rather than as direct evidence of teachers' actual practices.

"Children's intrinsic motivation can be strengthened through rewards, especially if those rewards are tied to their achievements. Children are more likely to engage in the learning process if they feel appreciated for their efforts and progress." (Akib et al., 2024) . Rewards can strengthen students' motivation to learn by linking them to their achievements, making them feel valued for their efforts and progress. Thus, rewards can increase student engagement in

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the learning process and motivate them to continue learning and improve their performance. Rewards in learning are an external factor that can foster motivation, as praise, grades, and recognition for effort can foster self-confidence and a continued enthusiasm for learning.

5. There are interesting activities in learning

The engaging learning activities indicator was assessed using three questionnaire items rated on a five-point scale and completed by 54 students. Individual scores ranged from 4 to 15, corresponding to 26.67%–100% of the maximum possible score. At the aggregate level, the indicator obtained a score of 606 out of 810, equivalent to 74.81%.

Based on the categorization criteria used in this study, this result falls within the good category. Nevertheless, this indicator recorded the second-lowest percentage among the six learning-motivation indicators in Table 2, exceedingly only recognition in learning (69.07%). The wide range of scores indicates substantial variation in students' perceptions of how engaging their learning activities were. Although some students perceived the activities as highly engaging, others reported considerably less favorable experiences. This pattern suggests that varied, interactive, and contextually relevant learning activities may not have been experienced consistently across the sample. Because the data were self-reported, the finding should be interpreted as students' perceptions of learning activities rather than as direct evidence of classroom practice or engagement behavior.

The results of the study showed that learning motivation, based on the indicator of engaging learning activities, was in the good category, with a percentage of 74.81%. Therefore, it can be concluded that providing engaging activities can motivate and encourage students to learn, thus making them more active in class. "Enjoyable learning is defined as learning that is calm, stress-free, safe, interesting, and arouses the interest of students. Enjoyable learning also involves full participation, focused student attention, an interesting and enthusiastic learning environment, and a sense of joy and high concentration." Enjoyable learning has characteristics such as being calm and stress-free, safe and interesting, arouses the interest of students, involves full participation and focused attention, an interesting and enthusiastic learning environment, and a sense of joy and high concentration. With these characteristics, enjoyable learning can increase student motivation and involvement in the learning process (Adipat et al., 2023; Mathur et al., 2024) .

6. The existence of a conducive learning environment

The conducive learning environment indicator was assessed using two questionnaire items rated on a five-point scale and completed by 54 students. Individual scores ranged from 6 to 10, corresponding to 60%–100% of the maximum possible score. At the aggregate level, the indicator obtained a score of 507 out of 540, equivalent to 93.89%.

Based on the categorization criteria used in this study, this result falls within the very good category and represents the highest percentage among the six learning-motivation indicators reported in Table 2. The concentration of scores in the upper part of the possible range indicates that most students perceived their learning environment as supportive of learning. This finding suggests that classroom comfort, order, interpersonal interactions, and access to learning facilities were generally viewed favorably and may help students maintain attention and participation during learning activities. Nevertheless, because the data were self-reported, the finding should be interpreted as students' perceptions of the learning environment rather than as direct evidence of its physical or social conditions or of its causal effect on learning motivation.

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The learning environment is one of the factors that plays a role in supporting the success of students in the learning process. The environment does not only consist of physical elements, but also includes social interaction between students, teachers, and other parties involved in learning activities. A conducive learning environment can create a comfortable and supportive learning atmosphere, so that it has the potential to increase students' motivation to learn (Arifin et al., 2026; Saleh, 2026) . Comfortable classroom conditions, harmonious relationships between teachers and students, and the availability of adequate learning facilities are some aspects that can support the creation of an effective learning environment.

Inferential Statistical Analysis

1. Normality Test

Table 3: Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		54
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.62021618
Most Extreme Differences	Absolute	.090
	Positive	.078
	Negative	-.090
Test Statistic		.090
Asymp. Sig. (2-tailed)		.200c, d

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: Results of SPSS 23 data processing

From the results of the normality test through the One-Sample Kolmogorov-Smirnov Test, it can be seen that the significance value is 0.200 where the decision making in the One-Sample Kolmogorov-Smirnov Test normality test is that the data is normally distributed if the significance value is > 0.05, so it can be concluded that the data for variables X and Y are normally distributed because the significance value obtained is 0.200 > 0.05.

2. Linearity Test

Table 4: Linearity Test Results

ANOVA Table

			Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Motivasi Belajar * Kurikulum Merdeka	Between Groups	(Combined)	1823.237	20	91.162	2.472	.010
		Linearity	1366.268	1	1366.268	37.043	.000
		Deviation from Linearity	456.969	19	24.051	0.652	.836
	Within Groups		1217.133	33	40.442		
	Amount		3040.370	53			

Source: Results of SPSS 23 data processing

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From the results of the linearity test, it can be seen that the significance value of the deviation from linearity is 0.836 > 0.05. Referring to the basis of decision making, namely variable X with variable Y is linear, if the significance value of the deviation from linearity is > 0.05, it can be concluded that there is a linear relationship between the implementation of the Independent Curriculum (X) and the learning motivation variable (Y).

3. Correlation Analysis

Table 5. Product Moments Correlation Test Results

Correlations

		Independent Curriculum	Motivation to learn
Independent Curriculum	Pearson Correlation	1	.670**
	Sig. (2-tailed)		.000
	N	54	54
Motivation to learn	Pearson Correlation	.670**	1
	Sig. (2-tailed)	.000	
	N	54	54

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

Source: Results of SPSS 23 data processing

From the results of the product moment correlation test, it can be seen that the significance value of the two variables is 0.000 <0.05 and the calculated r value is 0.670 > 0.268. Referring to the basis for decision making, namely if the calculated r> r table or the significance value <0.05, there is a relationship between variable X and variable Y, so it can be concluded that the implementation of the Independent Curriculum (X) with Learning Motivation (Y) has a strong level of relationship, because the calculated r value of 0.670 is at a correlation value of 0.60-0.799.

4. Simple Linear Regression Analysis

Table 6. Results of Simple Linear Regression Analysis

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.136	7.733		4.156	.000
	Application Independent Curriculum	.869	.133	.670	6.514	.000

a. Dependent Variable: Learning Motivation

Source: Results of SPSS 23 data processing

The results of the linear regression analysis show that the constant coefficient value is 32.136, where this number is a constant number which means that if there is no (0) implementation of the Independent Curriculum, the constant value of learning motivation is 32.136. Furthermore, the regression coefficient number X is 0.869, where this number means that for every 1% increase in the implementation of the Independent Curriculum, learning motivation will increase by 0.869. Because the regression coefficient value is positive (+), it can

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be said that the implementation of the Independent Curriculum (X) has a positive effect on the learning motivation variable (Y). Thus, the regression equation is $\hat{Y}$ = 32.136 + 0.869 X.

In addition, the significance value is 0.000 and the calculated t value is 6.514, with a t table of 1.675 (the distribution of the t table value at the 0.05 probability level), so the significance value is 0.000 <0.05 and the calculated t value is 6.514 > 1.675. Thus, it can be concluded that the implementation of the Independent Curriculum has an effect on learning motivation.

Table 7. Results of the Determination Coefficient

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670a	.449	.439	5.674

a. Predictors: (Constant), Application Independent Curriculum
b. Dependent Variable: Learning Motivation r
Source: Results of SPSS 23 data processing

From the table, it can be seen that the R Square value is 0.449 and the R value is 0.670, where the coefficient of determination is calculated using the formula KD = R2 X 100% = 0.6702 x 100% = 44.9%. This value means that the effect of the implementation of the Independent Curriculum (X) on learning motivation (Y) is 44.9% while 55.1% of learning motivation is influenced by other variables not studied.

CONCLUSION

The implementation of the Independent Curriculum achieved a very good level at 82.41%. The implementation variable of the Independent Curriculum was measured using three indicators: the development of soft skills and character according to the Pancasila student profile, flexible learning, and a focus on essential material. Learning motivation at SMK Negeri 1 Pangkep reached a very good level at 85.25%. Learning motivation was measured using six indicators: the desire and desire to succeed, the drive and need for learning, the hope or ideals for the future, the appreciation for learning, the presence of interesting learning activities, and the presence of a conducive learning environment. The statistical analysis showed a significant relationship between the implementation of the Independent Curriculum and learning motivation, with a Pearson correlation coefficient of 0.670 and an R Square value of 0.449. Thus, the implementation of the Independent Curriculum statistically explained 44.9% of the variation in learning motivation in the study sample, while 55.1% was associated with other factors not examined in this study. These findings provide context-specific empirical evidence from Grade XI MPLB students at SMK Negeri 1 Pangkep. Because the study used an associative quantitative design, the statistical result should be interpreted as evidence of a significant relationship/effect in the tested model rather than as proof of a causal mechanism.

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