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THE INFLUENCE OF THE INDEPENDENT CURRICULUM ON STUDENTS' INTRAPERSONAL AND INTERPERSONAL INTELLIGENCE

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Abstract

The purpose of this study is to analyze the influence of the Independent Curriculum (X) on intrapersonal intelligence (Y1) and interpersonal intelligence (Y2) separately and simultaneously. Survey, Simple Linear Regression Analysis and Multivariate Tests were applied to analyze the data. The sampling technique was a census or total technique with 137 respondents. The coefficient sig values for the normality test were 0.087 and 0.200; the linearity test was 0.432 and 0.068; and heteroscedasticity were 0.915 and 0.096. The significance level used was 0.05. First, the significance of the simple linear regression was 0.031 which skewed towards positive with a B value of 0.384. Second, the significance of the simple linear regression was 0.000 which also skewed towards positive with a B value of 0.347. The significance of the Multivariate Test was 0.013. Both analysis results showed that the sig value test <0.05. This means that the Independent Curriculum (X) significantly influences intrapersonal (Y1) and interpersonal (Y2) intelligence separately and simultaneously. The degree of impact of variable X on variable Y1 is 38.4%, and Y2 is 34.7% separately and 30% and 21% simultaneously.
Keywords: Independent Curriculum, Intrapersonal Intelligence, Interpersonal Intelligence

Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis pengaruh Kurikulum Merdeka (X) terhadap kecerdasan intrapersonal (Y1) dan kecerdasani interpersonal (Y2) secara terpisah dan simultan. Survei, Analisis Linier Regresi Sederhana dan Tes Multivariat diterapkan untuk menganalisis data. Teknik sampeling adalah teknik sensus atau total dengan 137 responden. Nilai sig koefisien untuk uji normalitas adalah 0,087 dan 0,200; Uji linearitas adalah 0,432 dan 0,068; dan heteroskedastisitas adalah 0,915 dan 0,096. Tingkat signifikansi yang digunakan adalah 0,05. Pertama, signifikansi regresi linier sederhana adalah 0,031 yang condong ke arah positif dengan nilai B adalah 0,384. Kedua, signifikansi regresi linier sederhana adalah 0,000 yang juga condong ke arah positif dengan nilai B adalah 0,347. Signifikansi Tes Multivariat adalah 0,013. Kedua hasil analisis menunjukkan bahwa uji nilai sig < 0,05. Artinya, Kurikulum Merdeka (X) secara signifikan memengaruhi kecerdasan intrapersonal (Y1) dan interpersonal (Y2) secara terpisah dan simultan. Derajat dampak variabel X terhadap variabel Y1 sebesar 38,4%, dan Y2 sebesar 34,7% secara terpisah dan 30% dan 21% secara bersamaan.
Keywords: Kurikululm Merdeka, Kecedasan Intrapersonal, Kecerdasan Interpersonal

INTRODUCTION

The government has regulated the mechanism for implementing education in Indonesia through National Education Law No. 20, 2023. The law on the national education system outlines the standards, procedures, and objectives of education. This law fosters a positive learning environment, allowing students to develop their potential and develop competencies. Students are able to cultivate their spiritual capacity, character development, self-awareness, competency, and moral values.

However, the facts show that juvenile delinquency is prevalent throughout Indonesia. A 2020 study by the Indonesian Judicial Research Society (IJRS) found that juvenile delinquency is very high (14,719 cases). These cases take the form of verbal and physical abuse, pornography and pornographic acts, intimidation, or threats. These conditions are driven by toxic masculinity, which reduces empathy and increases power, dominating, or controlling others.[1]

Moral degradation is very serious in Indonesia. There were 457,895 cases of harassment against women in 2023. These acts occurred in private areas (0.46%), public areas (0.65%), and state areas (0.01%). A 2015 survey by the World Health Organization (WHO) in a UNICEF Children's Fund report.[2] that school-aged children aged 13 to 17 years experience moderate mental disorders. Furthermore, more than 5% of respondents contemplated suicide when facing problems. Violence against school-aged children occurs in various forms. Smoking, drug abuse, promiscuity, bullying, and fighting are all forms of violence affecting children in Indonesia. Approximately 62% of children have been abused, and 23.7% have experienced bullying at school. As a result, 10% of these victims have contemplated suicide.[3]

Violence against school-age children manifests in various forms at a fairly high rate. Child abuse occurs in the form of addiction to alcohol, smoking, and drug use. Violence involves casual sex. Physical violence also occurs in the form of fights within the educational environment. Delinquency occurs in various settings, including schools, homes, and public spaces. UNICEF data[4] Research shows that 62% of adolescents in Indonesia experience violence and 23.7% experience bullying at school. Because of these violent experiences, 10% of adolescents plan to commit suicide.

Recognizing these issues, the government offered an alternative curriculum that accommodates creativity, innovation, and capacity building for teachers and students. This school curriculum was introduced by the government in 2022 through Regulation No. 262/M/2022 of the

[1] A. I. Budiarti et al., *Data Dan Fakta Kekerasan Seksual Di Indonesia Tahun 2021* (IJRS Indonesia Judicial Research Society, 2022).

[2] Unicef, *Profil Remaja 2021* (Unicef Indonesia, 2021).

[3] Komnas Perempuan, *Lembar Fakta Catatan Komnas Perempuan Tahun 2023 Kekerasan Terhadap Perempuan Di Ranah Publik Dan Negara: Minimnya Perlindungan Dan Pemulihan* (Komisi Nasional Anti Kekerasan terhadap Perempuan, 2023).

[4] Unicef, *Profil Remaja 2021*.

Minister of Education, Culture, Research, and Technology of the Republic of Indonesia concerning guidelines for implementing the independent curriculum as an effort to restore learning. This curriculum embodies three learning processes. Learning in the independent curriculum consists of intracurricular, cocurricular, and extracurricular activities based on the six values of the Pancasila Student Profile. By implementing this concept in the learning process, it facilitates student character development. It encourages the growth of students' sense of integrity, self-awareness, empathy, social skills, and natural intelligence.[5]

According to Dr. Burmansah, in his scientific speech at the 2021 Sriwijaya State Islamic University (STABN) graduation ceremony, the issues in modern education are health, the learning environment, and the well-being of educators, students, and the school community. He stated that one in three 18-year-olds experiences anxiety, 46% experience trauma, and 40% experience loneliness and isolation. Furthermore, he stated that the teaching load leads to teacher exhaustion and burnout. This condition triggers mental disorders such as stress, loss of control, and loss of focus.[6]

UNICEF's 2020 research revealed that learning outcomes in Indonesia are quite low, driven by the competence of education providers. The low quality of learning outcomes is influenced by weak teacher teaching skills and high teacher absenteeism. Another factor identified is the low capacity of educational unit management or school management. Principals' supervision of learning implementation is also very low. Furthermore, a fundamental factor is teachers' low administrative skills in implementing learning. Another contributing factor to the low quality of learning outcomes is the irrelevance of the curriculum and reading materials to the Indonesian context.[7] This condition has become a trigger for various problems among today's students.

These findings align with research by Burhanudin and Pohan[8], who found that humanitarian values-based education creates civilized students who are devout and possess moral values, intelligent, responsible, and democratic. These values are the core of intrapersonal and interpersonal intelligence. The Education Standards, Curriculum, and Assessment Agency (BSN), Ministry of Education, Culture, Research, and Technology, found that 97% of teachers agreed that the Independent Curriculum is effective in developing student character because the curriculum

[5] A. A. Juliastuti et al., "Tantangan Guru Dalam Menerapkan Kurikulum Merdeka Pada Tahun Pertama Di MIS Humaira Kota Bengkulu," *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri* 10 (2024): 21–34.

[6] Burmansah, "Pengarusutamaan Mindfulness Dalam Fondasi Pendidikan Modern: Harapan Dan Tantangan," 2021, 1–15.

[7] United Nations Children's Fund, *Situasi Anak Di Indonesia: Tren, Peluang Dan Tantangan Dalam Memenuhi Hak-Hak Anak* (UNICEF Indonesia, 2020).

[8] Burhanuddin and J. E. Pohan, *Kurikulum Konsep Dan Pengembangan* (Literasi Nusantara, 2021).

accommodates student differences and implements differentiated learning with project-based learning and problem-solving.[9]

Pertiwi et al. in Sucipto, Sukri, Patras, and Novita[10] found that the implementation of the Independent Curriculum in the Driving School facilitates the development of character, independence, critical thinking, collaboration skills, and diversity awareness in students. Because the independent curriculum incorporates more hours of religious and civic education, students are trained to develop self-management, self-control, motivation, and social interaction. This influences the gradual development of students' intrapersonal and interpersonal intelligence.[11]

From this description, it can be understood that the curriculum, as one component in the implementation of education, must truly function as a conductor in improving various student abilities according to their talents and interests. The curriculum can accommodate positive changes in intellectual, intrapersonal, interpersonal, kinesthetic, linguistic, spatial, mathematical, and natural intelligence. This means that education is aimed at encouraging self-development, intellectual development, creativity, motivation, lifelong learning, openness, innovation, and a quality and meaningful life.[12]

Based on the introduction above, this study aims to examine the influence of the Merdeka curriculum on students' intrapersonal and interpersonal intelligence at SMA Negeri 1 Tanjung, North Lombok. This study aims to explore the components of the Merdeka curriculum that influence the development of students' intrapersonal and interpersonal intelligence, such as standard values, teaching methods, and learning programs.

RESEARCH METHODS

The research method applied in this study is quantitative research. The population was 11th-grade science students at SMA Negeri 1 Tanjung. The number of respondents was 143 students. The sampling technique applied was census/total sampling. This technique was applied because the population characteristics were homogeneous and the number of respondents was less than 200. The total number of returned questionnaires was 137. This figure can be used to generalize the

[9] D. Wahyudin et al., *Kajian Akademik Kurikulum Merdeka* (Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024).

[10] Sucipto et al., "Tantangan Implementasi Kurikulum Merdeka Di Sekolah Dasar: Systematic Literature Review," *Kalam Cendikia: Jurnal Ilmiah Pendidikan*, 2024, 277–87.

[11] F. Saputra, "Implementasi Kurikulum Merdeka: Kecerdasan Emosional, Konsep Diri Dan Pola Belajar," *Jurnal Pendidikan Dan Kebudayaan Nusantara (JPKN)* 1, no. 1 (2023): 15–20, https://doi.org/10.38035/jpkn.v1i1.

[12] Burmansah, "Pengarusutamaan Mindfulness Dalam Fondasi Pendidikan Modern: Harapan Dan Tantangan."

research results because respondents have homogeneous characteristics with a total data amount reaching 97%.[13,14]

The research instrument was in the form of a Likert Scale with 5 alternative answers. The instrument was validated by experts and analyzed using the Aiken V method. Content validity and construct validity were 0.89, which is categorized as very high validity. In addition, the instrument was also piloted in other high schools in North Lombok. The Product Moment correlation coefficient of validity of all items was more than the rtable value = 0.367. The reliability coefficient was 0.925 while r11 for 31 respondents with 35 items was 0.600. This means that the instrument is valid and can be relied upon to be applied in collecting research data.[15,16,17]

Ordinal data were transformed into interval data. This procedure was applied as a requirement for inferential parametric statistical analysis. The method used to transform the data was the Successive Interval Method (MSI). The data were then accurately analyzed using SPSS version 24. The analysis carried out included classical assumption tests and inferential parametric statistical tests. The classical assumption tests carried out included normality, heteroscedasticity, and linearity tests. The coefficient value of the independent curriculum variable's normality test on intrapersonal intelligence was 0.87, while the independent curriculum variable's coefficient value on interpersonal intelligence was 0.200. The normality test used the Kolmogorov-Smirnov test. The significance level was 0.05. If the Asymp. Sig. value of the Kolmogorov-Smirnov test is less than 0.05, the research data is not normally distributed. The subsequent analysis procedure cannot be carried out. The results of the Kolmogorov-Smirnov test for these two dependent variables are more than 0.05, which means that the distribution of the residual data for both variables for each item in the test is normal (see tables 1 and 2) with consideration.$H0 : \alpha < 0{,}05;\ Ha : \alpha > 0{,}05$

[13] R. Sundayana, *Statistika Penelitian Pendidikan* (CV. Alfa Beta, 2014).
[14] Sugiyono, *Statistika Untuk Penelitian* (Alfabeta, 2021).
[15] Hendryadi, "Content Validity (Validitas Isi)," in *Teorionline Personal Paper* (2024), https://teorionline.wordpress.com/wp-content/uploads/2014/07/010614-content-validity.pdf.
[16] E. Yuliandari and R. T. Rahhman, *Metode Penelitian Dan Statistik* (In Media, 2017).
[17] Sugiyono, *Statistika Untuk Penelitian*.

Table1. Normality Test of Independent Curriculum (X) Towards Intrapersonal Intelligence (Y1)

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		137
Normal Parametersa,b	Mean	.0000000
	Standard Deviation	.13245124
Most Extreme Differences	Absolute	.071
	Positive	.070
	Negative	-.071
Test Statistics		.071
Asymp. Sig. (2-tailed)		.087c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Table2. Normality Test of Independent Curriculum (X) Towards Interpersonal Intelligence (Y2)

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		137
Normal Parametersa,b	Mean	.0000000
	Standard Deviation	.09139962
Most Extreme Differences	Absolute	.063
	Positive	.042
	Negative	-.063
Test Statistics		.063
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.

The heteroscedasticity test is an analysis to see whether the use of a regression model shows symptoms of heteroscedasticity between the variance and residual values from one observation to another.[18] In this study, the heteroscedasticity test applied was the Glejser test. The Glejser Sig coefficient for the independent curriculum variable on intrapersonal intelligence was 0.915 and for

[18] S. Raharjo, "Tutorial Uji Heteroskedastisitas Dengan Glejser SPSS," 2023, SPSS Indonesia, Olah Data Statistik dengan SPSS.

the independent curriculum on interpersonal intelligence was 0.096 (see tables 3 and 4). This indicates that the test results are higher than 0.05, which means that the regression model has met the requirements for inferential parametric statistical analysis. In this study, the analysis used was Simple Linear Regression Analysis and Multivariate Analysis.

Table3. Significance Coefficient of Independent Curriculum (X) on Intrapersonal Intelligence (Y1)

Coefficientsa

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.282	.288		.978	.330
	Independent Curriculum (X)	-.007	.070	-.009	-.107	.915

a. Dependent Variable: Abs_RES

Table 4. Significance Coefficient of Independent Curriculum (X) on Interpersonal Intelligence (Y2)

Coefficientsa

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.895	.341		2,518	.013
	Independent Curriculum (X)	-.139	.083	-.143	-1.675	.096

a. Dependent Variable: Abs_RES

The final classical assumption test is the linearity test. The analysis applied is Compare Means Analysis. This technique compares the average of the independent variable and the average of the dependent variable. The result of the analysis is an ANOVA table for the independent curriculum on intrapersonal intelligence and the independent curriculum on interpersonal intelligence. The significance of linearity in the ANOVA table is found on the Deviation from

Linearity Sig line. When the Deviation from Linearity Sig value is > 0.05, it indicates that the average of the two variables is linear. Further analysis can be done. The result of the analysis is that the Deviation from Linearity Sig of the independent curriculum on intrapersonal intelligence is 0.432 and the independent curriculum on interpersonal intelligence is 0.068.

Table 5. Linearity Test of Intrapersonal Intelligence Variable (Y1) with Independent Curriculum (X)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Intrapersonal Intelligence * Independent Curriculum	Between Groups	(Combined)	1,144	135	.008	3.136	.427
		Linearity	.039	1	.039	14,420	.164
		Deviation from Linearity	1.105	134	.008	3,051	.432
	Within Groups		.003	1	.003		
	Total		1,147	136			

Based on the Deviation from Linearity value in the ANOVA table and the basis for making decisions on determining linearity above, it can be concluded that there is a significant linearity between the intrapersonal intelligence variable and the Independent Curriculum variable because the Sig. value is 0.432 > 0.05. Judging from the F-count value, it also shows that there is a significant linearity because the F-count value: 3.051 < F-table: 3.91.

It can be concluded that the intrapersonal intelligence variable (Y1) and the Independent Curriculum variable (X) have significant linearity, so that both variables have met the requirements for inferential parametric statistical tests. The tests conducted were Simple Linear Regression and Multiple Linear Regression using the Multivariate Tests method. These two types of tests aim to observe the effect of the independent variable (X) on the dependent variable (Y) separately and simultaneously.

Meanwhile, to see the level of linearity of the two variables, it can be seen in the output of IBM® Statistics® SPSS version 24 in the Measures of Association table, namely the level of linearity or relationship between the independent variable (X) and the dependent variable (Y). The level of linearity or relationship between the intrapersonal intelligence variable (Y1) and the Independent Curriculum variable (X) through the compare means analysis test can be seen in the R

Squared value. The value of the level of linearity or relationship between the intrapersonal intelligence variable (Y1) and the Independent Curriculum variable (X) in R Squared is 0.34 as shown in table 28. This also means that the intrapersonal intelligence variable (Y1) with the Independent Curriculum variable (X) can be continued for inferential parametric statistical tests.

Table 6. The Level of Relationship between Independent Curriculum Variables (X) and Intrapersonal Intelligence (Y)$_1$)

Measures of Association

	R	R Squared	Eta	Eta Squared
Intrapersonal_Intelligence * Independent_Curriculum	.184	.034	.999	.998

The significance value of the analysis comparing the average value (compare means of variables) between the interpersonal intelligence variable (Y2) and the Independent Curriculum variable (X) is the Sig. value of 0.068 as in table 6. Based on the Sig. Deviation from Linearity value in the ANOVA table and the basis for determining the linearity of variables X and Y above, it can be concluded that there is a significant linearity between the interpersonal intelligence variable (Y2) and the Independent Curriculum variable (X). This determination was taken because the Sig. value of 0.068 > 0.05 value of the coefficient of the linearity significance criteria as in table 7 below.

Table 7. Linearity Test of Interpersonal Intelligence Variable (Y)$_2$) on the Independent Curriculum Variable (X)

ANOVA Table

			Sum of Squares	df	Mean Sq	F	Sig.
Interpersonal Intelligence * Independent Curriculum	Between Groups	(Combined)	.367	135	.003	148,480	.065
		Linearity	.032	1	.032	1735,589	.015
		Deviation from Linearity	.335	134	.002	136,636	.068
	Within Groups		.000	1	.000		
	Total		.367	136			

From the table above, it can be concluded that the interpersonal intelligence variable with the Independent Curriculum variable has significant linearity so that these two variables have met the requirements of the Simple Linear Regression test. Meanwhile, to see the level of linearity, it can be seen in the SPSS analysis output in the Measures of Association table, namely the level of linearity or relationship between the independent variable (X) and the independent variable (Y). The level of linearity or relationship between the interpersonal intelligence variable (Y2) with the Independent Curriculum variable (X) through the compare means analysis test can be seen in the R Squared value. The value of the level of linearity or relationship between the interpersonal intelligence variable (Y2) with the Independent Curriculum variable (X) in R Squared is 0.87 as shown in table 8. This also means that the interpersonal intelligence variable (Y2) with the Independent Curriculum variable (X) can be continued for the Simple Linear Regression test.

Table 8. The Level of Relationship of Interpersonal Intelligence Variables $(Y)_2$) on the Independent Curriculum Variable (X)

Measures of Association

	R	R Squared	Eta	Eta Squared
Interpersonal Intelligence * Independent Curriculum	.294	.087	1,000	1,000

Based on these three analyses, it can be concluded that the research data can be used as valid data for parametric statistical tests. Inferential parametric statistical tests are used to test research statistical hypotheses. The test applied in hypothesis testing is the Simple Linear Regression Test. The formula for the Simple Linear Regression Test is as follows:$Y = a + bx$

RESULTS AND DISCUSSION

Validity Test

The instruments used in this study have met the standards of content and construct validity based on expert considerations and reliability. The content and construct validity coefficients used in this study based on Aiken's V formula are V > 0.80. The researchers compiled 97 instrument items which were submitted to experts for assessment or validation. A summary of the results of the expert assessment based on Aiken's V formula is as shown in the table below:

Table 9. Summary of Expert Assessments

$\sum Butir$	V coefficient	Category	Information
1	0.00 - 0.40	Invalid	
14	0.40 – 0.65	Low Validity	Based on Aiken criteria[19]
47	0.66 – 0.80	Moderate Validity	
35	0.81 – 1.00	High Validity	
Source: Data by Researchers, 2025			

Based on the results of the expert assessment, the number of instrument items that have a V coefficient > 0.80 is 35 items as shown in the table below.

Table 10. Aiken Value of Research Instrument Item Validity Based on Expert Assessment

No.	Expert Score			$\sum S$	V	Category
	1	2	3			
1.	4	4	3	8	0.89	High Validity
2.	4	4	3	8	0.89	High Validity
3.	4	4	3	8	0.89	High Validity
4.	4	4	3	8	0.89	High Validity
5.	4	4	3	8	0.89	High Validity
6.	4	4	3	8	0.89	High Validity
7.	4	4	3	8	0.89	High Validity
8.	4	4	3	8	0.89	High Validity
9.	4	4	3	8	0.89	High Validity
10.	4	4	3	8	0.89	High Validity
11.	4	4	3	8	0.89	High Validity
12.	4	4	3	8	0.89	High Validity
13.	4	4	3	8	0.89	High Validity
14.	4	4	3	8	0.89	High Validity
15.	4	4	3	8	0.89	High Validity
16.	4	4	3	8	0.89	High Validity
17.	4	4	3	8	0.89	High Validity
18.	4	4	3	8	0.89	High Validity
19.	4	4	3	8	0.89	High Validity
20.	4	4	3	8	0.89	High Validity
21.	4	4	3	8	0.89	High Validity
22.	4	4	3	8	0.89	High Validity
23.	4	4	3	8	0.89	High Validity
24.	4	4	3	8	0.89	High Validity
25.	4	4	4	9	1.00	High Validity
26.	4	4	3	8	0.89	High Validity
27.	4	4	3	8	0.89	High Validity
28.	4	4	3	8	0.89	High Validity
29.	4	4	3	8	0.89	High Validity

[19] Hendryadi, "Content Validity (Validitas Isi)."

No.	Expert Score			$\sum S$	V	Category
	1	2	3			
30.	4	4	4	9	1.00	High Validity
31.	4	4	3	8	0.89	High Validity
32.	4	4	3	8	0.89	High Validity
33.	4	4	3	8	0.89	High Validity
34.	4	4	3	8	0.89	High Validity
35	4	4	3	8	0.89	High Validity
Source: Data Processed by Researchers, 2025						

The instrument, validated by experts and with high validity, was piloted on 11th-grade science students at SMA Negeri 1 Gangga, North Lombok. Students at SMA Negeri 1 Gangga have also been exposed to the Independent Curriculum, as SMA Negeri 1 Gangga is a leading school.

The data shows that all 35 statements in the instrument are valid after being analyzed using Pearson Product Moment. The rtable value for 31 respondents with a 95% confidence level or a significance of 0.05, dk = n – 2 is 0.367 and the rcount value of all instrument items is greater than rcount.

Before calculating r, a helper table was created for each instrument item. This helper table was used to find the values used in the Pearson Product Moment Correlation formula. The helper table used in this study is as follows:

Table 11. Example of Calculation of xy Value Item Number 1 for Pearson Product Moment Correlation Test

N	X	X2	Y	Y2	XY
1	5	25	162	26244	810
2	5	25	161	25921	805
3	4	16	160	25600	640
4	5	25	151	22801	755
5	3	9	90	8100	270
6	3	9	135	18225	405
7	4	16	156	24336	624
8	5	25	168	28224	840
9	5	25	155	24025	775
10	5	25	163	26569	815
11	3	9	160	25600	480
12	4	16	151	22801	604
13	5	25	169	28561	845
14	3	9	142	20164	426
15	5	25	164	26896	820
16	5	25	171	29241	855
17	2	4	146	21316	292
18	4	16	168	28224	672
19	5	25	186	34596	930

N	X	X2	Y	Y2	XY
20	2	4	143	20449	286
21	2	4	154	23716	308
22	2	4	139	19321	278
23	2	4	132	17424	264
24	4	16	152	23104	608
25	2	4	156	24336	312
26	5	25	151	22801	755
27	2	4	163	26569	326
28	3	9	135	18225	405
29	4	16	171	29241	684
30	5	25	192	36864	960
31	2	4	163	26569	326
	ΣX = 115	ΣX2 = 473	ΣY=4809	ΣY2 = 756063	ΣXY = 18175

Source: Data Processed by Researchers, 2025

The calculated r value is obtained by using the Pearson Product Moment Correlation formula as follows:

$$r = \frac{n\sum xy - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (X)^2\}}.\sqrt{\{n\sum Y^2 - (\sum Y)^2\}}}$$

$$r = \frac{31\,.\,18175 - 115\,.\,4809}{\sqrt{\{31\,.\,473 - 115^2\}}.\sqrt{\{31\,.\,756063\ -\ 4809^2\}}}$$

$$r = \frac{31\,.\,18175 - 115\,.\,4809}{\sqrt{\{31\,.\,473 - 115^2\}}.\sqrt{\{31\,.\,756063\ -\ 4809^2\}}}$$

$$r = \frac{563475 - 553035}{\sqrt{\{14663 - 13225\}}.\sqrt{\{23437953 - 23126481\}}}$$

$$r = \frac{10440}{\sqrt{1438}.\sqrt{311472}}$$

$$r = \frac{10440}{31{,}921\,.\,558{,}097}$$

$$r = \frac{10440}{21163{,}571}$$

$$r = 0{,}49$$

By applying this formula to each instrument item, the calculated r value is obtained. The results are then summarized in a table and compared with the r table value. If the calculated r value is greater than r table, the instrument item is declared valid, as shown in Table 17 below.

Table 12. Recapitulation of Instrument Validity rcount

Item Number	rhitung	rtable	Information
1.	0.491	0.367	Valid
2.	0.725	0.367	Valid
3.	0.399	0.367	Valid
4.	0.580	0.367	Valid
5.	0.686	0.367	Valid
6.	0.627	0.367	Valid
7.	0.466	0.367	Valid
8.	0.511	0.367	Valid
9.	0.684	0.367	Valid
10.	0.425	0.367	Valid
11.	0.750	0.367	Valid
12.	0.381	0.367	Valid
13.	0.538	0.367	Valid
14.	0.738	0.367	Valid
15.	0.383	0.367	Valid
16.	0.565	0.367	Valid
17.	0.561	0.367	Valid
18.	0.544	0.367	Valid
19.	0.464	0.367	Valid
20.	0.613	0.367	Valid
21.	0.390	0.367	Valid
22.	0.394	0.367	Valid
23.	0.491	0.367	Valid
24.	0.385	0.367	Valid
25.	0.448	0.367	Valid
26.	0.371	0.367	Valid
27.	0.715	0.367	Valid
28.	0.504	0.367	Valid
29.	0.750	0.367	Valid
30.	0.750	0.367	Valid
31.	0.486	0.367	Valid
32.	0.418	0.367	Valid
33.	0.445	0.367	Valid
34.	0.405	0.367	Valid
35.	0.460	0.367	Valid

Source: Data processed by researchers, 2025

Reliability Test

Based on the r table, it is known that the acceptable reliability value (r) of the research instrument for the number of respondents of 31 is 0.600 or r = 0.600. If the instrument item has a reliability value below 0.600, then the instrument item is declared unreliable for measuring the

research variable because it is unable to provide consistent data when used at a later time.[20] Statistically, the considerations for accepting the instrument items for 31 respondents are as follows:

Ho: r11 < 0.600 the instrument is not reliable.

Ha : r11 > 0.600 reliable instrument.

To calculate the item reliability value, the r11 formula is used, namely:

$$r_{11} = \left[\frac{n}{(n-1)}\right]\left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2}\right]$$

The application of the formula above requires the variance value of each item (), and the total variance value of the items (). The variance value of the items () is obtained using the following formula and is tabulated in table 18:$\sigma_i^2 \sigma_t^2 \sigma_i^2$

$$\sigma_i^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Table 13. Sigma Value of Instrument Items

No.	σ	No.	σ	No.	σ	No.	σ	No.	σ
1.	1,496	8.	2,096	15.	0.676	22.	0.822	29.	0.822
2.	0.506	9.	0.866	16.	1,209	23.	1,496	30.	0.822
3.	0.302	10.	0.458	17.	0.522	24.	1,224	31.	1,519
4.	1,902	11.	0.822	18.	0.870	25.	1,059	32.	0.926
5.	0.733	12.	1,059	19.	0.624	26.	1,222	33.	1,086
6.	0.483	13.	0.676	20.	0.547	27.	0.643	34.	0.293
7.	1,380	14.	0.608	21.	0.708	28.	1,361	35	1,055
$\sum \sigma_i^2 = 32{,}895$									

[20] Yuliandari and Rahhman, *Metode Penelitian Dan Statistik*.

Meanwhile, to obtain the total item variance value () it is obtained by using the formula and the total item variance value is obtained as follows:σ_t^2

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$
$$\sigma_t^2 = \frac{756063 - \frac{(\sum 4809)^2}{31}}{31}$$
$$\sigma_t^2 = \frac{756063 - \frac{23126481}{31}}{31}$$
$$\sigma_t^2 = \frac{756063 - \frac{23126481}{31}}{31}$$
$$\sigma_t^2 = \frac{756063 - 746015{,}516}{31}$$
$$\sigma_t^2 = \frac{10047{,}484}{31}$$
$$\sigma_t^2 = 324{,}112$$

Furthermore, the reliability of the instrument items can be calculated using the reliability coefficient formula as below:

$$r_{11} = \left[\frac{n}{(n-1)}\right]\left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2}\right]$$
$$r_{11} = \left[\frac{35}{(35-1)}\right]\left[1 - \frac{32{,}895}{324{,}113}\right]$$
$$r_{11} = \left[\frac{35}{34}\right][1 - 0{,}101]$$
$$r_{11} = 1{,}029\ .\ 0{,}899$$
$$r_{11} = 0{,}925$$

To determine the reliability of a research instrument, the Cronbach's Alpha value is used. Based on this Cronbach's Alpha value, internal consistency criteria, or the instrument's reliability level, are developed. This criterion is a type of reliability that measures how consistently the items in the instrument measure the concepts in the variables. The criteria used to determine instrument reliability can be seen in Table 19 below:

Table 14. Standard Criteria for Reliability of Research Instruments

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0{,}9$	Very high
$0{,}9 > \alpha \geq 0{,}7$	Tall
$0{,}7 > \alpha \geq 0{,}4$	Currently
$0{,}4 > \alpha \geq 0{,}2$	Low
$\alpha < 0{,}2$	Very Low
(Yuliandari & Rahhman, 2017)[21]	

Based on the results of the calculation of the reliability of the instrument (r11) this study obtained a value of r11 = 0.925. First, statistically, Ho: 0.925 > 0.600 then Ho is rejected and Ha is accepted, meaning that the reliability of the instrument has met the reliability standards. Second, based on the Cronbach's Alpha table that the reliability of the instrument is categorized as very high, the value of 0.095 > 0.90 then it can be stated that this research instrument has met the reliability requirements with a very high category. With this very high instrument reliability, it is believed that this instrument can collect data consistently at different times with different subjects.$\alpha \geq 0{,}90$

Classical Assumption Test

1. Normality Test

The data normality test in this study used IBM® Statistical Package for the Social Sciences Version 24 software or IBM® Statistics® SPSS version 24 application. Each variable data, namely the Independent Curriculum (X), intrapersonal intelligence (Y1), and interpersonal intelligence (Y2) was tested with the Kolmogorov-Smirnov Test of Normality because the data was more than 30. From the results of the analysis, the significance value of the Test of Normality of the Independent Curriculum variable data (X) was 0.092 > 0.05, the value of the significance coefficient criteria as in the following table:

Table 15. Significance Value of Independent Curriculum Variable (X) with Kolmogorov-Smirnov Analysis

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Independent Curriculum	.070	137	.092	.984	137	.123

a. Lilliefors Significance Correction

[21] Yuliandari and Rahhman, *Metode Penelitian Dan Statistik*.

The normality of the intrapersonal intelligence variable data (Y1) using the same method as the Independent Curriculum variable data test (X) found a significance value from the Kolmogorov-Smirnov Test of Normality of 0.200 > 0.05, the value of the normality significance coefficient criteria as in the following table:

Table 16. Significance Value of Intrapersonal Intelligence Variable (Y1)) with Kolmogorov-Smirnov Analysis

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Intrapersonal Intelligence	.045	137	.200*	.989	137	.341

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

2. ResultsHeteroscedasticity Test

The heteroscedasticity test is a test to see whether the regression model used has an inequality in the variance of the residual values from one observation to another.[22] If heteroscedasticity symptoms occur, the inferential parametric statistical test cannot be continued. For the heteroscedasticity test in this study, the Glejser approach was used with the IBM® Statistics® SPSS Version 24 application with significance criteria.$\alpha = 0{,}05$

The Sig. value of the Independent Curriculum variable (X) on the intrapersonal intelligence variable (Y1) is 0.915 and the Sig. value of the Independent Curriculum variable on the interpersonal intelligence variable (Y2) is 0.096. These results indicate that the significance value of Abs_Res of both variables is > 0.05, (0.915 > ; 0.096 >) so it can be said that the regression model of both variables is suitable for inferential parametric statistical analysis. The results of the Glejser Abs_RES test are presented in table 17 and table 18 below:$\alpha = 0{,}05\alpha = 0{,}05$

[22] Raharjo, "Tutorial Uji Heteroskedastisitas Dengan Glejser SPSS."

Table 17. Glejser Coefficients of Independent Curriculum Variable (X) against Abs_RES on Intrapersonal Intelligence Variable (Y1)

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std Error	Beta		
1.	(Constant)	.282	.288		.978	.330
	Independent Curriculum (X)	-.007	.070	-.009	-.107	.915

b. Dependent Variable: Abs_RES

Table 18. Glejser Coefficients of Independent Curriculum Variable (X) against Abs_RES on Interpersonal Intelligence Variable (Y2)

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std Error	Beta		
1.	(Constant)	.895	.341		2,518	.013
	Independent Curriculum (X)	-.139	.083	-.143	-1.675	.096

Dependent Variable: Abs_RES

3. Linearity Test

The significance value of linearity between the independent variable (X) and the dependent variable (Y) can be seen in the SPSS output from the analysis comparing the average value of the independent variable (X) with the dependent variable (Y) (compare means analysis) in the form of an ANOVA table through two methods, namely by looking at the Sig. value in the ANOVA table and comparing the calculated F value in the ANOVA table with the Ftable value.

The basis for determining the decision on the existence of significant linearity between variables is by using the method of looking at the value of the Deviation from Linearity Sig. and the confidence level value or alpha value (α) are as follows:

a. If the Deviation from Linearity Sig value is <0.05 in the ANOVA table, then there is no significant linear relationship between the independent variable and the dependent variable.
b. If the Deviation from Linearity Sig. value is > 0.05 in the ANOVA table, then there is a significant linear relationship between the independent variable and the dependent variable.

The basis for determining the decision on the existence of linearity between the independent and dependent variables can also be done by comparing the calculated F in Deviation from Linearity with the Ftable value as follows:

a. If the F count value > F table, then there is no significant linear relationship between the independent variable and the dependent variable.
b. If the F count value < F table, then there is a significant linear relationship between the independent variable and the dependent variable.

The significance value of the linearity test in the IBM® Statistics® SPSS version 24 application output can be found in the ANOVA table. The significance value is the result of an analysis by comparing the average value of the intrapersonal intelligence variable (Y1) with the Independent Curriculum variable (X) with a Sig. value of 0.432 and an F-count value of 3.051 as shown in the following table:

Table 19. Linearity Test of Intrapersonal Intelligence Variable (Y1) with Independent Curriculum (X)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Intrapersonal Intelligence Independent Curriculum	Between Groups	(Combined)	1,144	135	.008	3.136	.427
		Linearity	.039	1	.039	14,420	.164
		Deviation from Linearity	1.105	134	.008	3,051	.432
	Within Groups		.003	1	.003		
	Total		1,147	136			

Based on the Deviation from Linearity value in the ANOVA table and the basis for making decisions on determining linearity above, it can be concluded that there is a significant linearity between the intrapersonal intelligence variable and the Independent Curriculum variable because the Sig. value is 0.432 > 0.05. Judging from the F-count value, it also shows that there is a significant linearity because the F-count value: 3.051 < F-table: 3.91.

Simple Linear Regression Test

The results of the Simple Linear Regression Analysis of the independent curriculum (X) on intrapersonal intelligence (Y1) were 0.031 (see Table 9). This method was repeated to analyze the regression value of the independent curriculum (X) towards interpersonal intelligence (Y2). The results of the analysis were 0.000 (see Table 20).

Table 20. Significance Value of Independent Curriculum (X) on Intrapersonal Intelligence Regression (Y1)

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,358	.654		3,607	.000
	Independent Curriculum	.384	.176	.184	2,179	.031

a. Dependent Variable: Intrapersonal Competence

Table 21. Significance of the Regression Value of the Independent Curriculum (X) Towards Interpersonal Intelligence (Y2)

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,411	.359		6,708	.000
	Independent Curriculum	.347	.097	.294	3,577	.000

a. Dependent Variable: Interpersonal Competence

To test the inferential parametric statistical hypothesis with Simple Linear Regression, the results of the Sig. analysis value are compared with the criterion value (constant value). The criterion value orαin this study isα= 0.05 or 95% confidence level. The reference used to determine whether H0 or Ha is accepted is that if the Sig. Correlation Coefficient value >α(0.05), H0 is rejected and Ha is accepted. Second, if the value of the Correlation Coefficient Sig. <α(0.05), H0 is accepted and Ha is rejected.

Based on the results of the analysis in table 9 above, it can be stated that because the Sig. value of the regression coefficient of the independent curriculum variable (X) on intrapersonal intelligence (Y1) is less thanα= 0.05, that is, 0.031 < 0.05, then there is a significant influence of

the independent curriculum variable (X) on intrapersonal intelligence (Y1) or H0 is rejected or Ha is accepted. This means that the implementation of the independent curriculum has a significant impact on the quality of intrapersonal intelligence. From table 10 above, it can be explained that the Sig. value of the regression coefficient of the independent curriculum (X) on interpersonal intelligence (Y2) is less thanα= 0.05, namely 0.000 < 0.05, there is a significant influence of the independent curriculum variable (X) on interpersonal intelligence (Y2) or H0 is rejected or Ha is accepted, which means that the independent curriculum has a significant influence on students' interpersonal intelligence.

Multiple Linear Regression Test

The multivariate test result of the independent variable on two dependent variables (Y1 and Y2) simultaneously is 0.013 (see table 11). From this table, it can be seen that the significance test value of Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root are all 0.013. This means that the independent variable (Independent Curriculum) simultaneously influences the dependent variables (intrapersonal and interpersonal) significantly. The results of the analysis also show that the Multivariate Test effect value for all four types of tests is positive. This means that the independent variables simultaneously influence the dependent variable in a positive direction.

Table 22. Results of multivariate tests of independent variables on dependent variables (Y1 and Y2).

Multivariate Testsa

Effect		Value	F	Hypothesis df	Sig.
Intercept	Pillai's Trace	1,000	39878099.190b	1,000	.000
	Wilks' Lambda	1,000	39878099.160b	1,000	.000
	Hotelling's Trace	39878099.160	39878099.160b	1,000	.000
	Roy's Largest Root	39878099.160	39878099.160b	1,000	.000
Independent Curriculum	Pillai's Trace	1,000	3574.655b	135,000	.013
	Wilks' Lambda	1,000	3574.655b	135,000	.013
	Hotelling's Trace	482578.476	3574.655b	135,000	.013
	Roy's Largest Root	482578.476	3574.655b	135,000	.013

The research findings are in accordance with Saputra's research findings. The Independent Curriculum positively influences intrapersonal intelligence through problem-solving, project-, or

product-based learning activities. The independent curriculum, based on the values of the Pancasila Student Profile (P3), stimulates the development of intrapersonal and interpersonal intelligence. With religious knowledge, students learn to respect others with a sense of equality. Students manage their attitudes and actions wisely when interacting with others in the school environment. The value of global heterogeneity drives an attitude of respect for others from different backgrounds. The spirit of mutual cooperation encourages the growth of teamwork, communication, social skills, problem-solving skills, and empathy. The value of critical thinking directs students to analyze any experience in the learning process to obtain accurate information before taking action. The value of creativity enables students to manage change well by managing time to achieve goals. They work hard to produce ideas or products that benefit themselves or others. The final value of the Pancasila Student Profile is independence. This value encourages students to take responsibility for any task given.[23]

CONCLUSION

Based on the results and discussion above, it can be concluded that the Independent Curriculum is a highly strategic approach to facilitating student intelligence, including intrapersonal and interpersonal intelligence. The independent curriculum is highly effective in developing students' potential to acquire self-awareness, self-regulation, self-motivation, empathy, and social skills. These skills are key indicators of intrapersonal and interpersonal intelligence. The independent curriculum can facilitate the development of intrapersonal and interpersonal intelligence through learning activities based on problem-solving, role-playing, project-based learning, presentations, and co-curricular and extracurricular activities.

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[23] Saputra, "Implementasi Kurikulum Merdeka: Kecerdasan Emosional, Konsep Diri Dan Pola Belajar."

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