



Implementation of Smart TV As A Learning Medium to Support the Independent Learning Curriculum at Al Qur'an Tri Bhakti Attaqwa Middle School

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ABSTRACT

The purpose of this study is to identify the use of smart TVs in supporting the Independent Curriculum, thus providing an overview of the implementation process, supporting factors, obstacles encountered, and its contribution to the implementation of learning in schools. This research method uses a qualitative approach with field research, aiming to deeply understand the implementation of smart TVs as a learning medium to support the independent learning curriculum at Al-Qur'an Tri Bhakti Attaqwa Middle School. This qualitative field research was chosen so that the researcher could directly visit the research location, observe, and understand the phenomena that occur naturally and contextually. The implementation of Smart TV as a learning medium to support the Independent Curriculum has been successful and has made a positive contribution to the learning process. Smart TVs can help teachers deliver material in a more engaging, interactive, and easily understood way for students. Although the school currently only has one Smart TV, its utilization can still be optimized through a well-organized system of alternating use between classes. Smart TVs have several advantages, including :Increased student activity during process learning, mens how that Smart TV is able to encourage student involvement in the learning process. However, in its implementation there are several obstacles faced. One of them isthe other one istendency to rely on the presentation of material via Smart TV. Thus, this study recommends various variations in learning methods by teachers and is able to make a good contribution to supporting and making the independent curriculum a success in an active, innovative and appropriate manner to the development of educational technology in Indonesia.

Keywords: Smart TV, Learning Media, Independent Curriculum

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INTRODUCTION

Education is a fundamental right for every person in any country. Given its crucial role in human development, the government consistently strives to address educational challenges. Therefore, developments in education are constantly evolving, driven by the goal of creative and effective learning. Thanks to current technological advancements, education can become easier and more efficient. (Wijaksono and Prima 2022) National education is made into a forum that has an explicit vision and mission, that the objectives stated in Law Number 20 of 2003 state that this national education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals,

are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. (Najili et al. 2022) Science advances daily along with the development of technology and information. To improve the quality of education and compete with other developed countries, the presence of competent and professional teachers is a must. (Effendi and Wahidy 2019)

The curriculum is a set of plans and arrangements that contain objectives, content, learning materials, and methods used as guidelines in organizing the learning process to achieve certain educational goals. This definition is as stated in the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 12 of 2024 concerning the Curriculum in Early Childhood Education, Elementary Education, and Secondary Education. In the development of education in Indonesia, the Independent Curriculum is one form of transformation of the education system that is officially implemented to provide flexibility to educational units and teachers in designing student-centered learning. (Al Abror et al., 2025) This curriculum emphasizes in-depth learning, learning differentiation, character strengthening through the Pancasila Student Profile Strengthening Project (P5), and the use of technology to support the teaching and learning process. (Alfani et al., 2024)

The implementation of the Independent Curriculum provides teachers with the freedom to adapt strategies, media, and learning methods based on the needs, potential, and characteristics of students. In practice, the success of this curriculum implementation is determined not only by teacher competence but also by the readiness of school facilities and infrastructure, including the use of digital learning media. (Mardiana and Emmiyati 2024)

The rapid development of information technology in today's era of globalization has unavoidably impacted the world of education. Global demands require the educational sector to continually adapt to technological developments to improve educational quality, particularly in adapting the use of information and communication technology for education, particularly in the learning process. (Komalasari 2020) The development of information and communication technology (ICT), which has impacted all aspects of life, including education, can be leveraged to support demands for reform in the education system. The development and utilization of IT-based learning media, both offline and online, can serve as input for interested parties. (Siregar and Marpaung 2020) Media is anything used to convey messages from the sender and receiver so that it can stimulate the thoughts, feelings, attention and interests as well as the attention of students in such a way that the learning process occurs. Learning media has a very important role in improving student achievement seen from the general definition of learning media as a tool to assist the teaching and learning process.

The implementation of the Independent Curriculum (Curriculum Merdeka) is a form of educational transformation in Indonesia, emphasizing student-centered learning, strengthening competencies, and providing teachers with greater space to develop innovative learning strategies. In its implementation, the Independent Curriculum requires the use of learning media that can create an active, creative, and enjoyable learning environment. Therefore, the use of digital technology as a learning medium has become an integral part of the learning process in today's era.

One form of digital technology that is increasingly being utilized in learning activities is the Smart TV. Smart TVs are technological devices capable of displaying various digital content such as learning videos, interactive presentations, images, internet access, and various learning support applications in a single device. The presence of Smart TVs provides opportunities for teachers to deliver material in a more engaging, visual, and interactive manner, thereby increasing student engagement in the learning process. The use of technology-based learning media such as Smart TVs is also considered capable of supporting the creation of a learning environment that suits the characteristics of the digital generation. However, the implementation of technology-based learning media in schools does not always run optimally. (Sukawati et al., 2025) There are various factors that influence the success of its use, such as the readiness of facilities and infrastructure, teacher competence in operating the technology, student readiness, and school policy support. Each educational institution has different conditions and experiences in implementing learning technology, so it is important to examine in depth the process of implementing these media in a real-world context in the

school environment. (Rosmana 2024)

In the context of educational facility renewal, the procurement of technological devices such as Smart TVs is part of schools' efforts to adapt to the demands of digital transformation in education. However, the implementation of this technology in the field still faces various challenges, such as teacher readiness in operating the devices, media integration with teaching modules, limited internet networks, and student readiness in participating in technology-based learning. (Rosyid et al., 2025) Recent research shows that the successful implementation of the Independent Curriculum is greatly influenced by school readiness, teacher competence, and adequate learning facilities. Therefore, the use of Smart TVs is not only seen as a technological tool, but also as part of an innovative learning strategy in supporting the objectives of the Independent Curriculum in educational units. (Ivantri, 2024.)

Al-Qur'an Tri Bhakti Attaqwa Middle School is one of the educational institutions that has utilized Smart TVs as a learning medium to support the implementation of the Independent Curriculum. The use of Smart TVs at this school is part of an effort to improve the quality of learning through the integration of technology into teaching and learning activities. However, the implementation of Smart TVs presents various challenges, including the usage process, student responses, teacher readiness, and technical challenges encountered during the learning process. This situation is an interesting phenomenon that merits further study.

Based on the above description, this study was conducted to describe the implementation of Smart TV as a learning medium in supporting the Independent Learning Curriculum at Al Qur'an Tri Bhakti Attaqwa Middle School, so that it can provide an overview of the implementation process, supporting factors, obstacles faced, and its contribution to the implementation of learning in schools.

METHOD

This research method uses a qualitative approach with field research, which aims to understand in-depth the implementation of smart TV as a learning medium to support the independent learning curriculum at Al-Qur'an Tri Bhakti Attaqwa Middle School. This qualitative field research was chosen so that researchers could directly visit the research location, observe, and understand the phenomena that occur naturally and contextually. The data collected is descriptive, in the form of observation notes, interview transcripts, documentation, and field notes that are not measured quantitatively. (Adlini et al. 2022), but rather interpreted narratively to describe the implementation of smart TV and its impact.

This research was conducted at Al Qur'an Tri Bhakti Attaqwa Middle School for one month, from March 31, 2026, to April 29, 2026. The research subjects were determined using a purposive sampling technique, with subject criteria including parties directly involved and having relevant information regarding the implementation of smart TV, such as the Vice Principal for curriculum, teachers who use Smart TV, and students of Al Qur'an Tri Bhakti Attaqwa Middle School. The object of the research is the implementation of smart TV as a learning medium in supporting the independent learning curriculum. (Darmalaksana 2020)

Data collection was conducted through three main techniques: observation, interviews, and documentation. Observation (Salim, 2019) was used to observe the learning process of students when using Smart TV as a learning medium. In-depth interviews with semi-structured guidelines were conducted with the Vice Principal of the curriculum department, teachers who use Smart TV, and students of Al Qur'an Tri Bhakti Attaqwa Middle School to gather information related to their experiences, views, and understanding of learning using Smart TV as a medium. Documentation was used to collect documents related to the school and learning activities as supporting data. The main research instrument was the researcher herself, assisted by observation guidelines, interview guidelines, and documentation formats. Data validity was tested through triangulation of sources and methods, to ensure the credibility and validity of the research findings. Data analysis was carried out interactively and continuously from data collection to conclusion drawing. (Saputra et al. 2023)

RESULT AND DISCUSSION

Based on field observations, it is known that the implementation of Smart TV-based learning at Al Qur'an Tri Bhakti Attaqwa Middle School has a centralized usage system. The school currently has one Smart TV unit placed in a special room or learning laboratory provided by the school. In its implementation, students do not use the Smart TV directly in their respective classes, but rather the teacher and students go to the laboratory room when the learning schedule that requires Smart TV media has been determined. Because the available Smart TV facility still only has one unit, its use is carried out alternately between classes based on a schedule that has been prepared by the school and subject teachers. Every day, one class has the opportunity to use the facility according to learning needs.

Figure 1. Interview with the Deputy Head of Curriculum and Teachers



This system is implemented so that all classes can benefit equally from the use of technology-based learning media. Although use must be done in turns, the learning process remains orderly, organized, and effective. This demonstrates good management of educational facilities and the school's commitment to optimizing the use of learning technology as part of supporting the implementation of the Independent Curriculum. The school also demonstrates its commitment to supporting the use of technology as part of learning innovations aligned with the implementation of the Independent Curriculum.

Interviews with the Vice Principal and a social studies teacher who uses Smart TVs in their lessons revealed that Smart TVs facilitate the delivery of learning materials. Teachers can display various learning resources, such as educational videos, presentations, images, animations, and other digital materials relevant to the topic. With the help of these visual and audiovisual media, the delivery process becomes more engaging, systematic, and easier for students to understand. Furthermore, teachers also feel more supported in creating an active and communicative classroom atmosphere. Observations during the learning process revealed that students exhibited high levels of enthusiasm when Smart TVs were used. They appeared more focused, actively asked questions, and showed greater interest in the learning materials. This demonstrates that Smart TV use can increase student engagement in learning activities. This aligns with the characteristics of the Independent Curriculum, which emphasizes active, exploratory learning and provides a more meaningful learning experience.

Figure 2. Identifying the Learning Process in the Classroom



Based on the results of observations, interviews, and documentation at Al Qur'an Tri Bhakti Attaqwa Middle School, the success of implementing Smart TV as a learning medium is

supported by several main factors.

6. The first factor is policy support and commitment from the school. The school prioritizes the development of technology-based learning by providing Smart TVs as learning media. Although the number of devices is still limited, the school strives to optimize their use through a structured schedule so that all classes can take turns using the facilities. The principal's support is also evident through encouragement of teachers to utilize technology in the learning process as part of the Independent Curriculum implementation.
7. The second factor is teacher competence and readiness in utilizing learning technology. Teachers at Al-Qur'an Tri Bhakti Attaqwa Middle School demonstrated considerable proficiency in operating Smart TVs and adapting learning materials to digital media. Prior to the learning process, teachers prepared teaching materials such as presentations, instructional videos, images, and other interactive materials to ensure effective and targeted use of Smart TVs. Teacher readiness is a crucial factor in the successful implementation of technology-based learning media.
8. The third factor is student enthusiasm and positive responses. Based on classroom observations, students demonstrated high levels of interest when learning using Smart TVs. The visual, audio, and video displays enhanced student focus, attention, and active participation during the learning process. This facilitated teachers' ability to create a more lively and interactive learning environment.
9. The fourth factor is the availability of easily accessible digital learning resources. Smart TVs allow teachers to access a variety of learning resources from the internet and pre-prepared learning media. This makes it easier to present more varied, up-to-date materials tailored to students' needs. Access to digital learning resources makes the learning process more flexible and less restricted to textbooks.
10. The fifth factor is cooperation and coordination among teachers in the use of school facilities. Because there was only one Smart TV available, teachers coordinated well in creating a usage schedule so that each class had equal access. This mutual support among teachers was one factor that ensured the optimal implementation of Smart TV despite limited resources.

Based on these findings, it can be seen that the successful implementation of Smart TV at SMP Al Qur'an Tri Bhakti Attaqwa is determined not only by the availability of facilities, but also by school policies, teacher readiness, student enthusiasm, easy access to learning resources, and strong collaboration among educators. These factors provide a strong foundation for supporting learning implementation aligned with the Independent Curriculum.

However, several obstacles were encountered during implementation. One obstacle identified was the tendency for students to become overly reliant on material presented via Smart TV. Some students showed a higher interest in learning when using digital media, but when learning returned to conventional methods, some students appeared less enthusiastic than before. This situation indicates that the use of technology must be balanced with a variety of other learning methods so that students do not become dependent on a single type of learning media. Furthermore, the limited number of devices available, with only one unit available, also requires the school to organize the schedule effectively so that the entire class can benefit from using Smart TV.

From the explanation above, it can be seen that there are advantages of Smart TV, namely from the student's perspective, increased student activity during learning shows that Smartboard is able to encourage student involvement in the learning process. Direct interaction with the media, such as shifting numbers and arranging steps to solve problems, provides a participatory learning experience. This experience plays an important role in the development of numerical literacy because students not only understand the concept theoretically, but also apply it directly in learning activities. This finding is in line with the opinion of Tamur (2023) who stated that the use of interactive digital media can increase student involvement and understanding in mathematics learning.

From the teacher's perspective, the ease of presenting material and time efficiency indicate that Smartboard supports more effective learning. Teachers can focus on guiding

students without being burdened by writing or drawing on the board. Although there are technical constraints, such as limited internet connection and the need to adapt to technology, these constraints do not diminish the main benefits of Smart TV in learning. This shows that teacher readiness and good learning planning are important factors in the successful implementation of technology-based media. Overall, the results and discussion of this study confirm that the implementation of Smartboard learning media can create a more interactive, interesting, and meaningful mathematics learning atmosphere. This media contributes to developing students' mathematical literacy by increasing conceptual understanding, learning activity, and direct involvement in learning.

Despite some challenges, overall, the implementation of Smart TV at SMP Al Qur'an Tri Bhakti Attaqwa has made a significant contribution to the learning process. Smart TV not only helps teachers deliver material in a more engaging and understandable way, but also creates a more active, innovative learning environment that meets the demands of 21st-century learning. The presence of Smart TV also provides tangible support for the implementation of the Independent Curriculum, particularly in creating flexible, creative, and student-centered learning. With proper management, Smart TV has become an effective learning medium in improving the quality of the teaching and learning process at SMP Al Qur'an Tri Bhakti Attaqwa.

CONCLUSION

Based on research conducted at Al-Qur'an Tri Bhakti Attaqwa Middle School, it can be concluded that the implementation of Smart TV as a learning medium to support the Independent Curriculum has been successful and has made a positive contribution to the learning process. The use of Smart TVs can help teachers deliver material in a more engaging, interactive, and easily understood manner for students. Although the school currently only has one Smart TV, its utilization can still be optimized through a well-organized system of alternating use between classes.

The success of Smart TV implementation in this school is supported by several factors, namely the support and commitment from the school in developing technology-based learning, the readiness of teachers in operating and adapting learning materials to digital media, the enthusiasm of students in participating in learning, the availability of easily accessible digital learning resources, and the existence of good coordination and cooperation between teachers in using learning facilities.

On the other hand, there are obstacles in its implementation, namely the emergence of a tendency for some students to become accustomed to and dependent on the use of Smart TVs, resulting in a higher interest in learning when using this media. However, this obstacle can be overcome through a variety of learning methods applied by teachers. Overall, the implementation of Smart TV at Al-Qur'an Tri Bhakti Attaqwa Middle School has proven to be a significant contribution to supporting the implementation of the Independent Curriculum, particularly in creating active, innovative learning that is in line with developments in educational technology.

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