



Implementation of the independent curriculum at SD negeri 4 amurang for the 2024/2025 academic year

Merry Vensy Sorongan¹, Harol R Lumapow², Roos MS Tuerah²

¹ Faculty of Education and Psychology, Manado State University, Tondano, Indonesia

² Manado State University, Tondano, Indonesia

Abstract

In improving the quality of education, policies and implementation are needed at the education unit level by preparing the school ecosystem to improve the quality of learning. Improving the quality of learning can run well with various strategic efforts such as developing teacher competencies, providing adequate facilities and infrastructure, implementing a relevant curriculum, and support from all parties, including parents and the community. This study aims to describe the implementation of the Independent Curriculum at SD Negeri 4 Amurang in the 2024/2025 Academic Year, and to identify supporting and inhibiting factors in its implementation. The Independent Curriculum is an education policy issued by the Ministry of Education, Culture, Research, and Technology, which emphasizes student-centered learning, differentiated learning, and character building. This study uses a qualitative approach with a case study method. The research subjects consisted of the principal, class teachers, and representatives of students and parents. Data collection techniques were carried out through interviews, observations, and documentation. The results of the study indicate that the implementation of the Independent Curriculum at SD Negeri 4 Amurang has been carried out in accordance with the established guidelines, although there are still some challenges. Teachers have begun implementing differentiated learning and the Pancasila Student Profile strengthening project, but further training is still needed to improve understanding and skills in designing appropriate learning. Supporting factors in this implementation include support from the principal, availability of facilities and infrastructure, and parental support. Meanwhile, the main obstacles faced are limited time and teacher workload, limited human resources in this case pre-retirement teachers to technology, and limited digital media. This study concludes that the successful implementation of the Merdeka Curriculum requires strong collaboration from all parties in the school, continuous improvement of teacher competency, and support from the government and community.

Keywords: Independent curriculum, implementation, elementary school, differentiated learning, pancasila student profile

Introduction

The curriculum holds a key position in education, because it is related to determining the direction, content and process of education, which ultimately determines the type and qualifications of graduates of an educational institution. The curriculum concerns the planning and implementation of education both in the classroom, school, regional, area and national scope. The curriculum has a central position in the entire education process. The curriculum directs all forms of educational activities in order to achieve educational goals. According to Mauritz Johnson (1967, p. 130) ^[12] the curriculum "prescribes (or at least anticipates) the result of instruction". The curriculum is also an educational plan, providing guidelines and guidelines for the type, scope, and sequence of content, as well as the education process.

Curriculum development is not only an abstraction, but prepares various examples and alternatives for actions that are inspired by several ideas and several other adjustments that are considered important. According to Audrey Nicholls and Howard Nicholls, curriculum development is the planning of learning opportunities intended to lead students towards the desired changes, and to assess the extent to which the intended changes have occurred in students.

The Covid-19 pandemic that entered Indonesia in 2020 had a significant impact on the education sector. Routine activities carried out face-to-face must be carried out online, namely by utilizing existing technology. Not only that, during the pandemic, Indonesia experienced a learning crisis

based on national and international studies, the conditions that have occurred in Indonesia, the Ministry of Education, Culture, Research and Technology is trying to make efforts to restore learning. One of the efforts made is to launch the "Independent Curriculum". This curriculum aims to provide flexibility to educational units to design learning that is in accordance with the needs and characteristics of students, and supports the achievement of the Pancasila Student Profile.

The implementation of the Independent Curriculum in Indonesia is designed to develop students' competencies comprehensively through a flexible and student-centered learning approach. The impact of this curriculum can be seen in three main aspects of student development: cognitive, affective, and psychomotor. At the Elementary School (SD) level, the implementation of the Independent Curriculum is expected to create more meaningful, enjoyable learning that is oriented towards developing students' potential holistically. However, implementing this curriculum is not simple. Various challenges arise, both in terms of policy, readiness of human resources, facilities and infrastructure, and school culture that must adapt to these changes. Based on a report from the Ministry of Education and Culture (2022), the main challenges faced in implementing the Independent Curriculum include teachers' limited understanding of the policy, lack of adequate training, and resistance from some parties regarding curriculum changes that are considered to require a long

time and adjustment. This affects the quality of curriculum implementation in many schools.

In the 2024-2025 school year, SD Negeri 4 Amurang, as one of the elementary schools located in South Minahasa Regency, is implementing the Independent Curriculum in grades 1 and 4. In implementing this policy, this school faces a number of challenges ranging from limited human resources in this case teachers who are approaching retirement age, understanding of the Independent Curriculum concept, limited time for learning, inadequate digital media, to the implementation of project-based learning which is one of the main characteristics of the new curriculum. This is where it is important to understand how the curriculum implementation process is running at the field level, as well as what challenges and obstacles are faced by teachers and students. The process of adapting to changes in the curriculum can provide a clearer picture of the extent to which this policy can function to improve the quality of education in elementary schools, as well as provide benefits for the development of students at SD Negeri 4 Amurang.

Thus, the author feels the need to conduct research that aims to comprehensively describe the process of implementing the Independent Curriculum at SD Negeri 4 Amurang. With a qualitative descriptive research approach, it is expected to obtain a clear picture of the implementation of the curriculum, supporting and inhibiting factors, and its impact on the learning process and development of students in depth implementation of the independent curriculum at SD Negeri 4 Amurang in the 2024-2025 Academic Year. The main focus of this study is to identify how the curriculum is implemented in daily practice, the challenges faced by educators, and the extent to which the Independent Curriculum can have a positive impact on student learning and development. In addition, this study also aims to provide recommendations for related parties in order to improve and optimize the implementation of the Independent Curriculum in the future.

Method

The method used by the researcher is a qualitative research method. According to Moleong (2017) a qualitative approach functions to understand the meaning contained in certain social interactions, policies, or programs through in-depth interviews, observations, and documentation. This study uses a qualitative approach that aims to describe and analyze the implementation of the Merdeka Curriculum at SD Negeri 4 Amurang. The qualitative approach was chosen because this study aims to deeply understand the perceptions, experiences, and challenges faced by teachers and students in implementing this new curriculum. This type of research is descriptive, because it aims to provide a factual, systematic, and accurate picture of the facts, characteristics, and relationships between the phenomena observed. (Sukmadinata, 2011)^[30] The research design used in this study is a case study. The data used in this study are Qualitative data obtained through interviews, observations and documentation related to the Implementation of the Merdeka Curriculum at SD Negeri 4 Amurang. According to Lofland (Moleong, 2013:157)^[18] "The main source of information in qualitative research is words and actions, the rest are supplements such as documents and others." Data sources come from documents, interview results, field notes and observation results. Data sources through informants

who are directly involved in the implementation of the independent curriculum at SD Negeri 4 Amurang 4 informants. Additional data sources in the form of official documents, written data or reports, statistical data according to the focus of the research.

Data collection techniques used in this study, namely observation, interviews and documentation. The subjects in this study were: Principals, Teachers, and Students. Determination of subjects was carried out by purposive sampling, namely the selection of informants based on certain considerations such as their direct involvement and knowledge of the implementation of the Independent Curriculum (Sugiyono, 2018).

The data analysis model used by researchers includes data condensation, data presentation and conclusion drawing. In this study using condensation data that refers to the process of selecting, focusing, simplifying, abstracting, and changing field notes, interview transcripts, documents, and other empirical materials (findings). Data analysis in this study is as follows: data collection, data reduction, data presentation, validity checking, and conclusion/verification.

Results and Discussion

Results

1. The Process of Implementing the Independent Curriculum at SD Negeri 4 Amurang for the 2024/2025 Academic Year

a. Learning Planning

Based on data obtained by researchers through observation, documentation studies and interviews with several informants, teachers at SD Negeri 4 Amurang, the process of implementing the Independent Curriculum at SD Negeri 4 Amurang began with the formation of a Learning Committee, whose elements consisted of each Teacher, complemented by the Principal and Supervisor. learning planning designs the flow of learning objectives based on guidance from the supervisor and principal and uses the internet to see examples of making ATP. Before starting the new semester or school year, SD Negeri 4 Amurang conducted IHT to understand the creation of Learning Objective Flow in improving knowledge and skills about the Independent Curriculum in learning planning with certain materials that include Learning Achievements, Learning Objectives, Learning Objective Flow, main material/learning, learning activities, assessments, learning resources, project-based learning, and the Pancasila profile, namely believing and being devoted to God Almighty, having noble character, global diversity, mutual cooperation, independence, creativity and critical thinking.

b. Learning Implementation

Based on the data obtained by the researcher through interviews and observations of several informants, the researcher concluded that in the implementation of the Independent Curriculum at SD Negeri 4 Amurang, the teachers at SD Negeri 4 Amurang carried out the process of implementing the independent curriculum in the learning implementation process with activities contained in the independent curriculum divided into three parts, namely: Intra-curricular which prioritizes character development in learning, co-curricular are supporting activities such as assignments and extracurricular are activities that are developed according to the talents and interests of students in the arts and non-arts such as Scouts, maengket, little

doctors, kolintang, kabasaran and masamper. Then the implementation of learning is carried out with a student-centered approach using project-based learning methods (Project Based Learning) and formative assessments to measure student development. with Summative assessments and formative assessments. Reflection is carried out to identify strengths and areas that need to be improved in the implementation of the Independent Curriculum.

c. Evaluation/Assessment

Based on the data obtained by the researcher through interviews and observations of several informants, the researcher concluded that in the implementation of the Independent Curriculum at SD Negeri 4 Amurang, the teachers at SD Negeri 4 Amurang carried out the independent curriculum implementation process in the evaluation/assessment process. Assessment in new paradigm learning leads to competencies with the domains of attitudes, knowledge, and skills carried out in an integrated manner and is not separate from learning. Educators use the assessment results as discussion material to determine things that have gone well and areas that need to be improved. Educational units have a strategy so that the assessment results are used as a reflection by students, educators, education personnel, and parents to improve the quality of learning based on this, the implementation of learning assessments consists of two assessments, namely formative and summative. Evaluation is carried out periodically to assess the effectiveness of learning and the achievement of student competencies.

2. Supporting and Inhibiting Factors in the Implementation of the Independent Curriculum at SD Negeri 4 Amurang in the 2024/2025 Academic Year

The researcher concluded based on the results of observations, documentation studies and interviews that the teachers at SD Negeri 4 The active role of the principal and supervisor, parental involvement, and facilities and infrastructure are the main supporting factors. Where the principal plays a role not only as a leader of an educational unit but more on how to become a learning leader who will facilitate, guide and encourage teachers in producing a brilliant generation with noble morals in accordance with the profile of Pancasila students. Likewise, the involvement of parents in the Implementation of the Independent Curriculum is very important in collaborating with the school to realize student-centered learning. And finally, the available school facilities and infrastructure have an important role in facilitating teachers during the teaching and learning process and even encouraging student creativity so that learning becomes creative and enjoyable. On the other hand, inhibiting factors such as time constraints and teacher workload in completing learning materials, limited human resources of senior teachers who cannot use digital media in the teaching and learning process, as well as limited digital media are still obstacles to the implementation of the Independent Curriculum at SD Negeri 4 Amurang in the 2024/2025 Academic Year.

3. Impact of the Implementation of the Independent Curriculum on the Learning Process and Development of Students at SD Negeri 4 Amurang in the 2024/2025 Academic Year

Based on interviews, observations, and documentation of activities, there is a positive impact on improving critical thinking skills, collaboration, and communication. Active in participating in learning and giving teachers the freedom to adjust learning materials and methods according to the needs and characteristics of students so that learning becomes relevant and contextual to the needs of students. This allows for the creation of a more enjoyable and effective learning atmosphere, and encourages students to be more active in the learning process. This reflects the success of the learning approach that Strengthens the Pancasila Student Profile. Muzakki (2021) also emphasized the importance of the constructivist approach in the modern curriculum, which places students as active subjects of learning. This approach can be seen in the implementation of project-based learning implemented at SD Negeri 4 Amurang, where students are trained to think critically and work collaboratively.

Relevance of Findings with Previous Research

The results of this study support previous findings by Purba *et al.* (2022) which showed that the implementation of the Independent Curriculum in elementary schools had a positive impact on improving the quality of learning and curriculum adaptation to local needs. However, both in this study and previous studies, there are still similar challenges such as lack of teacher understanding and limited time in planning and evaluating learning.

Discussion

1. Implementation Process of the Independent Curriculum at SD Negeri 4 Amurang for the 2024/2025 Academic Year

a. Planning

Learning planning is a crucial initial step in the education process, because it determines the direction and quality of learning that will be implemented. In planning the independent curriculum, teachers design the flow of learning objectives, teaching tools and assessments such as: teaching modules, prota, prosem and assessments. This is in accordance with the opinion of Banghart and Trull (1973)^[5] where Learning planning is the process of compiling learning materials, using media, learning approaches and methods, and assessments in a time allocation that will be carried out in the future to achieve predetermined goals. Learning planning is important to do before starting learning in the current semester. Planning is the initial stage of preparing learning that will be carried out with good planning, so that the implementation of learning will be effective. In other words, good learning planning affects the success of learning (Noor, 2022)^[21]. Starting with the formation of a Learning Committee, whose elements consist of each Teacher, complemented by the Principal and Supervisor, teachers design the flow of learning objectives before the start of the semester so that the learning process can run optimally. SD Negeri 4 Amurang conducts workshops and IHT activities at the beginning of each school year with internal training in improving knowledge and skills about the independent curriculum. Teachers are trained to compile learning tools consisting of compiling teaching modules, and in compiling them, downloading ATP examples in PMM or other sources and then modifying them according to the needs of each class teacher's students. This is also in line with the opinion of (Sahjat and Buaja,

2022) where Learning planning is the process of predicting actions that will be taken in a learning process, especially by organizing and directing learning components so that the objectives of the activities (materials), content (methods and techniques), and measurement (evaluation) become clear and systematic.

b. Learning Implementation

Learning implementation is the implementation stage of the previously prepared curriculum plan. The learning carried out by SD Negeri 4 Amurang is a diverse intracurricular learning that prioritizes character development in learning. In intracurricular learning, SD Negeri 4 Amurang has diverse learning carried out during class hours every day so that there is two-way interaction between teachers and students. This is in line with the opinion of Santosa (2019)^[27] where the Implementation of Learning is a stage of interaction between educators and students that takes place to achieve the predetermined learning objectives. For co-curricular activities, in addition to carrying out supporting activities such as assignments, we also carry out P5 or the Pancasila Student Profile Strengthening Project which is designed to strengthen efforts to achieve competencies and characters in accordance with the Pancasila Student profile, while for extracurricular activities, namely activities that are developed according to the talents and interests of students in the arts and non-arts fields such as: Scouts, maengket, little doctors, kolintang, kabasaran and masamper. Likewise, the application of Differentiated Learning begins with an initial or diagnostic assessment to explore information about students so that in learning the teacher teaches according to the needs of students. And this is in accordance with the opinion of Tomlinson (2001)^[34] where differentiated learning is an effort to adjust the learning process in the classroom to meet the individual learning needs of each student. This learning provides flexibility and is able to accommodate the needs of students to improve their potential according to the readiness to learn, interests, and learning profiles of different students.

c. Evaluation/Assessment

Evaluation in the Independent Curriculum is a systematic process to determine the extent to which learning objectives have been achieved. Evaluation does not only focus on the final results, but also on the learning process itself. This includes an assessment of the effectiveness of the methods, strategies, and learning media used by the teacher. Evaluation also serves to identify areas that need to be improved in the learning process, which is effective in improving the quality of learning and achieving the expected educational goals. Assessment in new paradigm learning leads to competencies with the domains of attitudes, knowledge, and skills carried out in an integrated manner and is not separate from learning. Educators use the assessment results as discussion material to determine things that have gone well and areas that need to be improved. Educational units have a strategy so that the assessment results are used as a reflection by students, educators, education personnel, and parents to improve the quality of learning based on this, the implementation of learning assessments consists of two assessments, namely formative and summative. Formative assessments are carried out by teachers during the teaching and learning process. Students are given assignments by the teacher according to the

material taught that day. For mid-semester and end-of-semester summatives, the schedule is in accordance with the education calendar from the Office and for the questions there are 5 types of questions, namely multiple choice, matching, true or false, fill in the blanks and essays. Practical exams are based on subjects and are carried out before the end-of-semester summative. This is in accordance with the opinion of Zainul and Nasution (2001)^[39]^[19] where Evaluation is stated as a decision-making process using information obtained through measuring learning outcomes, both using test and non-test instruments.

2. Supporting and Inhibiting Factors in the Implementation of the Independent Curriculum at SD Negeri 4 Amurang for the 2024/2025 Academic Year

a. Supporting Factors for the Implementation of the Independent Curriculum

At SD Negeri 4 Amurang, namely: The active role of the Principal and Supervisor. In facilitating, guiding and encouraging teachers to collaborate in creating flexible learning that is in accordance with the needs of students. The active role of the principal and supervisor is very important in guiding, directing and supporting teachers in the process of implementing the independent curriculum and this is in line with the opinion of Uno (2011) that the importance of the role of the principal in directing and supporting teachers in the process of implementing the independent curriculum. Then the involvement of parents in the implementation of the independent curriculum is also a supporting factor in collaborating with the school to realize student-centered learning. And this is in line with the opinion of Sukmadinata (2011)^[30] explaining that support from parents and the community can strengthen the learning process in schools. Facilities and infrastructure are also supporting factors in the implementation of the independent curriculum at SD Negeri 4 Amurang because they facilitate the teaching and learning process and even encourage student creativity so that learning becomes creative and enjoyable. And this is in line with the opinion of Zamroni (2000)^[40] that the availability of adequate facilities supports the creation of a conducive learning environment. This statement is reinforced by the opinion of Hamalik (2007)^[10] who added that the success of curriculum implementation is greatly influenced by teacher readiness, principal support, and community involvement.

b. Inhibiting Factors for the Implementation of the Independent Curriculum

At SD Negeri 4 Amurang, namely: Limited time and teacher workload in completing learning materials. teacher training and project-based learning planning. As a class teacher, you have a fairly dense teaching load, especially elementary school teachers who have to fully provide time for students even during breaks. Then when there is Independent Curriculum training, they often have difficulty dividing their time between teaching, attending training, and preparing teaching modules because training is often carried out during teaching time. This is in line with the statement from Arik Wijayati & Feri Tirtoni (2024)^[4] that the main obstacle in implementing the Independent Curriculum is the limited time and workload of teachers. Teachers are faced with the demands of compiling teaching materials that are in accordance with the new curriculum, which requires extra

time and energy. Then another Inhibiting Factor is Limited Human Resources. Since we started implementing the Independent Curriculum, we realized that this approach requires strong human resource readiness because not all teachers are ready or have the same ability to utilize technology that includes knowledge, skills, and experience optimally, especially senior teachers who need more intensive mentoring. Most of the teachers in this school are senior teachers who have difficulty using digital media in the form of laptops, cellphones and LCDs and become indifferent because they are approaching retirement age. This is in line with the opinion of Mulyasa (2003) ^[15] who stated that educators must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to realize national education goals. Another inhibiting factor is the Limitation of Digital Media, The lack of digital media such as LCDs means that we teachers have to take turns using the LCD in learning and have to wait until other teachers have finished using it, because of that sometimes we implement a reading and writing learning system that makes students bored and unable to concentrate on learning. This is in line with the opinion of Novela *et al.* (2024) ^[22] stated that digital media in learning provides many benefits, including increasing students' interest in learning, reducing boredom, and creating a positive learning atmosphere that strengthens the relationship between teachers and students.

3. Impact of the Implementation of the Independent Curriculum on the learning process and development of students at SD Negeri 4 Amurang in the 2024/2025 Academic Year

a. Flexible and student-centered learning approach.

The implementation of the Independent Curriculum at SD Negeri 4 Amurang in the 2024/2025 academic year certainly has a significant impact on the learning process and development of students. The Independent Curriculum itself aims to provide more freedom and flexibility in the learning process, as well as provide space for creativity, innovation, and self-development of students. The Independent Curriculum allows for adjustments in the learning process according to the needs and characteristics of students. At SD Negeri 4 Amurang, this allows teachers to be more flexible in developing teaching strategies that are appropriate to the development of each student, both in terms of academic ability and social skills.

b. 21st Century Competency Development

21st Century Competency Development aims to prepare students to face increasingly complex global challenges. In an era, full of technological advances, globalization, and rapid change, schools and education systems need to focus on developing skills and competencies that are relevant to the future. 21st Century Competencies include various skills, knowledge, and attitudes that not only focus on mastering science, but also on how students adapt and thrive in a changing world. The development of these competencies emphasizes social, emotional skills, as well as critical, creative, and collaborative thinking skills. This is in line with the opinion of Rangkuti, D. (2022) ^[25] that the Independent Curriculum provides space for students to develop critical, creative, collaborative, and communicative skills that are very much needed in facing the challenges of the 21st century. By integrating technology and project-

based learning, students can improve their critical and creative thinking skills in solving problems.

c. Improving the Quality of Teacher Teaching

Improving the Quality of Teacher Teaching is one of the main keys to achieving quality education goals, especially in the context of implementing the Independent Curriculum. Teachers as educators are not only as conveyors of information, but also as facilitators, motivators, and guides who play an important role in creating a conducive learning environment and encouraging the development of students' potential holistically. This is in line with the opinion of Mulyasa, (2022) ^[16] where teachers as facilitators must be able to innovate, design, and adapt learning to students' needs, which will improve the overall quality of teaching. Teachers are given more freedom to design more creative and adaptive learning strategies according to students' needs, improve teachers' professional skills through experience-based learning and reflection and with proper training and mentoring, teachers can be more innovative in teaching and foster the best potential of each student.

Conclusion

The implementation of the Independent Curriculum at SD Negeri 4 Amurang has been carried out in accordance with the established guidelines, although there are still some challenges. Teachers have started implementing differentiated learning and the Pancasila Student Profile strengthening project, but further training is still needed to improve understanding and skills in designing appropriate learning. Supporting factors in this implementation include support from the principal, availability of facilities and infrastructure, and parental support. Meanwhile, the main obstacles faced are limited time and teacher workload, limited human resources in this case pre-retirement teachers to technology, and limited digital media. This study concludes that the successful implementation of the Independent Curriculum requires strong collaboration from all parties in the school, continuous improvement of teacher competence, and support from the government and community.

Reference

1. Ainia KD. Merdeka Belajar dalam Pandangan Ki Hajar Dewantara dan Relevansinya bagi Pengembangan Pendidikan Karakter. *Jurnal Filsafat Indonesia*,2020:3(3):95-101.
2. Alimuddin Johar. Implementasi Kurikulum Merdeka di Sekolah Dasar. *Jurnal Ilmiah Kontekstual*,2023:4(2):67-75.
3. Ahmadi A, Uhbiyati N. Ilmu pendidikan. Rineka Cipta, 2007.
4. Arik Wijayati Feri Tirtoni. Analisis Faktor Kendala dan Hambatan Guru SD Dalam Implementasi Kebijakan Kurikulum Merdeka Belajar, 2024.
5. Banghart G, Trull A. *Instructional Planning*. New York: Harper & Row, 1973.
6. Bogdan Robert C, Biklen Sari Knopp. *Qualitative Research for Education, An Introduction to Theory and Methodos (Third Edition)*. USA: Allyn and Bacon, 1998.
7. DC Karundeng J, HF Rorimpandey W, M Krowin M. Pengaruh Kreativitas Mengajar Guru Dan Minat Belajar Terhadap Hasil Belajar Siswa Sekolah Dasar. *Jurnal Elementaria Edukasia*,2023:6(4):1570–1586.
8. Depdiknas. Undang-Undang, 2003, 20 Tentang Sistem Pendidikan Nasional

9. Dewey J. *Democracy and education: An introduction to the philosophy of education*. Reprint edition. The Macmillan Company, 2003.
10. Hamalik Oemar, *Manajemen Pengembangan Kurikulum*, Bandung: PT. Remaja Rosda Karya, 2007.
11. J Moeong, Lexy. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya, 2001.
12. Johnson Mauritz. *Intentionally in Education*. New York: Center for Curriculum Research and Services, 1977.
13. Lembong JM, Lumapow HR, Rotty VNJ. Implementasi Merdeka Belajar Sebagai Transformasi Kebijakan Pendidikan. *Jurnal Educatio FKIP UNMA*, 2023;9(2):765–777.
14. Lincoln YS Guba EG. *Naturalistic Inquiry*, Beverly Hills: Sage Publications, 1995.
15. Mulyasa E. *Menjadi Guru Profesional: Menciptakan Proses Belajar Mengajar yang Kreatif dan Menyenangkan*. Remaja Rosdakarya, 2003.
16. Mulyasa E. *Implementasi Kurikulum Merdeka di Sekolah: Tantangan dan Peluang untuk Guru*. Bandung: Remaja Rosdakarya, 2022.
17. Muzaki AN. *BUSPERAK: Menilik Kebaharuan Kurikulum Merdeka Melalui Pengembangan Bahan Ajar*, 2021.
18. Moleong Lexy J. *Metode Penelitian Kualitatif*. Edisi Revisi. Bandung: PT. Remaja Rosdakarya, 2013.
19. Nasution. *Metode Research: Penelitian Ilmiah*, Jakarta: PT. Bumi Aksara, 2002.
20. Nicholls Audrey and S. Howard Nicholls *Developing a curriculum: A Practical Guide*, 1978, 12.
21. Noor TR. Urgensi Perencanaan Pembelajaran pada Masa Pandemi. *Edusiana: Jurnal Manajemen dan Pendidikan Islam*, 2022;9(1):34–44.
22. Novela D, Suriani A, Nisa S. Implementasi Pembelajaran Inovatif melalui Media Digital di Sekolah Dasar, 2024.
23. Nugroho R. *Kebijakan publik: Formulasi, implementasi, dan evaluasi*. Jakarta: PT Elex Media Komputindo, 2003.
24. Nurdin S, Usman MB. *Guru profesional dan implementasi kurikulum*. Ciputat Press, 2002.
25. Rangkuti D. *Transformasi Pendidikan dalam Era Abad 21: Implementasi Kurikulum Merdeka*, 2022.
26. Sanjaya W. *Kurikulum dan pembelajaran: Teori dan praktek kurikulum tingkat satuan pendidikan (KTSP)*. Kencana, 2010.
27. Santosa H. *Definisi Pelaksanaan Pembelajaran Menurut Para Ahli*. RedaSamudera.id, 2019.
28. Sugiyanto *Kurikulum Merdeka: Pembelajaran Fleksibel dan Inovatif*. Yogyakarta: Penerbit UNY Press, 2022.
29. Suhendar D. *Pendidikan Berbasis Kurikulum Merdeka: Tantangan dan Peluang*, 2021.
30. Sukmadinata NS. *Metode penelitian pendidikan*. Remaja Rosdakarya, 2011.
31. Suryabrata Sumadi. *Psikologi Pendidikan*. Edisi ke-5. Jakarta: PT RajaGrafindo Persada, 2011.
32. Tintingon JY, Lumapow HR, Rotty VNJ. Problematika dan Perubahan Kebijakan Pendidikan di Indonesia. *Jurnal Educatio FKIP UNMA*, 2023;9(2):798–809.
33. Tuerah R, Tuerah J. Kurikulum Merdeka dalam Perspektif Kajian Teori: Analisis Kebijakan untuk Peningkatan Kualitas Pembelajaran di Sekolah. *Jurnal Ilmiah Wahana Pendidikan*, 2023;9(19):979–988.
34. Tomlinson CA. *How to Differentiate Instruction in Mixed-Ability Classrooms*. ASCD, 2001.
35. Usman N. *Konteks Implementasi Berbasis Kurikulum*. Bandung: Penerbit Pustaka Setia, 2002.
36. Urfany N, Afifah A, Nuryani N. *Teori konstruktivisme dalam pembelajaran*, 2020.
37. Rusman. *Manajemen Kurikulum*. Jakarta: Rajawali Press, 2009.
38. Wijaya Andy dkk. *Manajemen Operasi Produksi*. Medan: Yayasan Kita Menulis, 2020.
39. Zainul M, Nasution, S. *Evaluasi Pendidikan*. Jakarta: Rineka Cipta, 2001.
40. Zamroni *Paradigma pendidikan masa depan*. Bigraf Publishing, 2000.