

Implementation of the Independent Learning Curriculum in Increasing the Learning Spirit of Students at SMP N 3 Ingin Jaya

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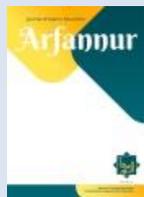
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ABSTRACT

The Merdeka Curriculum has been tested in 2,500 Sekolah Penggerak (driving schools). Not only in driving schools, this curriculum was also launched in other schools. According to data from the Ministry of Education and Culture, Research and Technology, to date, there are 143,265 schools that have used the Independent Curriculum. This number will continue to increase as the Independent Curriculum begins to be implemented in the 2022/2023 school year at the kindergarten, elementary, middle and high school levels. In this research, the method used is a qualitative method using a descriptive approach. This research is a type of research that aims to describe and analyze systematically, factually and precisely or describe phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually and in groups. Implementation is an activity process carried out in a planned manner based on a guideline and carried out based on achieving goals in an activity. Implementation cannot run well without linkages with other objects. Learning motivation is a condition within an individual that causes someone to want to carry out learning activities to achieve learning goals.

Keywords: Free Learning Curriculum, Passion for Learning, SMP N 3 Ingin Jaya

ABSTRAK

Kurikulum Merdeka sudah diuji coba di 2.500 sekolah penggerak. Tidak hanya di sekolah penggerak, kurikulum ini juga diluncurkan di sekolah lainnya. Menurut data Kemdikbud Ristek, sampai saat ini, telah ada sebanyak 143.265 sekolah yang sudah menggunakan Kurikulum Merdeka. Jumlah ini akan terus meningkat seiring mulai diberlakukannya Kurikulum Merdeka pada tahun ajaran 2022/2023 di jenjang TK, SD, SMP, hingga SMA. Dalam penelitian ini, metode yang digunakan adalah metode kualitatif melalui pendekatan deskriptif. Penelitian ini adalah jenis penelitian yang bertujuan untuk mendeskripsikan dan menganalisis secara sistematis, faktual, dan tepat atau menggambarkan fenomena, peristiwa, aktivitas sosial, sikap, kepercayaan, persepsi, pemikiran orang secara individual maupun kelompok. Implementasi sebagai proses aktivitas yang dilakukan secara terencana berdasarkan suatu pedoman dan dilakukan atas dasar untuk mencapai tujuan dalam suatu kegiatan. Implementasi tidak dapat berjalan dengan baik tanpa adanya keterkaitan dengan objek lain. Motivasi belajar adalah suatu keadaan dalam diri individu yang menyebabkan seseorang mau melakukan kegiatan belajar untuk mencapai tujuan belajar..

Kata kunci: Kurikulum Merdeka Belajar, Semangat Belajar, SMP N 3 Ingin Jaya

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A. INTRODUCTION

The curriculum is a reference for educators in teaching in order to achieve learning goals. Education lasts throughout life which at any time undergoes changes, according to demands and needs, one of which is the progress and development of science and technology, which requires a high way of thinking. The curriculum in Indonesia has continuously changed, since 1947 until now. In 1947, the curriculum was enforced nationwide for all levels of education and required students to follow it. In 2004, the curriculum was refined using a competency-based curriculum, in 2006 a curriculum based on the education unit level (KTSP) was used, and in 2013, the K-13 curriculum was used with changes in content standards, changes were made again in 2018 to 2019. Furthermore, the Independent Curriculum is developed, this allows students to actively participate in learning and is student-centered, also allows students to build character in accordance with the profile of Pancasila. The Independent Curriculum is a curriculum that aims to hone children's interests and talents from an early age by focusing on essential materials, character development, and student competencies.

The Independent Curriculum has been tested in 2,500 driving schools. Not only in driving schools, this curriculum was also launched in other schools. According to data from the Ministry of Education and Culture, Research and Technology, to date, there have been 143,265 schools that have used the Independent Curriculum. This number will continue to increase as the Independent Curriculum begins to be enacted in the 2022/2023 school year at the kindergarten, elementary, junior high, and high school levels.

The curriculum is not far from the role of teachers during learning, even though it has a curriculum that has been recognized by many experts, without teachers learning cannot take place as it should. Teachers as the main actors in the world of education must always be ready for all policy changes that occur in the realm of education. Currently, what is needed is the real role of the parties involved to continue to socialize about the National Curriculum, so that teachers are really ready to implement it. The socialization of this curriculum must reach the implementing teachers and not be discriminated against. This means that the new curriculum can run if socialization has been carried out effectively and efficiently. In addition, there are three things that need to be considered in dissemination, including the readiness of teachers, geographical conditions, and the dissemination of information (Nugraha 2022).

Freedom of learning is a policy of the Ministry of Education and Culture of the Republic of Indonesia. The Independent Curriculum is implemented with the aim of training students' independence in thinking. The most important essence of freedom of thought is addressed to teachers. If teachers are not yet independent in teaching, of course students are also not independent in thinking. Teachers also have certain targets from the government such as accreditation, administration, and others. Of course, in this situation, students cannot flexibly develop in learning.

Based on the results of the observation of researchers at SMPN 3 Ingin Jaya school, there is an increase in students' enthusiasm for learning with the implementation of the Independent Curriculum, and based on interviews with teachers at the junior high school, the teacher also admitted that with the existence of deference, both in terms of learning styles, methods, and the level of difficulty of teaching materials in the Independent Curriculum, students are more enthusiastic about learning.

This research focuses on the implementation of the Independent Curriculum at SMPN 3 Ingi Jaya by looking at the framework of the curriculum system. The main goal is to identify and analyze the implementation carried out, as well as the influence of the Independent

Curriculum on the learning spirit of students in the school. This focus is important to see this curriculum, with the implementation of the Independent Curriculum at SMPN 3 Ingin Jaya can be an example for other schools.

B. METHOD

In this study, the method used is a qualitative method through a descriptive approach. This research is a type of research that aims to decipher and analyze systematically, factually, and precisely or describe phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually or in groups (Hamid Patilima 2013). Data collection techniques are carried out through observation, and documentation (Syaodih 2010). This research was conducted at SMP Negeri 3 Ingin Jaya. The observation of this research was carried out by observing the condition of the school environment towards the implementation of the Independent Curriculum, the observation was aimed at the principal as the main informant, teachers and students to obtain and collect in-depth information related to the implementation of the Independent Curriculum can increase students' enthusiasm for learning. Meanwhile, documentation, which is in the form of supporting sources related to the implementation of the Independent Curriculum, can increase students' enthusiasm for learning.

This method allows researchers to obtain in-depth and detailed data with specific goals, making it an effective tool in overcoming complex problems. Through this approach, research can produce information that has specific uses and purposes, allowing for a better understanding of the phenomenon being studied and supporting more targeted problem-solving efforts (Hasibuan, A. R. H Khairunnisa, A, and Adha 2022).

C. DISCUSSION

Currently, the education curriculum has used the independent curriculum even though it has not been implemented in all schools in Indonesia, but this independent curriculum has begun to be disseminated in learning in schools starting with the driving schools that have started to implement this independent curriculum (Hamdil Mukhlisin et al., 2023). After that, schools that have not implemented the independent curriculum can take part in a socialization carried out by the school to start an independent curriculum for schools that have not started the independent curriculum. This independent curriculum was implemented because of a learning crisis caused by a virus that spread around the world which began in 2019 or what is called covid-19. Therefore, the Ministry of Education, Culture, Research and Technology or the so-called Ministry of Education and Culture, made changes to the curriculum to overcome the learning crisis and the target schools that are recommended to implement this independent curriculum are schools that are considered ready, both in terms of facilities, the number of teachers, and so on (Zakso 2023).

The Independent Learning Curriculum has been implemented at SMP N 3 Ingin Jaya Aceh Besar since the 2022/2023 school year, until the current school year 2023/2024. The curriculum is designed to produce changes in the quality of student learning to meet educational goals. This means that curriculum implementation is a process of change to obtain results that are close to achieving ideal educational goals. The curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter as well as the methods

used to implement learning guideline activities to achieve national education goals. In order to always be in line with the times, the curriculum is constantly changing (Fitriani, Ramdhayani, and Lestari 2019). In educational activities, the curriculum is an important part of obtaining or obtaining the expected learning targets. To control the activities of the educational process, a strategic action is needed, namely the curriculum. This shows that the curriculum is the spearhead of all educational programs taken by education providers or the government. If this type of restriction is implemented, then the position or status of the curriculum itself becomes very important in the entire educational process (Rahayu et al. 2023).

"In Indonesia, the implementation of the curriculum has undergone various changes and improvements, namely in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (1994 curriculum revision), 2004 (Competency-Based Curriculum), and 2006 curriculum (Education Unit Level Curriculum), and in 2013 the government through the national education ministry changed back to the 2013 curriculum (Kurtilas) and in 2018 there was a revision to "Kurtilas Revision" (Ulinniam et al. 2021). At this time, a new curriculum is present, namely the independent curriculum. The independent curriculum is defined as a learning method that provides opportunities for students to show their natural talents in a relaxed, fun, and stress-free way. Freedom and creativity are at the heart of free learning. As part of the launch of free education, the Ministry of Education and Culture introduced the driving school program. This school program aims to help each educational institution produce a generation of students who have a personality as lifelong Pancasila students. All of this must succeed if there is a role of a teacher.

Where in line with the opinion (Ainia, 2020) "Teachers as the main subject who plays a role are expected to be able to be the driving force to take actions that provide positive things to students". The existence of an independent curriculum is a rearrangement in the national education system in Indonesia which (Yamin & Syahrir, 2020) "stated that the statement is in order to welcome the changes and progress of the nation in order to be able to adapt to the changing times". Likewise, what was conveyed by the Minister of Education Nadiem Makarim that "education reform cannot be carried out solely using an administrative approach, but must carry out cultural transformation" (Satriawan, Santika, and Naim 2021). It is also in line with the opinion that "the concept of independent learning can then be accepted considering the vision and mission of Indonesian Education in the future for the creation of quality human beings who are able to compete in various fields of life" According to Sibagariang (Sibagariang, Sihotang, and Murniarti 2021). The independent curriculum provides quality, critical, expressive, applicative, varied, and progressive learning.

This allows students to develop according to their potential and abilities. "As well as the change in this new curriculum, cooperation, strong commitment, seriousness and real implementation from all parties are needed, so that the Pancasila student profile can be embedded in students" According to Ferta Bonita Sari and Risda Amini (Sari & Risda Amini, 2020). The Driving School Program aims to realize Indonesia's vision of education by making Indonesia advanced, sovereign, independent, and personality through the formation of students who have Pancasila. The previous school development program evolved into a driving school program, which focused on improving overall student learning outcomes, including abilities (literacy and numeracy) and character. To reach a higher level, public and private schools will be accelerated through the Driving School Program.

Research on the Independent Curriculum in the school environment is an interesting topic to explore, especially because this curriculum is considered to have an orientation that

can meet the current educational demands and has only begun to be implemented in the 2022/2023 school year. Currently, the Independent Curriculum is still optional for educational units, not an obligation that must be implemented. This factor is due to the plan for the new Independent Curriculum to become a national curriculum in 2024.

1. SMP Negeri 3 Ingin Jaya

SMP Negeri 3 Ingin Jaya is a junior high school that was established in 1993 and is located on Jln. Sim Airport, Siron, Ingin Jaya District, Aceh Besar Regency, Aceh Besar Province. The school has been established for 30 years. Based on information from the principal, it is known that SMP Negeri 3 Ingin Jaya has implemented an independent curriculum and has entered its second year. At SMP Negeri 3 Ingin Jaya consists of the principal and 40 teachers and education staff.

The vision of SMP Negeri 3 Ingin Jaya is to create a generation that excels in quality, achievement and character. The mission of SMP Negeri 3 Ingin Jaya is to increase faith and piety to God Almighty, to realize the quality of graduates who are able to take part in the community environment, to foster character education, to foster competitive, creative, and innovative education in the academic and non-academic fields based on IT, to realize quality and highly competitive education, to create a clean and green school environment, creating a comfortable school.

2. Implementation of the Independent Curriculum

Implementation is a process of putting in practice a new idea, program, or set of activities for others to achieve or expect a change. Implementation refers to actions to achieve the goals that have been set in a decision. This action seeks to change these decisions into operational patterns and try to achieve major or small changes as previously decided (Mulyadi 2016). The implementation of the Independent Curriculum in general is intended to explore the interests and talents of students in accordance with their wishes, which is more focused on implementation both in the form of school culture and KBM to realize the Pancasila Student Profile.

A self-paced curriculum will be more meaningful and interactive, where project-based learning offers many opportunities for students to actively explore topics. Schools are given the freedom to choose three options to implement an independent curriculum. First, use something as well as the principle of an independent curriculum without changing the school curriculum used. The use of both independent curriculum with ready-made tutorials. The use of the third independent curriculum develops its own teaching materials. The benefits of an independent curriculum are first, simpler and deeper.

The concept of independent learning is one of the programs in order to create a happy and comfortable learning atmosphere for students or teachers as educators whose goal is that educators and students, as well as parents can get a happy learning atmosphere without any heavy burden due to the demands of achievement (Setiaji et al. 2022). In RI Law Number 20 of 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter, as well as the methods used as guidelines for the implementation of learning activities to achieve educational goals (Halimah 2020).

Apart from the above, several other experts also said the meaning of the curriculum.

- a. Nasution revealed that the curriculum is a plan that is prepared to smooth the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff
- b. Nana Sudjana revealed that the curriculum is a program and learning experience as well as expected learning outcomes that are formulated through knowledge and activities that are systematically arranged, given to students under the responsibility of the school to help the personal growth or development and social competence of students (Sarinah 2015).

It can be concluded that the curriculum is a very important tool for the success of education. Because without an appropriate and appropriate curriculum, it will be difficult to achieve the desired educational goals and objectives.

The implementation of the independent curriculum is based on several legal bases in the form of Permendikbudristek number 5 of 2022, Permendikbudristek number 7 of 2022, Permendikbudristek number 56 of 2022, as well as the Decree of the head of BSKAP No.008/H/KR/2022 of 2022 and the Decree of the head of BSKAP No.009/H/KR/2022 of 2022. These various legal foundations are a reference and guide in implementing the independent curriculum for every educational institution at the pre, elementary, and secondary levels (Nuraini et al. 2022). The implementation of the independent curriculum is the implementation of the independent curriculum carried out by education stakeholders in accordance with the legal basis that has been established by the central government within the Ministry of Education, Culture, Research, and Technology (Susanti, Fadriati, and B.S 2023). The implementation of the independent learning curriculum is characteristically different from the curriculum that has been in force before in Indonesia. The implementation of the independent learning curriculum focuses more on practical activities in the form of projects with the theme of strengthening the profile of Pancasila students and creating a fun learning environment for students. In addition, learning in the independent curriculum is also carried out in a differentiated manner. Differentiation is learning in an independent curriculum that is carried out by paying attention to various needs, talents and interests of students. The learning process in the independent curriculum refers to the formation of a Pancasila student profile which aims to produce graduates with high character values (Rahayu et al., 2021)

In addition to seeing this, the author considers that changes in the curriculum are also accompanied by various innovations, including innovations in the learning process and other innovations to support the learning process. The renewal process certainly takes a long time. This shows the need for time to evaluate whether the Independent Curriculum is successful or not in its implementation. Therefore, the implementation of the independent curriculum needs to be considered and seen comprehensively how the implementation of the Curriculum as a system and its impact on curriculum renewal in schools.

In its implementation, the implementation of the independent curriculum is carried out in stages, not applied simultaneously at all levels or in each educational institution. This approach aims to conduct an in-depth evaluation of the advantages and disadvantages of the curriculum. As an innovation, the Independent Curriculum is implemented to complement and improve the quality of education. The success of this curriculum is measured not only in terms of output, but also from the resulting impact, which can be an added value for society and the global environment (Amanulloh & Wasila,

2024)

Curriculum Implementation, in the Oxford Advance Learner's Dictionary, it is stated that implementation is: "put something into effect", (the application of something that has an effect or impact). Implementation is a process of applying ideas, concepts, policies, or innovations in a practical action so that it has an impact, both in the form of changes in knowledge, skills, and values and attitudes. Implementation boils down to activities, actions, actions, or the existence of a system mechanism. Implementation is not just an activity, but an activity that is planned and to achieve the goals of the activity.

From the explanation above, it can be concluded that implementation is an activity process that is carried out in a planned manner based on a guideline and carried out on the basis of achieving the goals in an activity. Implementation cannot run properly without any linkage with other objects.

3. Student Learning Spirit

Enthusiasm in the sense that develops in society is often equated with motivation. Motivation is the basic motivation that drives a person to behave and learning is a permanent and potential change in behavior that occurs as a result of practice or reinforcement (reinforced practice) based on the goal of achieving a certain goal. Frederick, J., Donald. Mc states that "motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction", which means that motivation is a change in energy within a person's person characterized by the onset of affective and anticipatory goals to achieve goals.

In line with this opinion, according to Bimo Walgito, "motivation is a strength contained in an individual that causes action and doing". In learning activities, Elida Prayitno stated that "motivation in learning is not an energy that moves students to learn, but also as something that directs student activities to learning goals". The same thing was also stated by Sardiman that "motivation is the entire driving force in students that gives rise to learning activities, which ensures the continuity of learning activities and that provides direction for learning activities". More clearly, Winkel mentioned that "learning motivation is the entire driving force in students that gives rise to learning activities, which ensures the continuity of learning activities and that provides direction for learning activities, so that the goals desired by students are achieved".

Based on these opinions, it can be seen that a person who learns needs motivation to achieve learning goals. The motivation itself will move him to do learning activities. So it can be concluded that what is meant by learning motivation is a situation in the individual that causes someone to want to do learning activities to achieve learning goals.

In general, experts divide motivation into two types, which are commonly known as intrinsic motivation and extrinsic motivation. Intrinsic motivation is the desire to act caused by driving factors from within the individual. The behavior that individuals do is not influenced by factors from the environment. Meanwhile, extrinsic motivation is the desire to act caused by external driving factors. Individual behavior that occurs is influenced by factors from the environment. The main goal of individuals doing this activity is to achieve goals outside of the learning activity itself. Students who have intrinsic motivation will perform tasks better than students who have extrinsically motivated. This does not mean that extrinsic motivation is not important, but extrinsic motivation can help students develop intrinsic motivation.

Students who are intrinsically motivated can be seen from how diligently they work on their study assignments during the learning process. The goal of learning is not to get praise from the teacher, but to master the material. In addition, students show a high level of engagement in learning. Students will feel intrinsically motivated to learn without feeling forced or forced if they can complete assignments or solve problems correctly. The motivation system that encourages students to learn consists of intrinsic motivation and extrinsic motivation, which are interconnected or related to each other. Students who are highly motivated to learn will show interest, activity, and participation in learning activities. Motivation is a non-cognitive psychological component that can affect learning activities, ensure continuity of learning, and provide direction. Because motivation can increase enthusiasm, interest, and passion for learning. According to Munandar (Munandar, 1985) effect of learning motivation is described by the following characteristics:

- a. Perseverance in facing tasks (can work for a long period of time and do not want to quit before completion);
- b. Tenacious in the face of adversity (not quick to despair); and
- c. Want to learn more about the material or the area of knowledge provided.
- d. Always try your best.
- e. Show curiosity about problems they don't know yet.
- f. Passionate and happy to learn.
- g. Can defend his opinion.
- h. Carrying out long-term goals; This can be postponed to meet momentary needs that will be met at a later time.
- i. Enjoys searching and solving problems

D. CONCLUSION

The Independent Learning Curriculum has been implemented at SMP N 3 Ingin Jaya Aceh Besar since the 2022/2023 school year, until the current school year 2023/2024. The curriculum is designed to produce changes in the quality of student learning to meet educational goals. This means that curriculum implementation is a process of change to obtain results that are close to achieving ideal educational goals.

Implementation as a process of applying ideas, concepts, policies, or innovations in a practical action so that it has an impact, both in the form of changes in knowledge, skills, and values and attitudes of enthusiasm in the sense that develops in society is often equated with motivation. Motivation is the basic motivation that drives a person to behave and learning is a permanent and potential change in behavior that occurs as a result of practice or reinforcement (reinforced practice) based on the goal of achieving a certain goal. Frederick, J., Donald. Mc states that "motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction", which means that motivation is a change in energy within a person's person characterized by the onset of affective and anticipatory goals to achieve goals.

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