

## Learning Problems in the Implementation of the Independent Curriculum in State Junior High Schools

Deti Murni<sup>1</sup>, Kusen<sup>2</sup>, Sumarto<sup>3</sup>

<sup>1</sup> Pascasarjana Intitutut Agama Islam Negeri Curup; [detimurnii@mail.com](mailto:detimurnii@mail.com)

<sup>2</sup> Pascasarjana Intitutut Agama Islam Negeri Curup; [kusenpasca1968@gmail.com](mailto:kusenpasca1968@gmail.com)

<sup>3</sup> Pascasarjana Intitutut Agama Islam Negeri Curup; [sumarto.manajemeno@gmail.com](mailto:sumarto.manajemeno@gmail.com)

---

### ARTICLE INFO

#### Keywords:

*Learning Problems;  
Implementation Curriculum;  
Independent Curriculum.*

---

#### Article history:

Received 2024-02-24

Revised 2024-05-14

Accepted 2024-07-09

---

### ABSTRACT

This research explores the evolution of the education curriculum in Indonesia, which often changes with changes in ministers, and explains its impact on the quality of learning, especially during the COVID-19 pandemic which forced a transition to an online system. The purpose of this research of knowing and describing Learning Problems in the Independent Curriculum that occurred at SMPN 2 Seberang Musi Kepahiang. This research departs from the background of the many phenomena surrounding learning problems in the Independent curriculum and various policies regarding the Independent curriculum. The research question raised is how learning problems in the Independent curriculum at SMPN 2 Seberang Musi Kepahiang are problematic. The research was conducted with a qualitative type of field research. Data was collected by interviewing school principals, curriculum representatives, and teacher councils as well as making observations SMPN 2 Seberang Musi Kepahiang. The results of these interviews were analyzed and then presented in a descriptive form. The results of this analysis can answer the questions formulated in the research questions. The results of this analysis are in the form of learning problems in the Independent curriculum originating from the government in the form of less than optimal guidance and assistance in the implementation of the Independent curriculum. In addition, there are also problems originating from teachers in the form of a lack of teacher ability to utilize Independent teaching platforms and utilize technology to learn and understand Independent curriculum.

*This is an open access article under the CC BY-SA license.*



---

#### Corresponding Author:

Deti Murni

Pascasarjana Intitutut Agama Islam Negeri Curup; [detimurnii@mail.com](mailto:detimurnii@mail.com)

---

## PENDAHULUAN

Government policies regarding the education curriculum in Indonesia are interesting to investigate, especially in the context of innovative development. In society, there is a view that every time there is a change in the Minister of Education and Culture, the curriculum also changes. Since the beginning of independence, the history of curriculum development in Indonesia began with the founding fathers who formulated education. The curriculum was first created in 1947 (Insani, 2019), two years after Indonesia's independence under the name "1947 Lesson Plan" (Alhamuddin, 2014). 1964 Curriculum: Known as the Education Unit Level Curriculum. This curriculum emphasizes developing students' abilities in academic and non-academic fields. 1975 Curriculum: Known as the Life Skills Oriented Curriculum. This curriculum aims to develop students' life skills in accordance with community needs. 1964 Curriculum: Known as the Competency Based Curriculum. This curriculum emphasizes developing student competencies in various fields. 1994 Curriculum: Known as the revised version of the Competency Based Curriculum. This curriculum places emphasis on contextual and integrative learning. 2004 Curriculum: Known as the revised version of the Education Unit Level Curriculum. This curriculum gives schools the authority to develop a curriculum according to local needs. 2013 Curriculum: Known as Curriculum 2013 or K-13. This curriculum integrates character education, knowledge and skills in learning (Hakim & Rahayu, 2019). Provides emphasis on aspects of creativity, innovation and student character. Independent Campus Learning Curriculum: Introduced in 2020, Independent Campus Learning Curriculum aims to give students the freedom to choose courses, access various learning resources, and develop skills according to their individual interests and talents. Curriculum 2022: The latest curriculum development plan will be in January 2022. This curriculum aims to better adapt education to current developments and society's needs (Maskur, 2023).

The education curriculum in Indonesia has undergone many changes. Before the establishment of the Independent Learning Curriculum on December 10 2019, (Rahmadayanti, D., & Hartoyo, 2022) The education curriculum in Indonesia uses the 2013 curriculum. During the Covid-19 pandemic which started in late 2019, Indonesia was in a state of crisis which also had a major impact on the education sector. At that time, education in Indonesia experienced a decline in quality because the learning process, which was originally held face-to-face, was shifted to online learning using various social media applications such as Whatsapp, Facebook, and so on. As time goes by, this online learning system continues to be improved by the government. Educational institutions in various regions are starting to increase online learning by using online learning applications such as Zoom Cloud Meeting, Google Meeting, Goggle Classrom, and so on. However, this situation only reduces and minimizes the crisis that occurred in the education sector and cannot eliminate the crisis 100% (Susanti, Fadriati, & B.S, 2023).

In response to this education crisis, the Ministry of Education and Culture together with the Indonesian government have issued a number of discourses and policies to restore the education system in Indonesia. One of the striking policies is the replacement of the 2013 curriculum with a new initiative known as the Independent Learning Curriculum. The launch of this curriculum was carried out when the COVID-19 pandemic was hitting Indonesia (Ramadina, 2021). This policy provides new hope for education stakeholders. This curriculum is designed to deal with the education crisis that occurred during the Covid-19 pandemic. In addition, the transformation from the 2013 curriculum to the Independent Learning Curriculum is a significant improvement from the previous approach (Rahmadayanti, D., & Hartoyo, 2022).

The implementation of the Independent Learning Curriculum is based on several legal bases, such as Permendikbudristek number 5 of 2022, Permendikbudristek number 7 of 2022, Permendikbudristek number 56 of 2022, as well as Decree of the Head of BSKAP No.008/H/KR/2022 and Decree of the Head of BSKAP No.009/ H/KR/2 2022 (Nuraini, D., Anggraini, L., Misiyanto, &

Mulia, 2022). These various legal foundations become a reference and a guideline in implementing the independent curriculum for every educational institution at the pre-primary, primary, and secondary levels.

The implementation of the Independent Learning Curriculum is uniquely different from previous curricula in Indonesia. This curriculum emphasizes more practical activities in the form of projects which aim to strengthen the Pancasila student profile and create a pleasant learning environment for students (Sudarto, Hafid, A., & Amran, 2021). Apart from that, learning in the independent curriculum is also carried out in a differentiated manner (Aprima, D., & Sari, 2022). Differentiated learning in the Independent Curriculum is carried out by considering the various needs, talents and interests of students. This learning process is directed at forming a Pancasila student profile with the aim of producing graduates who have high character (Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, H., 2021).

Implementation of the Independent Curriculum at SMPN 2 Seberang Musi begins in the 2022/2023 academic year with level 2 implementation, especially in changing the independent criteria. This information was conveyed by the head of SMPN 2 Seberang Musi during field observations, in accordance with recommendations from the supervisor and the local education and culture office. The school principal and Deputy Head of the Curriculum Department revealed that the government had widely socialized the Independent Curriculum through various information platforms on the internet. The government has provided a special site and application in the form of an independent teaching platform so that it can be used by educational institutions to help implement learning. However, the government's efforts are still considered less than optimal in terms of socializing and introducing the independent curriculum to educational institutions throughout Indonesia.

This shortage has resulted in various obstacles experienced by various educational institutions, including SMPN 2 Seberang Musi. These obstacles vary depending on each educational institution. Differences in school readiness in implementing the Independent Curriculum at pre-school, primary and secondary levels contribute to variations in the challenges faced. All of these obstacles become complex problems and dilemmas for several educational institutions in implementing the Independent Learning Curriculum.

A problem is a problem that requires a solution so that this problem can be resolved. Problems occur because there are differences or gaps between the facts or realizations that occur in the field and what should happen ideally according to the plan. This gap will later produce a problem that needs to be resolved so that it no longer becomes a problem. In general, problems are divided into two, namely: simple problems on a small scale and have nothing to do with other problems and difficult problems which are interconnected with other problems and can even give rise to new problems (Efendi, S., Lubis, S. A., & Nasution, 2018). The problems in this research are the result of a mismatch between field conditions and the conditions expected in the implementation of the Independent Curriculum. Ideally, the implementation of the Independent Curriculum should be supported by clear guidelines, extensive outreach, mentoring, guidance and comprehensive direction from the government. If all these aspects are carried out thoroughly, then problems that arise related to the implementation of the Independent Curriculum can be minimized or even not arise at all.

Implementation is the process of translating all policy plans that have been formulated and established into concrete actions. This process involves preparing all the necessary needs and facilities, determining who is responsible for implementing it, the location of the implementation, the implementation schedule (including start and end times), as well as the method or method of implementation that must be followed (Lestari, D. Y., Kusnandar, I., & Muhafidin, 2020). Implementation of an independent curriculum is the implementation of an 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. The independent curriculum is a curriculum prepared with the aim of restoring education in Indonesia

which had declined during the Covid-19 pandemic. This curriculum is designed to improve the abilities of each student individually. In the independent curriculum, learning is carried out in an independent way for teachers and students. What this means is that students are free because they can follow lessons and materials that suit their needs and potential development, while teachers are free to determine what will be done to meet students needs.

Based on this explanation, the research question that can be asked is: "What are the problems of implementing the Independent Curriculum at SMPN 2 Seberang Musi, including the challenges faced not only by the principal, curriculum representatives and teachers, but also by students who take part in learning in the Independent Curriculum?" The aim of this research is to explore and identify the obstacles that are problematic for SMPN 2 Seberang Musi in implementing the Independent Curriculum.

## **METODE PENELITIAN**

This research uses a qualitative method with a field research approach, where researchers directly collect data by going into the field. Research data was obtained through direct observation at SMPN 2 Seberang Musi. Apart from that, research data was also collected through interviews with the principal, curriculum representatives, and teacher council at SMPN 2 Seberang Musi. The results of these observations and interviews were analyzed and linked to relevant research. In the data analysis process, researchers use data reduction which is then followed by data display, so that drawing conclusions is easier to do (Miles, 2002). The results of data analysis are described descriptively in the discussion section. The data is then used to answer the research questions asked. This descriptive analysis provides an in-depth understanding of the research issues discussed (Ghony & Almanshur, 2012).

## **HASIL PENELITIAN DAN PEMBAHASAN**

### **Hasil Penelitian**

Based on the results of observations and interviews conducted by researchers, it was revealed that the implementation of the independent curriculum at SMPN 2 Seberang Musi faced several problems which became a dilemma. The principal, curriculum representative, and teacher council at the school, especially seventh grade teachers, experienced significant obstacles in implementing this curriculum. One of the main problems faced is the lack of adequate socialization from the government regarding the implementation of the current independent curriculum. This was explained by the principal and curriculum representative of SMPN 2 Seberang Musi. They feel that the government is not supporting and accompanying educational institutions to implement the independent curriculum in each educational institution. This is what causes the implementation of the independent curriculum at various educational institutions, especially at SMPN 2 Seberang Musi, to be less than optimal.

Furthermore, the problem that occurred at SMPN 2 Seberang Musi was the lack of clear guidelines for implementing learning in accordance with the independent learning curriculum launched by the government. The 7th grade social studies teacher at SMPN 2 Seberang Musi believes that independent learning facilities such as the independent teaching platform are not adequate to support teachers' needs in implementing the independent curriculum. They also criticized the guidelines issued by the ministerial regulation because they were considered too general and did not provide concrete enough direction for teachers in developing learning methods.

Another obstacle that is a challenge is the implementation of diagnostic assessments at the beginning of new student admissions which are not yet optimal. The curriculum representative explained that currently diagnostic assessments are only used to assess students' learning styles, but do not include other aspects that can identify students' learning difficulties as a whole. This was also

explained by one of the PAI teachers at SMPN 2 Seberang Musi that this diagnostic assessment had not been implemented optimally because it was not in accordance with the diagnostic assessment guidelines in the independent curriculum which aims to measure students' learning difficulties as assessed from various aspects.

The curriculum representative also explained that in general, teachers at SMPN 2 Seberang Musi, especially in class 7, still face difficulties in accepting change and reaching a common understanding regarding the implementation of the independent curriculum in their school. As a result, these teachers experience difficulty in implementing differentiated learning, which adapts to the learning styles, ability levels and learning difficulties experienced by their students.

Another significant obstacle is in project implementation at SMPN 2 Seberang Musi. The curriculum representative stated that the projects implemented were still ambiguous in their implementation. This means that the implementation of project learning cannot be measured with certainty because it involves all subject teachers. IPS and PAI teachers also revealed that the implementation of this project often caused confusion among some teachers. This is because not all available themes can be implemented by integrating all subject teachers. For example, the first project carried out by SMPN 2 Seberang Musi was a carbon footprint project with a sustainable lifestyle theme. This project is more synonymous with science teachers. Meanwhile, other teachers such as social studies teachers and English teachers said that their role in the project being implemented was less clear because the integration of the project being carried out with the subjects they taught was less clear.

Social studies teachers who teach in grade 7 feel personal obstacles related to limitations in utilizing the independent teaching platform. He admitted that limitations in the ability to use electronic equipment over a long period of time made it difficult to maximize the use of the platform. Apart from that, the teacher also revealed that he could not participate in training, workshops or seminars regarding the independent curriculum which were conducted online via Zoom or YouTube optimally due to the same personal constraints.

The social studies teacher also highlighted that the independent curriculum had a reduction in the number of lesson hours compared to the 2013 curriculum. The number of lesson hours from 4 hours became 3 hours, from 3 hours became 2 hours, and the same thing happened in other subjects with a reduction of 1 lesson hour. . Even though the aim is to provide more time for project implementation, teachers feel that the available learning time is insufficient to deepen and expand the material to students.

## **Pembahasan**

One of the obstacles experienced by SMPN 2 Seberang Musi and which is the root of various other problems in implementing the independent curriculum is the lack of maximum assistance from the government in guiding educational institutions, especially SMPN 2 Seberang Musi. This obstacle is the root of other problems because this is the main and important thing in implementing the independent learning curriculum. As a result of the government's lack of role in actively and continuously assisting educational institutions, school principals, curriculum representatives and teachers and students are overwhelmed and have difficulty implementing the learning process in accordance with the demands of an independent curriculum.

The principal of SMPN 2 Seberang Musi and the curriculum representative consider the new curriculum changes to be too hasty and immature. This view is in line with the results of Fieka Nurul Arifa's research which states that hasty curriculum changes can place additional burdens on schools in implementing the curriculum (Arifa, 2022). This is also what makes schools feel that there is a lack of guidance and assistance to educational institutions in implementing the independent curriculum.

The next obstacle experienced at SMPN 2 Seberang Musi was related to the guidelines for implementing the independent curriculum launched by the government. This implementation guide is also related to the first problem, due to the lack of special assistance and guidance from the government to educational institutions. This is in line with research regarding the problems that occur in the implementation of the independent curriculum in higher education in the form of the absence of a specific guidebook regarding how to ideally implement the independent curriculum (Susetyo, 2020).

The government has anticipated guidelines for implementing the independent learning curriculum by providing an independent teaching platform. This platform can be used by teachers to carry out learning in class 7 at SMPN 2 Seberang Musi. However, it is felt that this platform is not able to meet all the needs of teachers to carry out the learning process in the independent curriculum. Teachers cannot just stick to the independent teaching platform to understand and comprehend the procedures for implementing ideal learning according to the demands of the independent curriculum. It is very important for there to be special guidance and explanations in periodic seminars or workshops from the Ministry of Education and Culture that specifically discuss implementing the independent curriculum in schools. This activity needs to be carried out on an ongoing basis and accompanied by stage-by-stage training to meet the needs of teachers in implementing the independent curriculum according to the specified stages. The government, especially the Ministry of Education and Culture, must maximize and optimize efforts in implementing the independent curriculum in society (Hakim & Abidin, 2024; Susetyo, 2020).

In implementing the independent curriculum, there are three forms of assessment carried out, namely diagnostic assessment, formative assessment and summative assessment. Diagnostic assessments are carried out at the beginning of learning or when new students are admitted, formative assessments are carried out during the learning process, while summative assessments are carried out at the end of learning material, the end of the semester, or the end of a certain educational phase (Anggraena, 2022; Yogi Anggraena, Dion Ginanto, Nisa Felicia, Ardanti Andiarti, Indriyati Herutami, Leli Alhapip, 2022). The diagnostic assessment at SMPN 2 Seberang Musi is an obstacle in implementing the independent curriculum because it only focuses on measuring student learning styles, without taking into account learning difficulties and other aspects. In fact, in the independent curriculum, the purpose of the diagnostic assessment is to assess not only students' learning styles, but also their learning difficulties which include psychological, mental, family environment, learning at home and social life aspects (Nasution, 2021).

Another obstacle expressed by the curriculum representative and the principal was the obstacle that came from the teachers' council itself. The principal and curriculum representative of SMPN 2 Seberang Musi believe that the teachers at the school still find it difficult to accept change. Teachers at SMPN 2 Seberang Musi have difficulty accepting and reaching an understanding regarding the independent curriculum. They have difficulty changing their mindset regarding curriculum changes because they are used to the previous curriculum, namely the 2013 curriculum. Evi Susilowati's research also shows that the old habits and teaching styles that are still attached to teachers make them reluctant and feel burdened in accepting these curriculum changes (Susilowati, 2022).

In implementing the project, teachers at SMPN 2 Seberang Musi faced various obstacles which resulted in their work in managing project implementation being less than optimal. One of the obstacles is the lack of clarity in the division of tasks between them. One teacher stated that he felt he did not understand his role in project-based learning other than simply supervising students. This happens because the project learning theme based on the profile of strengthening Pancasila which has been determined in the Minister of Education and Research and Technology Regulation is not entirely relevant and can be integrated in all teachers who teach the subject. This is a problem in implementing the independent curriculum.

Project implementation is carried out involving all subject teachers which is carried out

within a period of 20-30% of the total number of lesson hours in a year (Rahmadayanti & Hartoyo, 2022). If a teacher does not understand his role in implementing a project, then project-based learning cannot be implemented optimally due to the lack of guidance given to students by the accompanying teacher. The projects created by students in project-based learning activities should be able to integrate all aspects of the subject area of study at each stage. However, the available themes are not able to cover all fields of study studied in that phase, especially if the project carried out on that theme is only appropriate and relevant to one of the many subjects. For example, the project carried out at SMPN 2 Seberang Musi is about the carbon footprint. This is more relevant to the science field of study because it relates to the environment and carbon footprint.

Teachers also experience difficulties in several matters related to the implementation of the independent curriculum, such as utilizing the independent teaching platform, mastering technology to deepen the concept of the independent learning curriculum, and understanding various legal bases related to the independent curriculum. This problem can arise because of teachers' personal obstacles in making good use of existing facilities, or because of certain situations that prevent teachers from optimally using facilities that should support their understanding of the independent curriculum.

The use of the independent teaching platform is the main key in understanding the implementation of the independent curriculum. Teachers can use this platform to access administrative needs and obtain information about the learning process. If facilities cannot be maximized, then the implementation of the independent curriculum will not run optimally. Therefore, it is necessary to provide special guidance to teachers in the MGMP forum to share experiences and knowledge about using the platform and implementing the independent curriculum.

At SMPN 2 Seberang Musi, the number of lesson hours is one of the obstacles that affects the implementation of the independent curriculum. In the independent curriculum, the number of lesson hours is reduced by one hour and is used for project implementation, which is a challenge for teachers and students in adapting the new curriculum. This condition makes teachers experience difficulties in developing, deepening and internalizing values to students. Apart from that, this also hinders the teacher's ability to implement differentiated learning, because it takes quite a long time to adapt to the various abilities and learning styles of students in the classroom.

## KESIMPULAN

Problems in implementing the independent curriculum at SMPN 2 Seberang Musi Kepahiang still face obstacles that can be seen from internal school factors. One of these internal factors is the limited ability of teaching staff to study, understand and implement the independent learning curriculum at SMPN 2 Seberang Musi. External factors include students' parents who object to the many project-based activities which of course require additional costs to implement. Another external aspect is that the government's support for this curriculum has not been maximized, both from the budget provided and outreach and training for teaching staff. The project-based curriculum at SMPN 2 Seberang Musi requires the school's ability to manage the budget for success. In addition, although free teaching platforms are provided by the government, there are no clear rules that help teachers carry out learning well. Therefore, it is necessary to carry out regular training and special guidebooks in the training process to ensure teachers can use the platform effectively.

## REFERENCES

- Alhamuddin. (2014). *Sejarah Kurikulum di Indonesia* (1st ed.). Nur El-Islam.
- Anggraena, Y. (n.d.-a). *Buku Kajian Akademik Kurikulum untuk Pemulihan Pembelajaran*. Kemendikbudristek RI.
- Anggraena, Y. (n.d.-b). *Buku Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan*

*Dasar, dan Menengah. Kemendikbudristek RI.*

- Aprima, D., & Sari, S. (2022). Cendikia : Media Jurnal Ilmiah Pendidikan Analisis Penerapan Pembelajaran Berdiferensiasi Dalam Implementasi Kurikulum Merdeka Pada Pelajaran Matematika SD. *Cendikia : Media Jurnal Ilmiah Pendidikan*, 13 No.1, 95–101.
- Arifa, F. N. (2022). Implementasi Kurikulum Merdeka dan Tantangannya. *Bidang Kesejahteraan Rakyat: Info Singkat*, 14 No.9, 25–30.
- Efendi, S., Lubis, S. A., & Nasution, W. N. (2018). Problematika Pembelajaran Pendidikan Agama Islam Di SD Negeri 064025 Kecamatan Medan Tuntungan. *Edu Riligia*, 2 No.2, 265–275.
- Insani, F. D. (2019). Sejarah Perkembangan Kurikulum Di Indonesia Sejak Awal Kemerdekaan Hingga Saat Ini. *As-Salam: Jurnal Studi Hukum Islam & Pendidikan*, 8 No.1, 43–64. <https://doi.org/10.51226/assalam.v8i1.132>
- Lestari, D. Y., Kusnandar, I., & Muhafidin, D. (2020). Pengaruh Implementasi Kebijakan Terhadap Transparansi Pengadaan Barang / Jasa Pemerintah Secara Elektronik Di Kabupaten Pangandaran. *Jurnal Ilmiah Ilmu Administrasi Negara*, 7 No.1, 180–193.
- Miles, M. B. dan A. M. H. (2002). *Analisi Data Kualitatif, Buku Sumber Tentang Metode-metode Baru*. Jakarta: UI-Press.
- Nasution, S. W. (2021). Assesment Kurikulum Merdeka Belajar Di Sekolah Dasar. *Prosding Seminar Nasional Pendidikan Dasar*, 1 No.1, 135–142.
- Nuraini, D., Anggraini, L., Misiyanto, & Mulia, K. R. (2022). Serba-Serbi Kurikulum Merdeka. Direktorat Sekolah Dasar.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, H., & P. (2021). *Jurnal basicedu. Jurnal Basicedu.*, 5 No.4, 2541–2549. Anggraena, Y. (2022). *Buku Kajian Akademik Kurikulum untuk Pemulihan Pembelajaran. Kemendikbudristek RI. Kemendikbudristek RI.*
- Arifa, F. N. (2022). Implementasi Kurikulum Merdeka dan Tantangannya. *Bidang Kesejahteraan Rakyat: Info Singkat*, 14 No.9, 25–30.
- Ghony, M. D., & Almanshur, F. (2012). *Metode Penelitian Kualitatif*. Yogyakarta: Ar Ruzz Media.
- Hakim, M. N., & Abidin, A. A. (2024). Platform Merdeka Mengajar: Integrasi Teknologi dalam Pendidikan Vokasi dan Pengembangan Guru. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 3(1), 68–82. <https://doi.org/10.59373/kharisma.v3i1.47>
- Hakim, M. N., & Rahayu, F. D. (2019). Pembelajaran Sainifik Berbasis Pengembangan Karakter. *Nazhruna: Jurnal Pendidikan Islam*, 2(1), 1–27. <https://doi.org/10.31538/nzh.v2i1.148>
- Maskur, M. (2023). Dampak Pergantian Kurikulum Pendidikan Terhadap Peserta Didik Sekolah Dasar. *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP)*, 1(3), 190–203. <https://doi.org/10.61116/jkip.v1i3.172>
- Miles, M. B. dan A. M. H. (2002). *Analisi Data Kualitatif, Buku Sumber Tentang Metode-metode Baru*. Jakarta: UI-Press.
- Nasution, S. W. (2021). Assesment Kurikulum Merdeka Belajar Di Sekolah Dasar. *Prosding Seminar Nasional Pendidikan Dasar*, 1 No.1, 135–142.
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7174–7187. <https://doi.org/10.31004/basicedu.v6i4.3431>
- Susanti, H., Fadriati, F., & B.S, I. A. (2023). Problematika Implementasi Kurikulum Merdeka di SMP Negeri 5 Padang Panjang. *Alsysis*, 3(1), 54–65. <https://doi.org/10.58578/alsysis.v3i1.766>
- Susetyo, S. (2020). Permasalahan Implementasi Kurikulum Merdeka Belajar Program Studi



- Pendidikan Bahasa Indonesia FKIP Universitas Bengkulu. . . *Seminar Nasional Pendidikan Bahasa Dan Sastra, 1 No.1*, 29–43.
- Susilowati, E. (2022). Implementasi Kurikulum Merdeka Belajar dalam Pembentukan Karakter Siswa pada Mata Pelajaran Pendidikan Agama Islam. *Journal of Science Education, 1*, 115–132.
- Yogi Anggraena, Dion Ginanto, Nisa Felicia, Ardanti Andiarti, Indriyati Herutami, Leli Alhapip, D. S. (2022). Panduan Pembelajaran dan Asesmen Kurikulum 2013. *Seminar Pendidikan IPA Pascasarjana UM*, 123.
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu, 6(4)*, 7174–7187. <https://doi.org/10.31004/basicedu.v6i4.3431>
- Ramadina, E. (2021). Peran Kepala Sekolah Dalam Pengembangan Kurikulum Merdeka Belajar. *Mozaic Islam Nusantara, 7 No.2*, 131–142.
- Sudarto, Hafid, A., & Amran, M. (2021). Analisis Implementasi Program Merdeka Belajar di SDN 24 Macanang dalam Kaitannya dengan Pembelajaran IPA/TemaIPA. *Seminar Nasional Hasil Penelitian, 1 No.1*. <https://ojs.unm.ac.id/semnaslemlit/article/view/25268>
- Susanti, H., Fadriati, F., & B.S, I. A. (2023). Problematika Implementasi Kurikulum Merdeka di SMP Negeri 5 Padang Panjang. *Alsysis, 3(1)*, 54–65. <https://doi.org/10.58578/alsysis.v3i1.766>
- Susetyo, S. (2020). Permasalahan Implementasi Kurikulum Merdeka Belajar Program Studi Pendidikan Bahasa Indonesia FKIP Universitas Bengkulu. . . *Seminar Nasional Pendidikan Bahasa Dan Sastra, 1 No.1*, 29–43.
- Susilowati, E. (2022). Implementasi Kurikulum Merdeka Belajar dalam Pembentukan Karakter Siswa pada Mata Pelajaran Pendidikan Agama Islam. *Journal of Science Education, 1*, 115–132.