



Innovation and Strategy of Madrasah Ibtidaiyah Teachers in Implementing the Independent Curriculum

Tina Rahayu^{1✉}, Muhroji², Noor Aida Aflahah³, Muhammad Sandy Al Fath⁴

^{1,2}*Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Indonesia,*

³*Faculty of Teacher Training and Education, Universitas Muhammadiyah Banjarmasin, Indonesia*

⁴*Faculty of Teacher Training and Education, Universitas Muhammadiyah Sampit, Indonesia*

✉ *Korespondensi Penulis*

Tina Rahayu

Faculty of Teacher Training and Education, University Muhammadiyah Surakarta, Indonesia

a510200037@student.ums.ac.id

doi: 10.56972/jikm.v4i1.170

Submit: 25 Maret 2024 | Revisi: 3 Mei 2024 | Diterima: 9 Mei 2024

Dipublikasikan: 22 Mei 2024 | Periode Terbit: April 2024

Abstrak

The aim of the research is to describe teachers' readiness to implement the independent curriculum at the MI Muhammadiyah Kartasura Special Program. This research is descriptive and qualitative. The data collection techniques used were observation, interviews, and documentation. Data validity using source triangulation techniques. And the data analysis used is an interactive analysis model with stages of data collection, data reduction, data presentation, and drawing conclusions. The research results show that teachers are ready to implement the independent curriculum. There are five aspects that have been carried out by teachers before implementing the independent curriculum in the learning process, namely readiness in understanding the curriculum structure, readiness to plan learning, learning process readiness, teaching module readiness, and learning assessment readiness.

Keyword: independent curriculum, implementation of the independent curriculum, teacher readiness

1. Introduction

The curriculum can be likened to the heart of the human body. If the heart is still functioning well, the body will live and function normally. Likewise with curriculum and education. According to

Law No. 20 of 2003, the curriculum is a collection of learning programs connected to objectives, content, teaching materials, and educational techniques that may be employed in structuring learning activities to accomplish national education goals.

Changes and changes to the curriculum in Indonesia have begun in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 was a reform of the 1994 curriculum, 2004 was a competency-based curriculum, and the 2006 curriculum was dubbed the curriculum at the education unit level. In 2013, the government, via the Ministry of National Education, turned it back to a Merdeka curriculum. The policy chosen was to streamline the learning curriculum from the 2013 curriculum to an emergency curriculum. In 2021 the Government of the Republic of Indonesia through the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) carried out curriculum reform at the primary and secondary education levels (Herlandy et al., 2024; Purnomo et al., 2022, 2023). The emergency curriculum was ultimately modified to a Merdeka curriculum, which will begin to be applied across Indonesia beginning July 2022 in line with Press Release Number: 413/sipers/A6/VII/2022 of the Ministry of Education, Culture, Research, and Technology. In the framework of post-pandemic learning recovery, the Ministry of Education and Culture has officially implementing the latest curriculum entitled independent learning which will begin to be implemented in the 2022/2023 academic year in all educational units independently (Noor et al., 2023).

Curriculum changes have an impact on the stability of learning in schools, thus requiring the role of teachers as educators to manage and play an important role in the success of achieving educational goals. Lubis (2016). This is also in accordance

with the opinion of Kurnia (2013) that the success of the curriculum cannot be separated from the role of teachers as planners, implementers, and developers of curriculum in schools. Therefore, in developing the curriculum, the quality of teachers must be improved.

Teachers also engage in the development of students' personal qualities, including a strong sense of responsibility towards themselves and others. So interviews are needed to determine students' readiness to learn (Mulyadi et al., 2023; Setiawan et al., 2021). In this Merdeka curriculum, the Pancasila student profile acts as a reference that guides all policies and reforms in the Indonesian education system, including learning and assessment. In this Merdeka curriculum, learning is very much determined by the teacher, so teachers have to get out of their comfort zone or change the paradigm from traditional learning to more creative learning because the ultimate goal of learning activities is to shape the character of students according to their profiles.

Based on the results of research conducted with teachers in implementing the Merdeka learning curriculum, the MI Muhammadiyah Kartasura Special Program has implemented this curriculum since the 2022–2023 academic year. The implementation is being carried out in stages. The implementation of the Merdeka curriculum is currently in first-grades, second-grade, fourth-grades, and fifth-grade. The aim of this research is to determine the level of readiness of teachers to implement the Merdeka

curriculum at the MI Muhammadiyah Kartasura Special Program.

2. Method

This study employs a descriptive and qualitative approach. Moleong defines qualitative research as a method of investigating events by comprehending the study subject's understanding, such as behavior, perception, motivation, action, in a holistic manner, and by descriptive techniques. This study investigates the preparedness of teachers to apply autonomous curriculum in primary schools.

This research includes two distinct sets of data: pre-implementation data, which encompasses training, workshops, and seminars conducted prior to teachers adopting the independent curriculum, and post-implementation data, which focuses on the readiness of curriculum structure, learning plans, learning processes, teaching modules, and learning assessments after teachers have implemented the independent curriculum. Primary data refers to information collected directly from first to fourth-grade instructors, while secondary data consists of paperwork, papers, and journals.

Data gathering is conducted using methods such as observation, interviews, and documenting approaches. This study employs participant observation, structured interviews, and documentation to enhance the robustness of the research findings. Assessing the accuracy of data via the use of source triangulation

methods. The data analysis approach employs the interactive analysis model put forward by Miles & Huberman (1994), which consists of four sequential stages: 1) data gathering; 2) data reduction; 3) data display; and 4) deriving conclusions.

3. Result and Discussion

The independent curriculum has characteristics appropriate to the current situation, which will provide hope for restoring student learning. What needs to be underlined is that this independent curriculum does not replace the 2013 curriculum but perfects the existing curriculum. The introduction of the autonomous curriculum is not instantly applied to all schools in Indonesia but is implemented in phases (Fitriyah & Wardani, 2022). Kemendikbid (2023), one of the things that encourages teachers to immediately be ready to implement the independent curriculum is the publication of Minister of Education and Culture Decree No. 56 of 2022 concerning guidelines for implementing curriculum in the context of learning recovery (Kurikulum Merdeka) as a complement to the previous curriculum. In accordance with that, Moh. Isom (2023) asserts that the implementation of the Independent Curriculum (IKM) in madrasas 100% follows the Ministry of Education and Culture's regulations. The Ministry of Religion only makes changes according to the learning requirements of madrasas in order to improve Islamic religious education and the Arabic language, which is its distinctive.

Table 1. Teacher Readiness Through Independent Curriculum Socialization Activities

No	Teachers Name	Readiness Ready	No	Socialization	Time	Organizer
1.	Fatkhul Fathoni S.Pd.	✓		4x	2022 2023	Dinas Pendidikan Sukoharjo District MIM PK Kartasura
2.	Suci Wulandari S.Pd.	✓		4x	2021 2023	Dinas Pendidikan Sukoharjo District MIM PK Kartasura
3.	Ihwan Rizky S.Pd.	✓		3x	2023 2023	Dinas Pendidikan Sukoharjo District MIM PK Kartasura
4.	Winda Setyaningrum, S.Pd.	✓		5x	2021 2022	Dinas Pendidikan Sukoharjo District MIM PK Kartasura
5.	Gunawan. S. HI.	✓		5x	2022 2023	Dinas Pendidikan Sukoharjo District MIM PK Kartasura
6.	Agustina Ratnaningrum, S.Pd.	✓		2x	2023	MIM PK Kartasura

Table 2. Teacher Readiness Through Merdeka Curriculum Seminar Activities

No	Teachers Name	Readiness Ready	No	Socialization	Time	Organizer
1.	Fatkhul Fathoni S.Pd	✓		5x	2022 2023 2023	Dinas Pendidikan Kab Sukoharjo UPD K3MI
2.	Suci Wulandari S.Pd	✓		5x	2021 2023 2023	Dinas Pendidikan Kab Sukoharjo MIM PK Kartasura K3MI
3.	Ihwan Rizky S.Pd	✓		2x	2022 2023	Dinas Pendidikan Kab Sukoharjo MIM PK Kartasura
4.	Winda Setyaningrum, S.Pd	✓		4x	2021 2022	Dinas Pendidikan Kab Sukoharjo MIM PK Kartasura
5.	Gunawan. S. HI	✓		5x	2022 2023 2023	Dinas Pendidikan Kab Sukoharjo MIM PK Kartasura K3MI
6.	Agustina Ratnaningrum, S.Pd	✓		3x	2022 2023	Dinas Pendidikan Kab Sukoharjo MIM PK Kartasura

Table 3. Teacher Readiness Through *Merdeka* Curriculum Workshop Activities

No	Teachers Name	Readiness		Workshop	Time	Organizer
		Ready	No			
1.	Fatkhul Fathoni S.Pd	✓		5x	2022 2023	Kemenag BKKSM
2.	Suci Wulandari S.Pd	✓		5x	2022 2023	Kemenag BKKSM
3.	Ihwan Rizky S.Pd	✓		3x	2023 2023	BKKSM
4.	Winda Setyaningrum, S.Pd	✓		5x	2022 2023	Kemenag BKKSM
5.	Gunawan. S. HI	✓		4x	2022 2023	Kemenag BKKSM
6.	Agustina Ratnaningrum, S.Pd	✓		3x	2023 2023	BKKSM

Based on the data obtained regarding teacher readiness before implementing the independent curriculum, the results showed that all teachers were ready to implement the independent curriculum. Efforts that have been made by teachers include participating in outreach, seminars, and workshops. Referring to tables 1, 2, and 3, the majority of class teachers have participated in all activities at least three times, and third-grade and fourth-grade teachers have only attended the seminar twice. Apart from that, teachers who focus on the independent curriculum, such as class first-grade, second-grade, fourth-grade, and fifth-grade teachers, often take part in outreach activities, seminars, and workshops. This is one of the reasons why MI Muhammadiyah Kartasura Special Program teachers are ready to implement the independent curriculum.

The readiness of educational units to implement the independent curriculum is the key to the success of implementing this new curriculum. In line with this, the Center for Educational Standards and Policy (PSKP) (2023) states that the readiness of educational units can be seen through several indicators, including understanding of curriculum planning and implementation guidelines, provision of textbooks, access to independent learning resources, and community activities. learning by teachers and students. The results obtained regarding teacher readiness for implementing the independent curriculum at MI Muhammadiyah Kartasura Special Program are as follows:

Table 4. Results of Teacher Readiness in Learning Planning

Indicator	Implementation Example	Merdeka Curriculum				School Curriculum	
		I	II	IV	V	III	VI
Formulate learning objectives	Adapt learning materials to student abilities	✓	✓	✓	✓	✓	✓
Develop a flow of learning objectives	Linking learning objectives to learning outcomes	✓	✓	✓	✓	✓	✓
Designing learning or compiling teaching modules	Create teaching modules according to class needs	✓	✓	✓	✓	✓	✓

Based on Table 4, it can be concluded that first to fourth-grade teachers have fulfilled the readiness and availability contained in the learning planning aspect, which includes formulating learning objectives by adapting the material to

students' abilities, arranging the flow of learning objectives according to targeted achievements, and preparing teaching modules according to needs and class conditions.

Table 5. Results of Teacher Readiness in Implementing Learning

Indicator	Implementation Example	Merdeka Curriculum				School Curriculum	
		I	II	IV	V	III	VI
Preliminary activities	Conditioning the class	✓	✓	✓	✓	✓	✓
Core activities	Carry out learning process according to the plans that have been made	✓	✓	✓	✓	✓	✓
Closing activities	Provide evaluations to determine students' level of understanding	✓	✓	✓	✓	✓	✓

Based on Table 5, it can be concluded that first to fourth-grade teachers have fulfilled the readiness and availability contained in the learning readiness aspect, which includes preliminary activities through class conditioning, core activities by carrying out the learning process in

accordance with previously created teaching modules, and closing activities through work on evaluation questions by students to determine the level of understanding in learning.

Table 6. Results of Teacher Readiness in Learning Assessment

Indicator	Implementation Example	Merdeka Curriculum				School Curriculum	
		I	II	IV	V	III	VI
Initial assessment	Providing motivation to students	✓	✓	✓	✓	✓	✓
Formative assessment	Monitor and improve the process of learning activities, as well as evaluate the achievement of learning objectives.	✓	✓	✓	✓	✓	✓
Summative assessment	Provide quizzes to determine students' ability to understand the material that has been presented	✓	✓	✓	✓	✓	✓

Based on Table 6, it can be concluded that first to fourth-grade teachers have fulfilled the readiness and availability contained in the learning assessment aspect, which includes providing motivation to students to be more enthusiastic in participating in learning, monitoring and improving the learning

process so that it runs well according to targets, and giving quizzes. with the aim of knowing students' abilities in understanding the learning that has been given and knowing whether the learning activities were successful or not.

Table 7. Results of Teacher Readiness in Understanding Curriculum Structure

Indicator	Implementation Example	Merdeka Curriculum				School Curriculum	
		I	II	IV	V	III	VI
Intracurricular	Carry out habituation activities before learning	✓	✓	✓	✓	✓	✓
Extracurricular	Give direction to activities according to students' interests and talents	✓	✓	✓	✓	✓	✓
Project to strengthen the profile of Pancasila students (P5)	Formation of students' character and morals through practical activities	✓	✓	✓	✓	✓	✓

Based on Table 7, it can be concluded that first to fourth-grade teachers have fulfilled the readiness and availability contained in the aspect of understanding the structure of the learning curriculum, which includes carrying out habituation activities before learning such as flag

ceremonies, giving direction regarding students' interests and talents to be developed through extracurricular activities, and forming students' character and morals through practical activities.

Table 8. Results of Teacher Readiness in Teaching Modules

Indicator	Implementation Example	Merdeka Curriculum				School Curriculum	
		I	II	IV	V	III	VI
Formulate learning objectives	Adapt learning materials to student abilities	✓	✓	✓	✓	✓	✓
Develop a flow of learning objectives	Linking learning objectives to learning outcomes	✓	✓	✓	✓	✓	✓
Designing learning or compiling teaching modules	Create teaching modules	✓	✓	✓	✓	✓	✓

Based on Table 8, it can be concluded that class I–VI teachers have fulfilled the readiness and availability contained in the learning planning aspect, which includes formulating learning objectives by adapting the material to students' abilities, arranging the flow of learning objectives according to targeted achievements, and preparing teaching modules according to needs. and class conditions.

The Merdeka Curriculum implemented at the MI Muhammadiyah Kartasura Special Program has indirectly developed teachers' skills and abilities in implementing a better learning process. The participation of class I–VI teachers in a variety of school-wide activities—conducted both jointly and independently—supports this. Next, we will explain the discussion of the research results found in the MI Muhammadiyah Kartasura Special Program on teachers' readiness to implement the independent curriculum.

a. Readiness in Learning Planning.

In the learning guide and basic education assessment, it is known that learning planning in the independent

curriculum includes formulating learning objectives, developing a flow of learning objectives (ATP), and designing or compiling teaching modules. MI Muhammadiyah Kartasura Special Program teachers have carried out initiatives through sharing about the implementation of the independent curriculum with class I and IV teachers who have participated in various trainings organized by the education office, the working group of heads of madrasah ibtidaiyah, and the school independently. After participating in training on implementing the independent curriculum, teachers gained a variety of new knowledge, including how to prepare KOSP (Educational Unit Operational Curriculum), CP (Learning Outcomes), TP (Learning Objectives), ATP (Learning Objective Flow), and teaching modules. Teachers explore information independently by exchanging information and knowledge with fellow teachers who have attended training on implementing the independent curriculum. This is an effort to overcome the lack of information felt by teachers. In preparing these three learning plans, it was not difficult for other

class teachers to adapt because the school independently had also provided adjustment training for teachers, even though it had not yet been implemented in the classroom.

The teacher's formulation of learning objectives begins with understanding the learning outcomes first, after which they are developed into objectives that contain competency achievements for students. Apart from that, the teacher also prepares a comprehensive flow of learning objectives according to the sequence of learning from beginning to end. Later, this flow will be used in developing teaching modules, which are guidelines for implementing the teaching and learning process in the classroom. In compiling teaching modules, teachers prepare them by analyzing students' needs and conditions, determining the dimensions of the Pancasila student profile, determining learning objectives, and compiling modules based on available components.

b. Readiness to Implement Learning

The process of implementing learning carried out by teachers through several stages of implementation, such as preliminary, core, and closing activities, of course, requires appropriate preparation and planning. According to the Directorate of Primary Schools (2022), in realizing a new learning paradigm that is differentiated and focused on students, educational units must carry out the stages of learning planning and intracurricular assessment through the development of teaching modules that are essential, interesting, meaningful, challenging,

relevant, contextual, and sustainable. . The implementation of preliminary activities by the class teacher can be done by opening the lesson with something new, the teacher conducting an apperception, the teacher providing motivation to students, the teacher conveying the learning objectives, and conditioning the class to remain conducive. This is in accordance with the opinion of Amelia (2015), revealing that an effective teacher is a teacher who has characteristics, namely (1) having the ability to create a conducive learning climate, (2) having the ability to develop strategies, (3) having the ability to provide feedback and strengthen, and (4) having the ability to improve oneself. The core activities that teachers must understand in developing more interesting and innovative learning are mastering the subject matter well, strengthening competencies and achievements in TP and ATP, and implementing teaching modules according to the stages prepared.

According to Maulida (2022), there are six steps required in compiling a teaching module. First, conduct an analysis of students and teachers; this is intended so that teachers are better prepared and able to prepare teaching modules more objectively and not stick to the rules made by the school. Second, when carrying out diagnostic assessments on students, the aim is to avoid discommunication and actions during the learning process in the classroom. Third, develop teaching modules that originate from the learning objectives. Flow, design types, techniques, and assessment

instruments must be given great attention by the teacher because the source of activity in the learning process depends on the steps the teacher will use. Fourth, teaching modules are arranged based on planned components. Fifth, essential components can be elaborated in learning activities; this needs to be understood and pursued by teachers so that the material received by students can be maximized and run effectively and efficiently. Sixth, module evaluation is aimed at assessing and reviewing the shortcomings of teaching modules that have been created or that have been used previously.

MI Muhammadiyah Kartasura Special Program teachers position themselves as facilitators in the classroom by asking students questions, giving concrete examples of events in life, and providing guidance in the learning process. Therefore, teachers need strong understanding and intuition to develop learning and maximize student potential. One of the closing activities carried out by the teacher is to conclude the material and provide reinforcement to students through questions, enrichment, and remedial activities. Apart from that, the teacher has carried out learning evaluations and is able to manage time during the learning process.

c. **Readiness for Learning Assessment**

In basic education assessments, it is known that learning assessments in the independent curriculum include initial assessments, formative assessments, and summative assessments. MI Muhammadiyah Kartasura Special

Program teachers have carried out initiatives through sharing about the implementation of the independent curriculum with class I and IV teachers who have participated in various trainings organized by the education office, the working group of heads of madrasah ibtidaiyah, and the school independently. After participating in the training on implementing the independent curriculum, teachers gained a variety of new knowledge, including how to determine initial assessments, formative assessments, and summative assessments. In preparing these three learning assessments, class teachers did not experience difficulties in conducting learning assessments because the teacher's knowledge and skills were sufficient.

Initial assessments are carried out at the beginning of learning. Initial learning assessments play a strategic role in determining the direction and goals of learning. This initial assessment is carried out before formal learning begins and aims to determine the level of students' abilities and potential to understand the material. Initial learning assessments are very useful for teachers in determining the direction of learning and adjusting the material to be taught. Teachers can find out the level of students' ability to understand the material and determine appropriate learning methods to help students understand the material better (Nisa, 2023). Formative assessment is an assessment to monitor and improve the learning process as well as evaluate the achievement of learning objectives. Through this assessment, teachers can

identify students' learning needs, obstacles, or difficulties they face, as well as obtain information on student development. This information is then used as feedback for both students and teachers (Kemdikbud, 2020). Summative assessment is an assessment that aims to assess the achievement of learning objectives as a basis for determining grade, promotion, or graduation. Summative assessment takes the form of a learning results report, which contains a report on learning achievements and is supplemented with information on the child's growth and development. Feedback from this summative assessment can be used to measure student development and help teachers design activities for the next lesson. (Theodoridis & Kraemer, 2023).

d. Readiness to understand the structure of the learning curriculum

Intracurricular, extracurricular learning, and projects to strengthen the profile of Pancasila students (P5) form the structure of the independent curriculum.

The MI Muhammadiyah Kartasura Special Program's structure for independent learning, called intracurricular learning, is made up of planned teaching and learning activities that happen at set times. The subjects given during the extracurricular teaching and learning process are mandatory, so they must be followed by all students. Most of the extracurricular activities are carried out in class and are the core activities of school as a formal educational institution. Intracurricular activities aim to

grow students' academic abilities (Ujione, 2023).

Extracurricular learning is an additional set of activities carried out outside of class hours to gain additional knowledge, skills, and insight and help shape the character of students according to their individual interests and talents. and the Pancasila Student Profile Strengthening Project is an interdisciplinary learning experience in observing and thinking about solutions to problems in the surrounding environment. This project was carried out to strengthen various competencies in the Pancasila student profile. Based on Ministry of Education and Culture No. 56/M/2022, P5 is a project-based co-curricular activity designed to strengthen efforts to achieve competency as well as an effort to realize character in accordance with the Pancasila student profile, which is prepared based on graduate competency standards. The implementation of P5 is based on community needs or problems in the educational unit environment. This means that students are invited to learn from the surrounding environment (Kasim, 2023). Teachers' understanding of the characteristics, specificities, and structure of the curriculum in the independent curriculum is sufficient. Teachers know that the structure of the independent elementary school curriculum consists of intracurricular and extracurricular learning and a project to strengthen the profile of Pancasila students (P5). However, teachers say that there are still minimal examples of independent

curriculum learning being implemented at the elementary school level, but this does not make teachers complacent and give up on the situation. By participating in workshops related to the independent curriculum that the education department holds, the teachers are still in the learning stage.

e. Teaching Module Readiness

Teaching modules are descriptions of the flow of learning objectives derived from learning outcomes. According to Maulida (2022), teaching modules play an important role in supporting teachers' learning design. This is because the module was prepared as an effort to help students develop and achieve the Pancasila student profile, which includes: 1) being faithful and devoted to God Almighty; 2) global diversity; 3) mutual cooperation; 4) creativity; 5) critical reasoning; and 6) independence.

First to fourth-grade teachers at MI Muhammadiyah Kartasura Special Program have quite good readiness for preparing teaching modules. There are several activity steps before learning is carried out. The first is designing teaching modules by developing learning objectives and analyzing learning outcomes and competencies based on those outcomes. The second is to develop a flow of learning objectives by analyzing learning outcomes, then analyzing competencies based on learning outcomes. Third, namely, formulating learning outcomes by updating core competencies and basic competencies into learning outcomes that are used during lessons.

According to Febrianningsih & Ramadan (2023) and Fuadi et al (2023), teaching modules are arranged according to learning material by adjusting learning needs and evaluations, and teaching modules are made as interesting as possible so that students are motivated to learn.

4. Conclusion

Based on the results of research conducted at the MI Muhammadiyah Kartasura Special Program regarding teacher readiness for implementing the independent curriculum, it can be concluded that teachers are ready to implement the new policy, namely the independent curriculum system, which starts with the readiness of the teaching staff. The preparations made by teachers to implement the independent curriculum include participation in socialization, seminars, and workshops. The readiness carried out by teachers includes readiness in planning learning by formulating appropriate teaching modules for students, readiness in implementing learning by including various activities that make students feel interested and enthusiastic, readiness for learning assessment by strengthening the assessment indicators that will be used, readiness to understand the structure of the curriculum by adjusting students' learning needs and abilities inside and outside the classroom, and teaching module readiness by understanding the basics of preparing appropriate teaching modules.

5. Daftar Pustaka

- Amelia, A. (2015). Efektivitas Peran Guru Pendamping Dalam Membantu Proses Pembelajaran Pada Taman Kanak-kanak Di Kota Semarang [Universitas Negeri Semarang]. <https://lib.unnes.ac.id/22582/>
- Direktorat Sekolah Dasar. (2022). Tujuh Tahapan Perencanaan Pembelajaran dalam Kurikulum Merdeka. Direktorat Sekolah Dasar. <https://ditsmp.kemdikbud.go.id/tujuh-tahapan-perencanaan-pembelajaran-dalam-kurikulum-merdeka/>
- Febrianningsih, R., & Ramadan, Z. H. (2023). Kesiapan Guru dalam Pelaksanaan Kurikulum Merdeka Belajar di Sekolah Dasar. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(3), 3335-3344. <https://doi.org/10.31004/obsesi.v7i3.4686>
- Fitriyah, C. Z., & Wardani, R. P. (2022). Paradigma Kurikulum Merdeka Bagi Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 12(3), 236-243. <https://doi.org/10.24246/j.js.2022.v12.i3.p236-243>
- Fuadi, D., Widyasari, C., Prayitno, H. J., Pristi, E. D., Syaadah, H., Muliadi, M., ... & Elhawwa, T. (2023). Pemberdayaan Guru dan Fasilitator dalam Pembelajaran Berdeferensiasi dengan Pendekatan Pendidikan Berpihak pada Anak di Sanggar Belajar Permai Penang Malaysia. *Buletin KKN Pendidikan*, 5(2), 117-124.
- Herlandy, P. B., Sholihat, N., Pahmi, P., Majid, N. W. A., Azman, M. N. A., & Ulwan, A. N. (2024). Developing a Digital Module for Integrating Islamic and Muhammadiyah Values with Pancasila in Vocational Education: A Sadiman Method Approach. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 6(2), 183-195. <https://doi.org/10.23917/ijolae.v6i2.23208>
- Kasim, Y. U. (2023). Apa Itu P5 dalam Kurikulum Merdeka? Ini Penjelasan dan Contohnya. Detiksuksesel. <https://www.detik.com/susel/berita/d-6971283/apa-itu-p5-dalam-kurikulum-merdeka-ini-penjelasan-dan-contohnya>
- Kemdikbud. (2020). Asesmen Formatif dan Sumatif. www.guru.kemdikbud.go.id. <https://guru.kemdikbud.go.id/kurikulum/perkenalan/asesmen/formatif-dan-sumatif/>
- Kemendikbid. (2023). Kebijakan Pemerintah Terkait Kurikulum Merdeka. <https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/6824815789465-Kebijakan-Pemerintah-Terkait-Kurikulum-Merdeka>
- Kurnia, S. (2013). Kesiapan Guru Dalam Mengimplementasikan Kurikulum Merdeka Di Sekolah Dasar Islam (Sdi) Surya Buana Kota Malang. *Ibtidaiyyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyyah*, 02(02), 117-127. <http://urj.uin-malang.ac.id/index.php/ijpgmi/article/download/3264/1325/>
- Lubis, M. (2016). Kesiapan Para Guru Sebagai Pengembang Kurikulum Dalam Merespon Perubahan Kurikulum. *The 2nd International Multidisciplinary Conference*, 461-467.

- <https://jurnal.umj.ac.id/index.php/IMC>
- Maulida, A. (2022). Pengembangan Modul Ajar Berbasis Kurikulum Merdeka. *TARBAWI : Jurnal Pemikiran Dan Pendidikan Islam*
- Maulida, A. (2016). Pengembangan Modul Ajar Berbasis Kurikulum Merdeka. *TARBAWI : Jurnal Pemikiran Dan Pendidikan Islam*, 01, 1-23. Retrieved from [https://stai-binamadani.ejournal.id/Tarbawi/Article/Download/06\(02\),130-138](https://stai-binamadani.ejournal.id/Tarbawi/Article/Download/06(02),130-138).<https://stai-binamadani.ejournal.id/Tarbawi/article/download/392/306/>
- Miles, M. B., & Huberman, M. . (1994). *Qualitative Data. In S. Publications (Ed.), Unanticipated Gains (Kedua). International Education and Professional Publisher.* <https://doi.org/10.1093/acprof:oso/9780195384352.005.0003>
- Mulyadi, D., Singh, C. K. S., Setiawan, A., & Prasetyanti, D. C. (2023). Technology-Enhanced Task-Based Language Teaching toward Their Self-Directed Language Learning: ESP Learners' Views. *Studies in English Language and Education*, 10(3), 1326-1341. <https://doi.org/10.24815/siele.v10i3.27910>
- Moh. Isom. (2023). Kurikulum Merdeka dan Madrasah Mandiri-Berprestasi. <https://kemenag.go.id/opini/kurikulum-merdeka-dan-madrasah-mandiri-berprestasi-WH2Mt>
- Nisa, G. K. (2023). Contoh Bentuk Assesmen Awal Pembelajaran dalam Kurikulum Merdeka. Naik Pangkat.Com. <https://naikpangkat.com/contoh-bentuk-asesmen-awal-pembelajaran-dalam-kurikulum-merdeka/>
- Purnomo, E., Sabardila, A., & Markhamah. (2023). Mapping of Themes in Indonesian Textbook Discourse for Independent Curriculum. *International Conference on Learning and Advanced Education (ICOLAE 2022) 2023 Aug 29 (Pp. 642-652). Atlantis Press, 642-652.* https://doi.org/10.2991/978-2-38476-086-2_55
- Purnomo, E., Sabardila, A., & Markhamah, M. (2022). The Values Content of Education Character in Indonesian Language Book of Merdeka Curriculum. *Proceedings of the 7th Progressive and Fun Education International Conference (PROFUNEDU 2022)*, 317-334. <https://doi.org/10.2991/978-2-494069-71-8>
- PSKP. (2023). Belajar Melalui Refleksi Kesiapan Implementasi Kurikulum Merdeka. PSKP. https://pskp.kemdikbud.go.id/clients/detail_kebijakan/323036/belajar-melalui-refleksi-kesiapan-implementasi-kurikulum-merdeka-seberapa-siap-satuan-pendidikan-melakukan-perubahan
- Setiawan, A., Hartono, R., Suwandi, S., & Fitriati, S. W. (2021). Performance-Based Assessment on Esp Learning: A Preliminary Research. *Proceeding ISET (2021) Universitas Negeri Semarang International Conference on Science, Education and Technology*, 7(1), 44-49.
- Theodoridis, T., & Kraemer, J. (2023). Contoh Asesmen Sumatif, Fungsi, & Perbedaannya dengan Formatif. Tirto.Id. <https://tirto.id/contoh-asesmen-sumatif-fungsi-dan-perbedaannya-dengan-formatif/>

asesmen- sumatif-fungsi-
perbedaannya-dengan-formatif-
gHCU

Ujione. (2023). Mengenal Intrakurikuler
dalam Kurikulum Merdeka. Ujione.

[https://ujione.id/mengenal-
intrakurikuler-dalam-kurikulum-
merdeka/](https://ujione.id/mengenal-intrakurikuler-dalam-kurikulum-merdeka/)