

Analysis of the Implementation of the Independent Curriculum in the Bina Insani Integrated Islamic Elementary School in Semarang City

Hengki Firman Syah[✉], Sri Wardani, Tri Suminar

Pascasarjana, Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:

December 2022

Accepted:

February 2023

Published:

June 2023

Keywords:

student learning
outcomes; curriculum
implementation; learning
readiness

Abstract

In order to recover after the pandemic COVID 19, the Indonesian government issued a curriculum change policy. My study aims to find out and understand the readiness of the implementation of the Independent Curriculum at Bina Insani Integrated Islamic Elementary School which is carried out by the principal, teachers and students. The implementation of the Independent Curriculum at Bina Insani Integrated Islamic Elementary School which is carried out by the principal, teachers and students, the outcomes of student learning class I and IV is in the form of learning outcomes and Pancasila Student Profiles on the implementation of the Independent Curriculum at Bina Insani Integrated Islamic Elementary School, and obstacles and solutions in implementing the Independent Curriculum at the Integrated Islamic Elementary School Bina Insani Semarang. This study uses a qualitative research method with a case study approach. Data collection techniques, namely observing school conditions and learning activities, interviewing the implementation of the independent curriculum, documentation studies. Data analysis techniques by examining all available data from various sources, data reduction, compiling reduced data, presenting data, and checking data validity. Based on the results of this study, the planning stage begins with accepting regulations from the government, establishing the school's vision, mission, and goals, preparing KOSP Bina Insani Integrated Islamic Elementary School, planning lessons, planning P5 activities. At the implementation stage of the curriculum, there are still some that have not been optimally implemented, such as learning activities that still need the teacher's understanding in differentiated learning. At the stage of evaluating the implementation of Bina Insani Integrated Islamic Elementary School which was carried out by the teacher, he had carried out a diagnostic to summative assessment. The results of this study can be used to add insight into the implementation of the independent curriculum in the learning process carried out by all components in schools using the independent curriculum .

[✉] Correspondence address:

Pascasarjana, Universitas Negeri Semarang, Indonesia
Jl Kelud Utara III, Semarang, Jawa Tengah, Indonesia
E-mail: hengkifirmansyah@students.unnes.ac.id

INTRODUCTION

In 2020 the Ministry of Education, Culture, Research and Technology (Kemendikburistek) issued a policy regarding curriculum changes. Hamalik (2011: 16) Curriculum is a written plan about the abilities that must be possessed based on national standards, the material that needs to be studied and the learning experiences that must be lived to achieve these abilities, and the evaluation that needs to be carried out to determine the level of achievement of student abilities, as well as a set of regulations relating to the learning experience of students in educational units in developing their potential in certain educational units. Good curriculum planning is influential in making decisions (al Gofari & Fitriani, 2021). Curriculum planning serves as a motivation to carry out the education system so as to achieve optimal results by preparing and planning lessons well (Hikmasari dkk., 2020). This implementation phase aims to carry out *the blue print* that has been prepared in the planning phase, using a number of existing techniques and resources and has been determined in the previous planning stage. This type of activity may vary, according to existing conditions (Purnomo dkk., 2020). Soetopo and Soemanto (1991: 38) state that a curriculum is said to have changed if there are differences in one or more curriculum components between two specific periods, which are caused by deliberate efforts . The Directorate of Middle Schools (2022) has conducted an in-depth analysis and stated that there are three advantages in the independent curriculum. From the teacher's side, through independent learning teachers have broad opportunities to develop capacities for improve the quality of learning and become more independent in the assessment of results student learning (Hendri , 2020). The results of the research by Muhammad Nur Wangid, et al (2014) showed that the percentage of readiness of elementary school teachers in DIY in implementing integrative thematic learning in the 2013 curriculum was 75.85% (ready) . The independent curriculum can be carried out in accordance with the guidelines and rules set by the government if the preparations made by the school are carried out properly then the implementation of the independent curriculum is successful (Molapo & Pillay, 2018). In 2022, the

Bina Insani Integrated Islamic Elementary School in Semarang will implement the independent curriculum . The background of the students is at the upper middle economic level with sufficient infrastructure to support the learning process both intracurricularly and extracurricularly. Based on these differences in background, it strengthens the reason that the Pancasila Student Profile can be fully implemented in Bina Insani Integrated Islamic Elementary School. So in the preparation of the Operational Curriculum, the characteristics of students with all their backgrounds are a major consideration in order to become an education that is just in diversity. However, based on initial observations, it was found that several teachers did not understand the concept of an independent curriculum, were unable to plan lessons and develop teaching modules, and were unable to develop a Project to Strengthen Pancasila Student Profiles. Even based on the achievement data of the Merdeka Mengajar Platform (PMM), Bina Insani Integrated Islamic Elementary School still has a very low percentage. This technical guidance is very much needed for school principals and teachers so that the implementation of the independent curriculum can be carried out, technical guidance carried out online is able to make participants comfortable, and motivated to keep following until the material is finished, because the technical guidance carried out is arranged very systematically with good learning designs (Jusuf & Sobari, 2022). From this description, the researcher conducted a scientific study of "Analysis of the Implementation of the Independent Curriculum at the Bina Insani Integrated Islamic School in Semarang City. " carried out by principals, teachers and students . The benefits of this research can be used to add insight into the implementation of the independent curriculum in the learning process carried out by all components in schools using the independent curriculum.

METHODS

This research uses a case study approach because it is based on achievement data on the independent teaching platform that Bina Insani Integrated Islamic Elementary School in Semarang City still has a low percentage of 0.00% of 461

elementary schools in Semarang City. The research design aims to provide a clear and structured guide to researchers in conducting their research. Based on the research design that has been described, the research procedure is 1) Apply for a research permit 2) Submit an application for a permit to the head of Bina Insani Integrated Islamic Elementary School 3) Carry out observations of school conditions including infrastructure and teacher profiles 4) Conduct interviews with the principal, 2 teachers from class I, 2 teachers from class IV who are implementing the independent curriculum, and 8 grade 4 students, 5) Make an observation schedule with class I and IV teachers, 6) Carry out learning observations in grades I and IV, for 2 classes each, 7) analyze documents owned by the school, namely the school's operational curriculum, goal flow learning, teaching modules, and teaching materials from class I and IV). This research focused on covering: 1) the readiness of school principals, teachers and students in implementing the Independent Curriculum at Bina Insani Integrated Islamic Elementary School, 2) Implementation of the Independent Curriculum carried out by principals, teachers and students at Bina Insani Integrated Islamic Elementary School, 3) Student learning outcomes students in grades I and IV semester 1 in the implementation of the Independent Curriculum at Bina Insani Integrated Islamic Elementary School, 4) Obstacles and solutions in implementing the Independent Curriculum at the Bina Insani Integrated Islamic Elementary School in Semarang. Data in qualitative research are not in the form of numbers, but narrative descriptions, even if there are numbers, these numbers are in relation to a description. In processing qualitative data there is no summation of data, thus leading to generalizations. In this study the authors used two data sources, namely: 1) Primary data sources 2) Secondary data sources. This research is a qualitative research that seeks to dig up data or information about the analysis of school readiness in the implementation of the independent curriculum, to obtain data that is in accordance with the problems being studied. The author uses several techniques, namely: 1) Observation of school conditions by observing the readiness of infrastructure condition, profile, teachers and teaching and learning activities, 2) Interviews with

school principals and teachers of class I and IV who carry out the implementation of the independent curriculum, 3) documentation study of the operational curriculum of Bina Insani Integrated Islamic Elementary School and teaching modules of grades I and IV. 4) Researchers reduced the data from the interviews with the principal, comparing the results of interviews with 4 teachers and 8 students to compile and collect the necessary data 5) triangulating the data from interviews, observations and documentation studies. Researchers analyzed the data by: 1) Examining all available data from various sources. 2) Reduction of data interview. 3) Compile the reduced data. 4) Presenting data in the form of tables, pictures, diagrams, charts, and so on. 5) Data validity check.

RESULTS AND DISCUSSION

1. Readiness to Implement the Independent Curriculum at Bina Insani Integrated Islamic Elementary School

Through direct observation in the field and interviews with the principal at the readiness stage, the implementation of the independent curriculum at Bina Insani Integrated Islamic Elementary School, Semarang, which was carried out by the principal was good. The school principal began implementing the independent curriculum in accordance with regulations. This regulation is a reference for school principals in planning an independent curriculum. From this reference the school principal conducts a SWOT analysis to analyze the implementation of the independent curriculum which is adapted to the characteristics and conditions of the school. Based on the regulations and the SWOT analysis, the vision, mission and objectives of Bina Insani Integrated Islamic Elementary School began to be adapted to the conditions and characteristics of the students so that the required facilities and infrastructure could also be used for learning activities. In preparing the Education Unit Operational Curriculum (KOSP), the school principal has invited the collaboration of various elements in Bina Insani such as foundations, teachers, committees, community leaders and education experts. In line with the preparation of the KOSP carried out by the Head of Al Azhar Islamic Elementary School 21 Pontianak (Isa et al., 2022). Collaboration with these parties is

also strengthened by Bina Insani with the vision, mission and goals of the school . adapted to the curriculum used. The school principal has also developed lesson organization both intra-curricular, co-curricular and extra-curricular according to the guidelines for preparing KOSP. The KOSP document already includes the characteristics of the educational unit, vision, mission, objectives, learning organization, lesson planning as well as mentoring, evaluation and professional development. Based on the KOSP documents that have been prepared, the document components are in accordance with the KOSP preparation guidelines (Hastasasi et al., 2022) but the teaching module components have not yet been compiled which cover all subjects. In line with the preparations made by the driving school Guruminda Elementary School 244 Bandung City (Sumarsih et al., 2022), namely holding training directly guided by the Ministry of Education and Culture. The school principal included Bina Insani Integrated Islamic Elementary School teachers in training organized by the education office, in this case the Banyumanik Korsatpen, Integrated Islamic School Network (JSIT) as well as training activities organized by schools independently (IHT). With this training, it is hoped that teachers will have an understanding of implementing the independent curriculum in the teaching and learning process starting from the stage of compiling modules and learning tools according to the independent curriculum guide to evaluation. However, what is different is that the programs held in driving schools such as Guruminda Elementary School Bandung are programmed and directed so as to provide maximum results. This is in line with the implementation of the workshop that has been held by elementary schools throughout Luwu Regency. Based on the results of the evaluation of activities, information was obtained that this activity took place according to the stages of the activity, went according to expectations, and the goals set were fulfilled (Zahir & Nasser, 2022). Planning begins with understanding learning outcomes, learning objectives, the flow of learning objectives, teachers are still not optimal and confused in understanding CP, TP, and ATP. This affects the preparation of teaching modules due to difficulties in preparing ATP. The flow of learning objectives is the sequence of delivering TP in 1 phase (2 years). In

the design of teaching modules, teachers are less able to understand learning that applies differentiation. Teachers experience difficulties in compiling teaching modules that apply differentiation learning. Based on the results of observations on the teaching module documents that have been prepared by the teacher, there are still those who have not added a differentiation plan. Some teachers have implemented differentiated learning but have not written it down administratively in the teaching modules. The first step to carrying out differentiation activities is to carry out an initial diagnostic assessment to find out the characteristics of the students we will teach. After that, knowing the results of the initial diagnostic assessment will be used to make a differentiation in the content (Supriyadi, et al., 2022). In P5 planning, the school has carried out the planning flow in accordance with the guidelines (Anggraena Yogi, et al., 2022), namely forming a team of facilitators consisting of deputy heads of curriculum and class teachers, identifying the level of readiness of educational units, designing dimensions, themes and allocations time, develop project modules and design a strategy for reporting project results. The preparation for P5 was carried out by planning together with the class I and IV teacher teams, based on the results of the discussion by taking into account the potential that exists in the school, it was decided that the theme taken for class I was a sustainable lifestyle and class IV was local wisdom. The dimensions to be achieved are mutual cooperation, independence and creativity. The system used to determine the time allocation is a block system where P5 is held at the end of the semester for 1 week. Based on observations, the implementation of P5 in class I had not yet composed the P5 module, while the implementation of P5 in class IV was better because it succeeded in compiling the P5 module. The P5 planning process has implemented the following strategies 1) Elements and sub-elements are selected that are most relevant to the needs of students and themes, 2) the development phase of the sub-elements is adjusted to the initial abilities of students and 3) there is continuity between the development of dimensions, elements and sub-elements with previous projects, this is in line with previous research (Rachmawati, et al., 2022) The Foundation fully supports the implementation of

the independent curriculum by facilitating various infrastructure facilities for the needs of implementing the independent curriculum, both in the form of teaching materials, learning facilities in the form of information technology to the need for implementing P5. In addition to existing school facilities such as comfortable and representative classrooms, computer and natural science laboratories, internet access, sports fields and so on. In line with the results of previous research (Rahayu, et al., 2022) that the existence of infrastructure is also very supportive of the implementation of the independent curriculum in driving schools, especially the availability of IT facilities. To support this, in line with previous research, training on digital literacy in the independent curriculum is also needed. By having sufficient digital literacy, teachers can learn a lot to prepare themselves for implementing the Independent Curriculum considering that the learning tools prepared by the government are all available in digital form both in the Merdeka Mengajar application and the Ministry of Education and Culture website (Rizki Septiana & Hanafi, 2022) Before the independent curriculum was implemented at Bina Insani Integrated Islamic Elementary School in the 2022/2023 academic year, the school has conducted outreach to parents of students when they are going to grade IV to provide an understanding of the independent curriculum. It is hoped that with this socialization, parents can better support the implementation of the curriculum .

2. Implementation of the Independent Curriculum at Bina Insani Integrated Islamic Elementary School

After carrying out planning starting from the preparation of KOSP by the school principal, lesson planning by the teacher and P5 planning. All elements of the school are trying to implement the plans that have been prepared. Learning activities have been going well in accordance with the organization of learning starting from intra-curricular, extra-curricular and co-curricular activities with a schedule that has been arranged. From the results of interviews with the principal of the WD school directly. At the implementation stage, there are still some that have not been maximally carried out, such as independent

curriculum learning activities that still need understanding in application. Some teachers still don't understand the instructions, including the learning process is still running as it is because the ATP has not been compiled. The implementation of learning activities at Bina Insani Integrated Islamic Elementary School is adjusted to the teaching modules that have been made. Learning in the teaching module refers to differentiation learning. In the implementation of differentiated learning, teachers still have difficulties in applying differentiated learning. Teachers are still confused about putting differentiation activities into content and products. The teacher has conducted an initial assessment to determine student learning profiles such as learning styles and student interests. This is in line with the results of previous research regarding the implementation of differentiated learning (Suwartiningsih, 2021). 119 The application of differentiated learning is important in line with previous research because with this approach, learning is more student-centered and makes students happy (Lestarinigrum, 2022) where students' needs can be met and develop more creatively. Teachers have also implemented interactive learning such as groups and using learning media sourced from the internet. This is in line with other research which states that major changes to the curriculum are adapted to learning digital information access skills (Beljaars, 2009). Students do not know that the independent curriculum is applied in learning activities. Students expressed pleasure in learning activities even though students did not know the curriculum applied at school. They feel more happy with learning in class IV than in class III before. Students get variations of learning that use video or the internet so that it is not only conventional learning. So that students don't get bored, the teacher uses clapping and songs on the sidelines of learning. To increase students' interest and curiosity, the teacher gives trigger questions. The teacher also said that students had been adapted to learning styles, namely visual, auditory, and kinesthetic. Students experience difficulties in learning activities in class because friends are noisy and do not understand the teacher's explanation. In the implementation of P5 there was a change from the plan, namely that originally the implementation was carried out every week but it became a block

system at the end of the semester for 1 full week. In addition, obstacles still arise, namely teachers who are still confused about the concept of P5 that P5 is a co-curricular activity that stands alone and is not related to intracurricular learning (Anggraena Yogi, et al., 2022). During the implementation of the project, students only made one product and could not yet display it as an exhibition or large-scale activity. Another obstacle that arose was the P5 activities that were not clearly structured, such as Class 1 P5 which required plastic straws but in reality they were not collected and had to look for them again. In P5 collaboration is really needed, this collaboration can help students in implementing P5. Collaboration that has been carried out by Bina Insani Integrated Islamic Elementary School such as collaboration with the environment, parents, health centers, and other related parties. Students feel very happy with the implementation of P5. Especially for grade IV students, they feel they have benefited from P5 with the theme of local wisdom: getting to know traditional games. They can get to know more about traditional games and find it more exciting because they can be played with other friends. They also understand that these games can reduce the use of cellphone games and practice their creativity when they make school projects (Rodiyah, 2021)

3. Learning Outcomes of Class I and IV Bina Insani Integrated Islamic Elementary School Students

At the stage of evaluating the implementation of Bina Insani Integrated Islamic Elementary School which was carried out by the teacher, it was quite good. The results of the evaluation will be drawn as conclusions to answer the problems that arise (Triyanto dkk., 2019). From the results of direct interviews it can be seen that the evaluation stage of the implementation of Bina Insani Integrated Islamic Elementary School conducted by the teacher is quite good. The teacher evaluates the learning activities routinely every week. From the results of the evaluation of the implementation of independent curriculum learning, students have increased, especially their affective. Affective learning outcomes are an important part of implementing the curriculum (Nucci, 2009). However, the differentiated learning carried out by the teacher is still lacking, so it needs

to be improved in learning activities in the coming semester. From the results of collaboration with parents, parents do not find it difficult with the independent curriculum. In the evaluation of P5 activities, it is necessary to improve so as to produce benefits for students and the school environment because the P5 implemented in semester 1 is still lacking. Teachers do not understand the concept of P5 activities and are not maximal in collaborating with the surrounding environment. On the other hand, parents' response to P5 was quite good. To find out student learning outcomes, teachers need to carry out assessments which are an integrated part of the learning process. Assessment 122 was carried out to measure the achievement of TP. The teacher has carried out the assessment according to the assessment guidelines (Anggraena Yogi, et al., 2022). Teachers have carried out diagnostic assessments at the beginning of learning, formative assessments to summative assessments to measure the achievement of TP (al Haddar, 2022). In line with previous research, the learning outcomes that were measured were affective, cognitive and psychomotor learning outcomes (Chaniago et al., 2022). Based on the interview results, the teacher stated that there was an increase in students' affective where students felt enthusiastic in the learning process. Students feel motivated and happy with learning in class IV. As for cognitive and psychomotor learning outcomes, based on statements from teachers, the results are still varied, there are students who can achieve predetermined learning goals. Measurement of psychomotor learning outcomes is carried out through an assessment rubik when students carry out project activities and practicums. For cognitive and psychomotor learning outcomes in class I, the teacher stated that most of the students in class I had achieved the stated learning objectives, this was evidenced by the score sheet downloaded from the e-rapot with an average grade I score of above 90. Meanwhile, learning outcomes Cognitive class IV obtained an average of above 85. The learning outcomes data from the student cognitive learning can be seen in the following Figure.

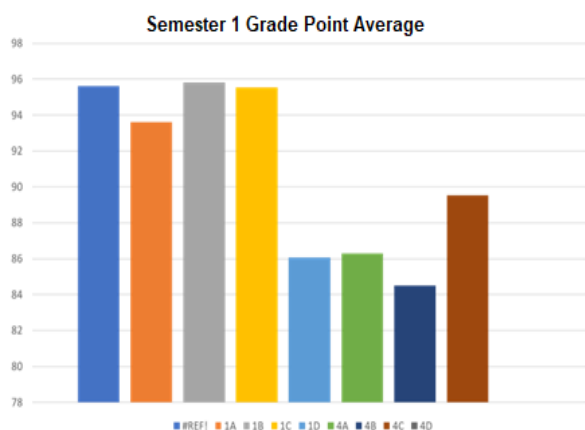


Figure 1. Average semester 1 scores

In the implementation of P5, the expected result is that the expected character can be formed based on the selected P5 dimensions. In predetermined projects, the dimensions to be assessed are mutual cooperation, independence and creativity. From the results of teacher and student interviews, with the implementation of P5, the spirit of mutual cooperation increases when students play traditional games in groups or when they collect used goods to make pencil cases, independence also increases when students independently make products while creativity also increases when making products in the form of traditional dakon games. In this project, students also made product works in the form of pencil cases and dakon games.

4. Obstacles and Solutions in the Implementation of the Independent Curriculum at Bina Insani Integrated Islamic Elementary School

From the results described above, the researcher can analyze that a SWOT analysis was carried out which is part of the evaluation of the implementation of the independent curriculum. Strengths (strength) can be understood, the results of interviews with the head of the school, said that Bina Insani Integrated Islamic Elementary School has advantages that are not shared by other schools in general. This advantage lies in the integration of the IT curriculum with the independent curriculum so that they are interrelated and will have a good impact on the development of students. Weaknesses are weaknesses or deficiencies in the implementation of the independent curriculum. There are several weaknesses or deficiencies at Bina Insani Integrated Islamic Elementary School

in implementing the independent curriculum. Teachers do not fully understand related to learning outcomes, learning objectives, and the flow of learning objectives. Teachers' abilities can also be honed by using the Merdeka Teaching Platform (PMM) application that has been issued by the government, with this PMM it is hoped that teachers can develop skills regarding the implementation of the independent curriculum independently (Siska, et al., 2022). Opportunity is a present or future condition that is profitable in implementing the independent curriculum in schools. Opportunity is an external condition that can provide opportunities for the advancement of institutions such as increasing the number of students, decreasing competitors, etc. Bina Insani Integrated Islamic Elementary School is close to superior institutions so that they can establish collaborations or collaborations that can increase students' knowledge in learning. Threats are present and future conditions that are unfavorable and could seriously affect the future of the school. This challenge can be in the form of the emergence of new competitors, a decrease in the number of students, and so on. Provide socialization to students about the implementation of the independent curriculum used by schools because this is important so that students also know the curriculum they are using. Of the four student informants interviewed, they did not know about the application of the curriculum they used. The need for socialization of students so that they understand what students learn and have a design in their learning. Provide teacher training on implementing the implementation of the independent curriculum so that achievement in implementing the independent curriculum increases. From the interviews conducted directly, on average the teachers did not understand the implementation of independent curricula such as CP, TP and ATP. In addition, it is important to improve the design of modules and P5 so that learning activities can increase. The summary of the SWOT analysis results can be seen in the following Table.

Table 1. Analysis SWOT for Implementation of The Independent Curriculum at Bina Insani Integrated Islamic Elementary School

Analysis	Findings / Insights
<i>Strengths</i>	<ol style="list-style-type: none"> 1. Adequate facilities and infrastructure 2. The integrity of the school curriculum between the government curriculum, JSIT and schools treasury 3. Support from the foundations, parents and the community
<i>Weaknesses</i>	Teachers do not fully understand about learning outcomes, learning objectives, and the flow of learning objectives
<i>Opportunity</i>	Bina Insani Integrated Islamic Elementary School is approaching excellent institutions so they can establish collaborations that can increase students' knowledge in learning)
<i>Threats</i>	The emergence of new competitors, the decrease in the number of students, teachers who lack motivation to learn and develop themselves

CONCLUSION

Based on the results of research and discussion regarding the analysis of the implementation of the independent curriculum at Bina Insani Integrated Islamic Elementary School Semarang, the following conclusions can be drawn: In the planning stage it begins with compiling the KOSP of Bina Insani Integrated Islamic Elementary School by following existing guidelines, preparing teachers by participating or conducting independent training as well as preparing school suggestions and infrastructure that support the implementation of the independent curriculum. At the implementation stage of the curriculum, there are still some that have not been optimally implemented, such as learning activities that still need the teacher's understanding in differentiation learning, but students are already motivated to participate in learning. Then, the unstructured P5 activities. At this stage it is necessary to increase understanding of the concept of implementing an independent curriculum, especially in the implementation of differentiated learning and the P5 concept (Project for

strengthening the Pancasila student profile) through peers, speakers, or collaborating with related parties. At the evaluation stage of the implementation of Bina Insani Integrated Islamic Elementary School, the teacher has carried out a diagnostic to summative assessment. From the results of the assessment, students have an increase, especially affective. Cognitive learning outcomes obtained an average grade I of more than 90 and grade IV more than 85. In the evaluation of P5 activities it needs to be improved so as to produce benefits for students. From the results described above, the researcher can analyze that a SWOT analysis was carried out which is part of the evaluation of the implementation of the independent curriculum. *Strengths* (strength) can be understood, the results of interviews with the head of the school, said that Bina Insani Integrated Islamic Elementary School has advantages that are not shared by other schools in general. This advantage lies in the integration of the IT curriculum with the independent curriculum so that they are interrelated and will have a good impact on the development of students. *Weaknesses* are Bina Insani Integrated Islamic Elementary School in implementing the independent curriculum, teachers do not fully understand learning outcomes, learning objectives, and the flow of learning objectives and P5 design. *Opportunity* is that Bina Insani Integrated Islamic Elementary School is close to a superior institution so that it can establish cooperation or collaboration that can increase students' knowledge in learning. *Treats* (challenge) is to provide socialization to students about the implementation of the independent curriculum used by schools because this is important so that students also know the curriculum they are using. Provide teacher training on implementing the implementation of the independent curriculum so that achievement in implementing the independent curriculum increases.

REFERENCES

- Al Haddar, G. (2022). *Implementation of the Merdeka Learning Curriculum at Sdn 017 Sungai Pinang Samarinda*.
- Al Gofari, Z., & Fitriani, L. (2021). Management of Implementation of Arabic Language

- Subjects Mts. Had Ishlah. *Journal of Arabic Learning and Teaching*. Accessed from <https://doi.org/10.15294/LA.V10I1.45826>.
- Anggraena Yogi, Sekar Wulan Kandi, Adiprima Pia, & Yani Harjatanaya Tracey. (2022). *Guide to the Development of the Pancasila Student Profile Strengthening Project*.
- Beljaars, B. (2009). Implementing Legal Information Literacy: A Challenge for the Curriculum. *International Journal of Legal Information*, 37(3), 320–332. <https://doi.org/10.1017/s0731126500005370>.
- Chaniago, S., Fitri Yeni, D., & Setiawati, M. (2022). Analysis of the Implementation of the Independent Learning Curriculum on the Learning Outcomes of Class X Students in the Geography Subject at MAN I Koto Baru. *Southeast Sulawesi Educational Journal (Seduj)*, 2(4), 184–191. <http://jurnal-unsultra.ac.id/index.php/seduj><http://jurnal-unsultra.ac.id/index.php/seduj>
- Middle School Directorate. (2022). *Three advantages in the independent curriculum*. Accessed from <https://ditsmp.kemdikbud.go.id/mengenal-tiga-keunggulan-kurikulum-merdeka/>
- Hamalik, O. (2011). *Curriculum And Learning*. Jakarta: Earth Script.
- Hastasasi, W., Yani H, T., Dwi Kristiani, A., Herutami, I., & Andiarti, A. (2022). *Operational Curriculum Development Guidelines in Education Units*.
- Hendri. (2020). *Merdeka Learning: Between Rhetoric and Application*. J E-Tech. 8(1):1–29.
- Hikmasari, P., Asih, TSN, & Prabowo, A. (2020). How Does Audience Feedback Affect Improved Problem Solving Ability? Study in PBL with a Blended Learning Environment. Kreano, *Journal of Creative-Innovative Mathematics*, 11(2), 194–203. Accessed from <https://doi.org/10.15294/kreano.v11i2.26211>
- Jusuf, H., & Sobari, A. (2022). Learning the New Paradigm of the Independent Curriculum in Elementary Schools (Vol. 5, Issue 2).
- Ministry of Education and Culture . (2022). *Implementation of the Independent Curriculum*. Jakarta: Ministry of Education and Culture.
- Lestarinigrum, A. (2022). *The Concept of Differentiated Learning in the Independent Curriculum for Early Childhood Education*.
- Molapo, MR, & Pillay, V. (2018). Politicizing curriculum implementation: The case of primary schools. *South African Journal of Education*, 38 (1). Accessed from <https://doi.org/10.15700/saje.v38n1a1428>
- Nucci, LP (2009). Integrating Values Education into the Curriculum : A Domain Approach. *Education in the Moral Domain*. Cambridge University Press.
- Purnomo, Sukarjo, & Abidin, Z. (2020). Application of Lesson Study-Based Personal and Social Responsibility Learning Models to Strengthen Conservation Character and Improve Learning Outcomes. *Creative Journal of Basic Education*, 10(2), 100–116. Accessed from <https://journal.unnes.ac.id/nju/index.php/kreatif/article/viewFile/23603/10077>
- Rachmawati, N., Marini, A., Nafiah, M., & Nurasih, I. (2022). Project for Strengthening Pancasila Student Profiles in the Implementation of Prototype Curriculum in Elementary Schools. *Basicedu Journal*, 6(3), 3613–3625. <https://doi.org/10.31004/basicdu.v6i3.2714>
- Rahayu, R., Rosita, R., Rahayuningsih, YS, Hernawan, AH, & Prihantini, P. (2022). Implementation of Independent Learning Curriculum in Mobilization Schools. *Basicedu Journal*, 6(4), 6313–6319. <https://doi.org/10.31004/basicdu.v6i4.3237>
- Rizki Septiana, A., & Hanafi, M. (2022). Strengthening Teacher Readiness and Digital Literacy Training in the Implementation of the Independent Curriculum. *JOONG-KI : Journal of Community Service*, 1(3). <https://doi.org/10.56799/joongki.v1i3.832>
- Rodiyah, R. (2021). Implementation of the Merdeka Learning Campus Program in the Digital Age in Creating Law Students with Character and Professionalism. 7(2), 2021. <https://doi.org/10.15294/snhunnes.v7i2.737>
- Siska, OJ, Dewi, C., Selviani, D., & Fitria, Y. (2022). Strengthening the Implementation of the Independent Curriculum for Schools in North Bengkulu. *SWARNA Community Service Journal*. <https://doi.org/10.55681/swarna.v1i4.190>

- Soetopo, Hendyat and Soemanto, Wasty. (1991) .
Curriculum Guidance and Development: As the Substance of Educational Administration Problems . Jakarta: Earth Script .
- Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, AH, & Prihantini, P. (2022). Analysis of the Implementation of the Independent Curriculum in Primary Schools. *Basicedu Journal*, 6(5), 8248–8258. <https://doi.org/10.31004/basicedu.v6i5.3216>
- Supriyadi, S., Lia, RM, Rusilowati, A., Isnaeni, W., Susilaningih, E., & Suraji, S. (2022). Preparation of a Diagnostic Assessment Instrument for the Preparation of the Independent Curriculum. *Journal of Community Empowerment2* . Accessed from <https://doi.org/https://doi.org/10.15294/jce.v2i2.61886>
- Suwartiningsih, S. (2021). Application of Differentiated Learning to Improve Student Learning Outcomes in the Science Subject Subject of Soil and Sustainability of Life in Class IXb Even Semester SMPN 4 Monta Academic Year 2020/2021. *Indonesian Journal of Education and Learning (JPPI)*, 1(2), 80–94. <https://doi.org/10.53299/jppi.v1i2.39>
- Triyanto, Sugiarto, E., Mujiyono, & Ayu Pratiwinindya, R. (2019). Development of Learning Evaluation Through an Artwork Competency Assessment Instrument for Middle School Arts and Culture Teachers in Kudus District. *ABDIMAS*. Accessed from <https://doi.org/10.15294/abdimas.v23i2.17881>
- Wangid, NM (2014). Readiness of elementary school teachers in implementing thematic-integrative learning in the 2013 curriculum in DIY. Access from <https://scholar.google.com/citations>.
- Zahir, A., & Nasser, R. (2022). Implementation of the Independent Curriculum for Elementary Schools in East Luwu Regency. *IPMAS* , 2(2), 1–8. <https://doi.org/10.30605/ipmas.2.2.2022.228>