

Workshop on Implementing the Merdeka Curriculum in Indonesian Language Instruction for Elementary School Teachers in Karangpandan, Indonesia

Atikah Anindyarini¹, Sumarwati Sumarwati¹, Edy Suryanto¹, Slamet Slamet¹, Laila Fitri Nur Hidayah¹, Muh. Fajrul Alfien¹, Rahmatika Mulyani²

¹Department of Indonesian Language Education, Faculty of Teacher Training and Education, Universitas Sebelas Maret, Surakarta, Indonesia

²Department of Indonesian Language Education, Faculty of Teacher Training and Education, Universitas Sanata Dharma, Yogyakarta, Indonesia

*Corresponding Author: atikahanindyarini@staff.uns.ac.id

Submitted: 2025-04-20

Revised: 2025-06-21

Published: 2025-08-08

Abstract. In implementing the Independent Curriculum, not all teachers understand the principles of developing teaching modules. This community service program aims to provide training and mentoring to elementary school teachers in Karangpandan District, Karanganyar Regency, in planning and implementing Indonesian language learning. The activity partner is the Karanganyar Regency Education and Culture Office. Thirty teachers from Karangpandan District participated. The methods used were expository, sharing ideas, modeling, and mentoring. This community service program uses a participatory approach, actively involving participants at all stages of the activity. The method used in this activity is divided into three stages: preparation, implementation, and evaluation and reporting. The training consisted of material presentations accompanied by examples through workshops so that teachers had the opportunity to practice. Mentoring was carried out after teachers practiced creating learning tools (teaching modules), then a review of the teaching modules was conducted by assessing the quality of the Indonesian language lesson assessment tools. The results of the community service activity are as follows. First, all teacher participants were 100 percent present at the workshop. Second, of the 30 active workshop teachers, 28 teachers compiled Indonesian language teaching modules for grade 4 and were willing to revise them. Third, 25 teachers were able to compile teaching modules well.

Keywords: : Indonesian; elementary school teachers; implementation; Karangpandan; curriculum merdeka

How to Cite: Anindyarini, A., Sumarwati, S., Suryanto, E., Slamet, S., Hidayah, L.F.N., Alfien, M.F., Mulyani, R. (2025). Workshop on Implementing the Merdeka Curriculum in Indonesian Language Instruction for Elementary School Teachers in Karangpandan, Indonesia. *Journal of Community Empowerment*, 5 (1), 42-49.

INTRODUCTION

Education in the modern era requires an innovative and creative system that is able to align with contemporary developments (Halim, 2022). The government continues to strive to improve the quality of education; however, these efforts have not yet produced satisfactory outcomes. The situation was further exacerbated by the COVID-19 pandemic, which caused both learning loss and widening learning gaps. To address these issues, the Ministry of Education, Culture, Research, and Technology introduced the Merdeka Curriculum as a solution to the learning crisis in Indonesia (K. S. Adnyana, 2023). Social, cultural, and technological transformations have accelerated educational policy reforms, including the shift from the 2013 Curriculum to the Merdeka Curriculum.

The Merdeka Curriculum aims to foster students' critical, creative, collaborative, and communicative skills, while directing them toward more effective and efficient learning (Setiyaningsih & Wiryanto, 2022). At the level of early childhood and primary education, the curriculum emphasizes the development of foundational competencies such as literacy, numeracy, and socio-emotional abilities to prepare students for the next stages of education (Anjeliani et al., 2024).

The implementation of the Merdeka Curriculum is expected to enhance students' literacy and numeracy, while cultivating learners who embody the values of Pancasila. Nevertheless, the application of the curriculum in primary schools continues to face significant challenges. Key obstacles include limited resources, insufficient teacher training and professional development, restricted instructional

time, and inadequate parental engagement in the educational process.

Since 2022, the national education system provides three curriculum options for schools to support learning recovery during the COVID-19 pandemic: the 2013 Curriculum, the Emergency Curriculum (a simplified version of the 2013 Curriculum), and the Merdeka Curriculum (Sugianto et al., 2023). Between 2021 and 2022, approximately 25,000 schools adopted the Merdeka Curriculum. The policy emphasizes strengthening literacy and numeracy, as literacy competence represents a fundamental indicator of educational progress in Indonesia. Indonesian language instruction functions as the primary foundation for literacy development, while literature instruction enhances students' capacity to appreciate literary works and interpret moral values embedded in them (I. K. S. Adnyana, 2022).

Although the Merdeka Curriculum has been implemented for three years, many teachers continue to encounter difficulties in applying the framework, particularly in rural elementary schools in Karangpandan Subdistrict, Karanganyar Regency. Teachers demonstrate limited understanding of the conceptual foundation, lesson planning, and practical application of the curriculum. Interviews and document analyses revealed that teachers experienced difficulties in preparing teaching modules, especially in designing content related to language, literature, and literacy. Classroom management during implementation also posted significant challenges due to the limited availability of references on the Merdeka Curriculum.

The Merdeka Curriculum presents opportunities as well as challenges. Previous research confirmed that teachers often faced obstacles in application (Salehuddin et al., 2023). Anjeliani et al. (2024) reported that challenges included limited capacity to prepare modules, inadequate comprehension of curriculum requirements, obstacles in developing learning models within the framework of the Strengthening Pancasila Student Profile Project (P5), and insufficient use of engaging instructional media (Nurulaeni & Rahma, 2022). Zulaiha et al. (2023) found similar difficulties in SDN 17 Rejang Lebong, where teachers struggled with planning, implementation, and assessment. The study noted that teachers faced problems in analyzing Learning Outcomes (Capaian Pembelajaran/CP), formulating Learning Objectives (Tujuan

Pembelajaran/TP), preparing Learning Objective Flows (Alur Tujuan Pembelajaran/ATP), and designing teaching modules. Teachers also reported insufficient mastery of innovative teaching methods and media, inadequate learning resources, limited time allocation, and difficulties in conducting assessments for project-based learning. Utami et al. (2024) identified additional barriers such as unprepared human resources and facilities, challenges in managing differentiated instruction, limited digital literacy, lack of learning resources, and difficulties in addressing students' lack of focus.

Supervisors and the Coordinator of Elementary Education in Karangpandan Subdistrict confirmed through interviews and document reviews that teachers' challenges were closely related to inadequate comprehension of the curriculum, lesson planning deficiencies, and limited implementation skills. Training and mentoring initiatives are necessary to support dissemination of the Merdeka Curriculum, as such programs can equip teachers with student-centered pedagogical paradigms and foster collective understanding within schools (Angga et al., 2022). Adequate preparation remains essential, since many teachers lack sufficient knowledge and practical experience (Prihatini & Sugiarti, 2022).

Challenges in implementing the Merdeka Curriculum stem from several interrelated factors: training programs have reached only a fraction of teachers in Karangpandan; Indonesian language instruction rarely becomes the main focus of training; existing training sessions have remained limited to socialization without practical exercises in module development; the absence of feedback mechanisms has prevented teachers from identifying errors in module preparation; and teachers still demonstrate weaknesses in preparing annual learning flows (ATP), structuring language, literature, and literacy content, as well as designing innovative models, instructional media, and assessments.

Problem-solving strategies for elementary school teachers in Karangpandan Subdistrict, Karanganyar Regency, were formulated through training and mentoring workshops focused on the preparation of Indonesian language teaching modules. The workshops introduced concepts of the Merdeka Curriculum, provided content on language, literature, and literacy, guided the development of teaching modules, and demonstrated applications of the curriculum in classroom instruction. The outcomes of the workshops are expected to include improved

teacher understanding of the Merdeka Curriculum, enhanced competence in lesson planning and module design, opportunities for sharing best practices, and strengthened readiness to implement the curriculum in Indonesian language teaching at the elementary level.

METHODS

The community service program conducted on 20 May 2024 aimed to provide training and mentoring in planning Indonesian language instruction. The program took place in Karangpandan Subdistrict, Karanganyar Regency, and applied expository teaching, idea-sharing, modeling, and mentoring methods. A participatory approach was adopted, engaging participants actively in all stages of the activity (Geertman, 2002). Within the participatory approach, planning was designed based on the results of a needs assessment among teachers, thereby ensuring that problem-solving followed a bottom-up process (Guijt, 1998; Tundjungsari, 2011). The applied method consisted of three stages: preparation, implementation, and evaluation with reporting (Directorate of Research and Community Service, 2018).

The community service program held on 20 May 2024 specifically focused on training and mentoring teachers in preparing Indonesian language lesson plans under the Merdeka Curriculum. The partner institution for the program was the Department of Education and Culture of Karanganyar Regency. A total of 30 teachers representing Grade 4 from 27 elementary schools in Karangpandan Subdistrict participated in the program. The method employed in the activity emphasized collaborative problem-solving to address the specific challenges faced by the partner institution.

Preparation Stage

The preparation stage began with three main activities. First, the community service team from the Linguistics and Applied Literature Research Group of Universitas Sebelas Maret coordinated with the Coordinator of Elementary Education in Karangpandan Subdistrict regarding training targets, number of participants, schedule, venue, and workshop materials. Second, coordination among research group members was conducted to assign responsibilities, including chairperson, secretary, moderator, note-taker, master of ceremonies, documentation team, and logistics team, as well as the selection of material for

speakers. Third, the secretary was assigned to prepare the event rundown, draft the official invitations, and distribute the invitations to the workshop participants and invited officials.

Implementation Stage

The implementation stage was conducted offline on Monday, 20 May 2024, from 08.00 to 12.00 at the Karangpandan Teacher Activity Center. The agenda consisted of a workshop on the implementation of the Merdeka Curriculum in Indonesian language instruction for elementary school teachers in Karangpandan Subdistrict, Karanganyar Regency. A total of 30 teachers representing Grade 4 from 27 elementary schools were selected as participants, with priority given to teachers who had not previously attended professional training.

The training consisted of material presentations supported by examples and followed by hands-on workshop activities. Teachers were given opportunities to practice lesson planning and module development. Active participation was encouraged through discussions, question-and-answer sessions, and collaborative exercises. Mentoring was conducted during the practical sessions, when teachers developed teaching modules, which were then reviewed by the facilitators to assess their quality. After the review, teachers were allowed to revise their modules according to feedback provided by the facilitators and aligned with the criteria for high-quality module development.

Evaluation and Reporting Stage

The outcomes of the workshop demonstrated that elementary school teachers in Karangpandan were able to understand the concept of the Merdeka Curriculum and to apply it in Indonesian language instruction at the elementary level. The evaluation of the workshop yielded several findings. First, all participating teachers (100 percent) attended the workshop. Second, out of the 30 participants, 28 successfully developed Indonesian language teaching modules for Grade 4 and expressed willingness to revise them. Third, 25 teachers demonstrated the ability to produce modules that met quality standards. Based on the joint assessment of academic experts and experienced teachers, the teaching modules created during the workshop were considered to align with the criteria for effective instructional materials. The indicators of success included the number of teachers who attended, the number of teachers who produced and revised modules, and

the number of teachers who achieved competency in preparing high-quality teaching modules.

Table 1. Success Indicators of the Community Service Workshop

No	Description	%
1	Teachers who attended	100
2	Teachers who submitted and revised teaching modules	93
3	Teachers who successfully developed high-quality teaching modules	83

The evaluation was followed by the final stage, namely reporting. Reporting was carried out in two phases: progress reporting and final reporting. The reports contained a comprehensive description of the workshop implementation and were supplemented with supporting documents, including photographs, invitations, attendance lists, assignment letters, draft community service articles, and cooperation agreements with partner institutions. The workshop activities were also disseminated through the institutional repository of Universitas Sebelas Maret and the YouTube platform to enhance visibility and ensure broader academic and public engagement.

RESULTS AND DISCUSSION

The workshop involved both academic staff and student assistants. The academic staff consisted of Prof. Dr. Sumarwati, M.Pd., Dr. Atikah Anindyarini, M.Hum., Drs. Slamet Mulyono, M.Pd., Dr. Edy Suryanto, and Dr. Laila Fitri Nur Hidayah, S.Pd., M.Pd. The participation of these lecturers demonstrated institutional support and expertise in guiding the implementation of the Merdeka Curriculum in Indonesian language instruction. In addition to the academic staff, the community service team was supported by students who contributed to the organization of the workshop. Nani served as the master of ceremonies, April acted as the recorder, and Danar was responsible for documentation. The collaboration between lecturers and students ensured that the workshop activities were implemented in a structured and professional manner, while also providing students with practical experience in academic service engagement.



Figure 1. Group Photo Session

The workshop commenced with an opening greeting followed by the national anthem *Indonesia Raya*, led by the master of ceremonies. The opening remarks were delivered by Prof. Dr. Sumarwati, M.Pd., as head of the research group; Dr. Atikah Anindyarini, M.Hum., as chair of the community service team; and Dra. Tri Sulistya Ningrum, S.Pd., as head of the Karangpandan education coordination unit.

The core session of the workshop consisted of presentations delivered by four speakers. The first presentation was conducted by Wiwin Sulistya Ningrum, S.Pd., entitled *Designing Teaching Modules for the Merdeka Curriculum*. The presentation covered the definition, principles, criteria, references, and components of teaching modules, accompanied by examples of module formats.

The second presentation was delivered by Dr. Atikah Anindyarini, M.Hum., with the topic *Innovative Models in Indonesian Language Learning*. The presentation highlighted approaches to teaching, the nature of instruction, various innovative learning models, and instructional media. To enhance comprehension, the speaker explained the application of Problem-Based Learning (PBL) by demonstrating its syntax in Indonesian language lessons, using folklore as a case example. In addition, innovative and creative media were introduced, such as the use of videos depicting folklore narratives, which can foster student motivation and enthusiasm. The discussion aligned with the findings of Afifah et al. (2024), who confirmed that interactive children's stories on YouTube are effective in creating engaging and meaningful learning experiences while strengthening student motivation and concentration.

The third presentation was delivered by Drs. Slamet Mulyono, M.Pd., entitled *The Relationship between Learning Objectives and Assessment*. The presentation emphasized the formulation of

learning objectives in teaching modules, which must fulfill four components: audience, behavior, condition, and degree. The speaker also elaborated on differentiated instruction in Indonesian language learning, providing examples of differentiation in content, process, and product for elementary-level instruction.

The final presentation was conducted by Prof. Dr. Sumarwati, M.Pd., entitled *Assessment of Skills and Attitudes in Indonesian Language Learning at Elementary Schools*. Before presenting the assessment framework, she provided an overview of the essential components of language, literature, and literacy, which are fundamental to supporting students' competencies. The assessment framework emphasized three domains: attitude, knowledge, and skills. Attitudes were assessed primarily through observation, complemented by self-assessment and peer assessment. Knowledge was evaluated through written tests, oral tests, assignments, and portfolios. Skills were assessed through project-based tasks and portfolios. An example of skill assessment was provided through poetry reading, assessed using a rubric that measured expression, vocal clarity, pronunciation, interpretation, and overall performance, with scoring criteria defined for each aspect.

The subsequent session was a question-and-answer discussion that focused on learning models and diagnostic assessment. Dr. Atikah Anindyarini provided examples of learning models applied in Indonesian language instruction at the elementary level and explained the concept of diagnostic assessment. Prof. Sumarwati emphasized that diagnostic assessment aims to identify both students' strengths and weaknesses and to guide teachers in taking appropriate actions for students with lower or higher performance levels. Students who demonstrated weaknesses required remedial support, and the causes of those weaknesses could be identified through diagnostic testing. The timing of the diagnostic assessment was adjusted according to the needs of teachers. These insights aligned with the findings of Riyantika et al. (2024), who concluded that teachers must assess students' initial individual abilities in order to design effective instruction. That study further indicated that diagnostic testing as a formative tool contributed to improvements in mathematics learning outcomes.

Learners possess varied capacities, which underlines the essential role of teachers as facilitators. Teachers are required to recognize the initial competencies of students through assessment to ensure appropriate instructional planning. Rahmasari and Ningsih (2025) argued that diagnostic testing enables educators to understand students' learning needs in depth, supports the personalization of learning, facilitates early identification of difficulties, and strengthens student empowerment.

With regard to diagnostic testing, Drs. Slamet Mulyono explained that diagnostic assessment functions in a manner similar to medical diagnosis. Teachers act as doctors, while students are likened to patients; teachers need to conduct a diagnosis before providing appropriate treatment. Once the diagnosis is conducted, the condition of the learner becomes evident.

Wiwin Sulistya Ningrum, S.Pd. elaborated that diagnostic assessment can be categorized into cognitive and non-cognitive forms. Non-cognitive assessment is generally conducted at the beginning of the academic year to help teachers become familiar with their students. In contrast, cognitive assessment is applied whenever a new topic is introduced in order to measure students' comprehension of subject matter. Through such assessment, teachers can identify whether students fully understand, partially understand, or do not understand the material. The speaker also highlighted the effectiveness of peer tutoring, where more capable students assist peers who encounter difficulties in understanding content.

The following session involved a review of teaching modules prepared by the participating teachers. The review was conducted by the workshop speakers. According to Wiwin Sulistya Ningrum, S.Pd., several teachers tended to download modules directly from online sources. She stressed the importance of adapting modules to the characteristics of students and the conditions of each school, since learners differ in talents, resources, and facilities. Consequently, teachers were encouraged to modify and contextualize downloaded modules to suit classroom needs. In alignment with this perspective, Drs. Slamet Mulyono, M.Pd. emphasized the necessity of applying the ATMJ principle in module development: *Amati* (observe), *Tiru* (imitate), *Modifikasi* (modify), and *Jiwai* (internalize). The

final element, internalization, required teachers to contextualize modules according to the specific dynamics of their classrooms. He concluded with a message that teachers should maximize the use of modules developed during the workshop in their subsequent teaching practices.



Figure 2. Collection of Indonesian Language Teaching Modules Developed by Grade IV Teachers in Karangpandan Subdistrict



Figure 3. Question-and-Answer Session with Grade IV Teachers in Karangpandan Subdistrict

A comprehensive understanding of the Merdeka Curriculum is essential for teachers, since such knowledge forms the foundation for designing and implementing effective learning. By mastering the key principles of the Merdeka Curriculum, teachers are able to plan learning activities that are contextual and student-centered. This perspective aligns with the argument of Sugianto et al. (2023), who emphasized that teachers must develop skills in preparing instructional tools that can adapt to competency-based learning needs.

Several inhibiting factors have constrained teachers in designing and implementing instruction within the Merdeka Curriculum. The most significant barriers include limited teaching experience, a lack of familiarity with the

preparation of new teaching modules, and restricted access to learning resources on the curriculum (Susanto et al., 2024). Strengthening teachers' conceptual understanding is expected to foster creativity, enabling them to adapt the learning process to real classroom conditions. In the absence of adequate comprehension, the implementation of the Merdeka Curriculum risks becoming a mere formality without producing tangible impacts on student development.

The chair of the community service team emphasized that in the era of technological advancement and information openness, teachers must continuously pursue learning in order to remain aligned with developments in knowledge and pedagogy. Teaching, therefore, requires a commitment to becoming lifelong learners.

The workshop on the implementation of the Merdeka Curriculum in Indonesian language instruction for elementary school teachers in Karangpandan Subdistrict, Karanganyar Regency, was closed with several announcements. The master of ceremonies informed the participants that the revised teaching modules, after review, should be resubmitted to the Universitas Sebelas Maret community service team. The workshop concluded with expressions of gratitude to all supporting parties, followed by an apology for any shortcomings in organizing the event. The final session ended with a collective prayer.

CONCLUSION

Based on the results and discussion, the outcomes of the community service program entitled Workshop on Implementing the Merdeka Curriculum in Indonesian Language Instruction for Elementary School Teachers in Karangpandan Subdistrict, Karanganyar Regency can be formulated into two key areas of evaluation: process and product. First, the process evaluation covered lectures, modeling, and discussions aimed at strengthening teachers' understanding of the Merdeka Curriculum in Indonesian language instruction at the elementary level and enhancing their competence in preparing teaching modules. Second, the product evaluation focused on the quality of Indonesian language teaching modules for Grade 4 developed by the participants. Observations during the workshop indicated high levels of teacher enthusiasm in both learning and discussion activities. Teacher attendance reached 100 percent, 93 percent of the teachers revised and resubmitted their modules, and 83 percent successfully produced teaching modules of good

quality. Teachers actively engaged during question-and-answer sessions and demonstrated attentiveness to the materials delivered by the speakers. The training on the Merdeka Curriculum contributed significantly to improving instructional practices, as it enabled teachers to adopt approaches that are more student-centered, contextual, and exploratory. The results confirm that community service programs designed in the form of workshops can effectively strengthen teachers' pedagogical competence and enhance their readiness to implement curriculum reforms in classroom practice.

ACKNOWLEDGMENTS

The research team expresses sincere gratitude to Universitas Sebelas Maret for funding the community service program conducted by the Linguistics and Applied Literature Research Group of FKIP UNS. Appreciation is also extended to the Department of Education and Culture of Karanganyar Regency for its continuous support of research and community service activities, as well as to the Head of the Karangpandan Education Coordination Unit, Dra. Tri Sulistya Ningrum, S.Pd., and the elementary school supervisors in Karanganyar for their assistance and facilitation. Special acknowledgment is addressed to the Grade 4 elementary school teachers of Karangpandan Subdistrict, whose active participation contributed significantly to the success of the workshop.

REFERENCE

- Adnyana, I. K. S. (2022). Mewujudkan Profil Pelajar Pancasila Melalui Pembelajaran Bahasa dan Sastra. *Pembelajaran Bahasa Dan Sastra Sebagai Penguatan Profil Pelajar Pancasila*, 28–36. <https://ojs.mahadewa.ac.id/index.php/pedalitra/article/view/2300>
- Adnyana, K. S. (2023). Penilaian Pembelajaran Bahasa Indonesia dalam Kurikulum Merdeka. *Jurnal Pendidikan Bahasa Dan Seni*, 11, 343–359. <https://doi.org/https://doi.org/10.59672/stilistik.a.v11i2.2849>
- Afifah, T. P. N., Basyar, M. A. K., & Damayanti, A. T. (2024). Pengaruh Media Youtube Riri Cerita Anak Interaktif tentang Cerita Rakyat untuk Meningkatkan Ketrampilan Menyimak di SDN Wates 01 Semarang. *Indonesian Journal of Elementary School*, 4, 526–535. <https://doi.org/10.26877/ijes.v%vi%i.20734>
- Angga, A., Abidin, Y., & Iskandar, S. (2022). Penerapan Pendidikan Karakter dengan Model Pembelajaran Berbasis Keterampilan Abad 21. *Jurnal Basicedu*, 6(1), 1046. <https://doi.org/10.31004/basicedu.v6i1.2084>
- Anjeliani, S., Yanti, L. D., Aisyah, S., Saputra, M. R., Khoirunnisa, & Risdalina. (2024). Analisis Problematika Penerapan Kurikulum Merdeka di Sekolah Dasar. *Jurnal Inovasi, Evaluasi, Dan Pengembangan Pembelajaran (JIEPP)*, 4, 294–302. <https://doi.org/https://doi.org/10.54371/jiepp.v4i2.416>
- Direktorat Riset dan Pengabdian Masyarakat. (2018). *Panduan Pelaksanaan Penelitian dan Pengabdian kepada Masyarakat Edisi XII (Revisi Tahun 2019)*. KEMENRISTEKDIKTI. https://www.its.ac.id/lppm/wp-content/uploads/sites/71/2019/07/Panduan-Penelitian-dan-Pengabdian-kepada-Masyarakat-Edisi-XII-Revisi-Tahun-2019-1.pdf?utm_source=chatgpt.com
- Geertman, S. (2002). Participatory planning and GIS: A PSS to bridge the gap. *Environment and Planning B: Planning and Design*, 29(1). <https://doi.org/10.1068/b2760>
- Guijt, I. (1998). *Participatory Monitoring and Impact Assessment of Sustainable Agriculture Initiatives: An introduction to the key elements*. <https://www.iied.org/6139iied>
- Halim, A. (2022). Signifikansi dan Implementasi Berpikir Kritis dalam Proyeksi Dunia Pendidikan Abad 21 Pada Tingkat Sekolah Dasar. *Jurnal Indonesia Sosial Teknologi*, 3(3), 404–418. <https://doi.org/10.36418/jist.v3i3.385>
- Nurulaeni, F., & Rahma, A. (2022). Analisis Problematika Pelaksanaan Merdeka Belajar Matematika. *Jurnal Pacu Pendidikan Dasar*, 2(1).
- Prihatini, A., & Sugiarti. (2022). Citra Kurikulum Baru: Kesiapan Guru dalam Menerapkan Kurikulum Merdeka. *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 58. <https://doi.org/10.19105/ghancaran.vi.7447>
- Rahmasari, F., & Ningsih, S. M. (2025). Analisis Urgensi Tes Diagnostik Belajar pada Pendidikan. *Indo-MathEdu Intellectuals Journal*, 6, 4062–4071. <https://doi.org/https://doi.org/10.54373/imeij.v6i3.3132>
- Riyantika, E., Firda, J. Z., & Sholikhah, U. (2024). Diagnostic Test as Formative Test in Mathematics Learning: A Meta-Analysis Study. *Jurnal Analisa*, 10, 127–136.

- <https://doi.org/https://doi.org/10.15575/ja.v10i2.29911>
- Salehuddin, Oruh, S., Agustang, A., & Maswati, R. (2023). Inklusi Pendidikan dan Dinamika Kebudayaan Lokal Di Papua. *Edu Sociata: Jurnal Pendidikan Sosiologi*, 6(2), 1413–1424. <https://doi.org/https://doi.org/10.33627/es.v6i2.1718>
- Setiyaningsih, S., & Wiryanto, W. (2022). Peran Guru Sebagai Aplikator Profil Pelajar Pancasila dalam Kurikulum Merdeka Belajar. *Jurnal Ilmiah Mandala Education*, 8(4). <https://doi.org/10.58258/jime.v8i4.4095>
- Sugianto, S., Rusilowati, A., Widiyatmoko, A., Puspitasari, D., Arifa, N. M., & Roziqin, R. (2023). Inovasi Pembelajaran Sains Berbasis STEM Bagi Guru SD, SMP dan SMA Sekolah Indonesia Kuala Lumpur. *Journal of Community Empowerment*, 3(2).
- Susanto, Kriswinarti, A., Emi, Y., Warneri, & Aunurrahman. (2024). Analisis Pemahaman Guru dalam Implementasi Kurikulum Merdeka. *Jurnal Ilmiah Ilmu Pendidikan (JIIP)*, 7, 5020–5024. <https://doi.org/https://doi.org/10.54371/jiip.v7i5.4363>
- Tundjungsari, V. (2011). Studi Pendekatan Partisipatoris dengan Dukungan Teknologi Informasi. *Speed-Sentra Penelitian Engineering Dan Edukasi*, 3, 41–46. <https://doi.org/http://dx.doi.org/10.3112/speed.v3i2.929>
- Utami, C. S., Basri, M. H., Ayuningtias, N. A., Suriansyah, A., & Cinantya, C. (2024). Analisis kelemahan implementasi Kurikulum Merdeka di SDN Sungai Miai 1: Studi kasus pada kesiapan guru dan sarana pembelajaran. *MARAS: Jurnal Penelitian Multidisiplin*, 2(4), 2319–2327. <https://doi.org/https://doi.org/10.60126/maras.v2i4.640>
- Zulaiha, S., Meisin, M., & Meldina, T. (2023). Problematika Guru dalam Menerapkan Kurikulum Merdeka Belajar. *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, 9(2). <https://doi.org/10.24042/terampil.v9i2.13974>