

ANALYSIS OF THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM AT SMP NEGERI 2 SUMOBITO

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ABSTRACT

This research aims to determine the preparation, implementation and obstacles in implementing the independent curriculum at SMP Negeri 2 Sumobito. The method used in this research is descriptive qualitative. The data collection techniques used were interviews, observation and documentation. The research results show that independent curriculum planning is carried out based on the independent teaching platform. The implementation of the independent curriculum at SMP Negeri 2 Sumobito, which is also a driving school, has been carried out well, this is proven by the ability to implement the independent curriculum for the 2nd level of the independent change category. Although in its implementation there are still many obstacles that need to be corrected, such as low levels of literacy and numeracy, there are still empty hours and less than optimal use of PMM. However, these obstacles can also be minimized by coaching school principals, school supervisor workshops, maximizing teacher picketing, carrying out FGDs, IHT (In House Training) by colleagues or school principals regarding the use of PMM. The key to successful implementation of the independent curriculum at SMP Negeri 2 Sumobito is the principal and educators who have the will to make changes. The school principal as the leader, apart from coordinating, also continues to optimize the human resources in the school so that they are willing to make more advanced mindset changes in order to achieve an increasingly optimal implementation of the independent curriculum.

1. INTRODUCTION

The education system in Indonesia is an education system that is quite unique and interesting to research, especially with regard to the curriculum used in Indonesia. The curriculum in Indonesia continues to be dynamic from time to time. To date, there are 11 educational curricula that have been implemented in Indonesia, including the curriculum that has just been launched by the Ministry of Education, Culture, Research and Technology (Insani, 2019). The correct educational policy will be seen through the implementation of the curriculum because "curriculum is the heart of education" which determines the progress of education (Rahayu et al., 2022). According to Law no. 20 of 2003 "curriculum is a set of learning plans related to objectives, content, teaching materials and methods used and used as a guideline in organizing learning activities to achieve a national education goal".

The concept of independent learning education launched by the Minister of Education, Culture, Research and Technology Nadiem Makarim on February 1 2021 is considered a major policy to make education in Indonesia more advanced. Apart from that, the concept of independent learning has the same direction and goals as John Dewey's progressivism educational philosophy. Namely, both offer independence and freedom to educational institutions to explore students' potential to the maximum by adjusting students' interests, talents and tendencies (Hattarina et al., 2022). The concept of independent learning is an educational process that must create a pleasant atmosphere. Meanwhile, according to the Minister of Education and Culture, freedom to learn can be interpreted as the application of the curriculum in a fun learning process, coupled with innovative thinking by educators. This can foster students' positive attitudes in responding to learning (Miladiah et al., 2023).

In relation to freedom of learning launched by the Minister of Education and Culture, Nadiem Makarim, there are two most important points in education, namely freedom to learn and driving educators. Freedom to learn means that educators and students have the freedom to innovate, the freedom to study independently or in groups (Susiani, 2022). In 2019, Nadiem Makarim changed and established the independent curriculum as a refinement of the 2013 curriculum (Sari & Noor, 2022). The independent curriculum carries the concept of "Freedom to Learn" which is different from the 2013 curriculum. The learning atmosphere is pleasant, considering that there are many complaints from parents and students regarding learning which requires achieving a minimum completeness score. In the independent curriculum there is no longer a demand for achieving a minimum completeness score, but rather an emphasis on quality learning in order to create quality students, with the character of a Pancasila student profile, who have competence as Indonesian human resources ready to face global challenges (Rifa'i et al., 2022).

The structure of the SMP curriculum consists of one phase, namely phase D. Phase D is for class VII, class VIII and class IX. The proportion of learning is divided into two, namely intracurricular learning and the project to strengthen the profile of Pancasila students, allocated around 25% of the total amount per year. In the description of the independent curriculum, the structure of the independent curriculum consists of intracurricular activities, projects to strengthen the profile of Pancasila students, and extracurricular activities (Ningsih, 2023). Namely, the allocation of lesson hours in the curriculum structure is written in total for one year and is complemented by the allocation of lesson hours if delivered regularly or weekly. In general, as quoted in the Ministry of Education and Culture, there is no change in total lesson hours, because what is meant by learning activities are intracurricular activities and projects to strengthen the Pancasila student profile (P5).

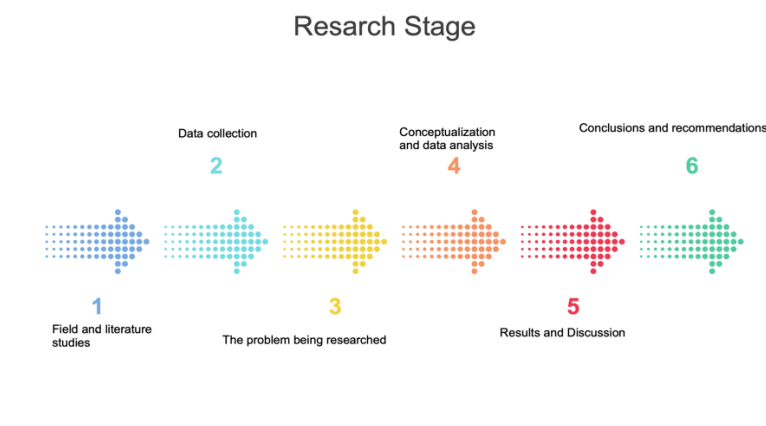
The implementation of the independent learning curriculum begins with four main policies issued by the Minister of Education and Culture in 2019 in the form of the UN becoming AKM (Minimum Competency Assessment) and character surveys, USBN being handed over to schools, simplification of the RPP, expansion of PPDB zoning (Hasim, 2020). This implementation began to expand as the years changed until this year 2023. The implementation of the independent learning curriculum is very much in line with the agenda for improving the quality of education in Indonesia since the era of independence. It is hoped that the implementation of this independent curriculum can realize the vision of Indonesian education in realizing an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila students (Solehudin et al., 2022).

The implementation of the independent learning curriculum ideally has different characteristics from the curriculum that has previously been implemented in Indonesia. This is to improve quality starting from the goal, making continuous improvements by focusing on education so that it runs smoothly producing good quality (Mayangsari et al., 2023). The implementation of the independent learning curriculum prioritizes project-based practice and creates a pleasant learning atmosphere for students in learning according to their needs, talents and interests in general. As with the concept of the independent curriculum, the learning carried out is differentiated learning, namely by paying attention to the various needs, talents and interests of students. The learning process in the independent curriculum refers to the formation of the character profile of Pancasila students which aims to create a generation with high character values.

An independent curriculum is defined as a curriculum that provides freedom in carrying out learning, both students and educators (Susetyo, 2020). The independent curriculum is a new concept and breakthrough issued by the Minister of Education and Culture, Nadiem Makarim (Sabriadi & Wakia, 2021). This independent curriculum was deliberately designed to improve the education crisis that occurred due to the Covid-19 pandemic. Apart from that, if we examine it more deeply, this independent curriculum is very much in line with the hopes of the father of education, Ki Hajar Dewantara, namely achieving a balance between creativity, taste and initiative (Asroa et al., 2023). Thus, the independent curriculum is seen as a new paradigm in the world of Indonesian education which provides freedom for every educational institution to be creative and innovate according to the needs and conditions of students. Based on the explanation above regarding the implementation of the independent learning curriculum, the researcher intends to conduct research regarding readiness, implementation and the obstacles faced in implementing the independent curriculum at SMP Negeri 2 Sumobito.

2. METHODS

The method used in this research is a qualitative descriptive method. The descriptive method is a method used to research a group or object. The aim is to systematically describe the analysis of the implementation of the independent curriculum at SMP Negeri 2 Sumobito. The data collection techniques used were interviews, observation and documentation. The results of data collection are processed using the Miles & Huberman data technique, namely by collecting data which is then reduced by sorting it according to needs and grouping similar data (Sugiyono, 2016). The results of this data reduction were then analyzed supported by several relevant studies. The results of the analysis are presented descriptively to answer the questions that have been formulated.



The research stages above are to obtain valid research data and the research results can be recommendations for curriculum users. So that the curriculum implemented in learning can produce meaningful learning.

3. RESULTS AND DISCUSSION

Independent Curriculum Planning at SMP Negeri 2 Sumobito

Based on the results of research conducted at SMP Negeri 2 Sumobito, the principal's readiness has been carried out in facing the independent curriculum. In the MKKS forum (School Principals' Working Conference) preparations have been made regarding planning for implementing the independent curriculum. The principal at SMP Negeri 2 Sumobito created KOSP (Educational Unit Operational Curriculum) which was carried out in the MKKS forum. Apart from that, the principal also provided outreach regarding the implementation of the independent curriculum to educators and education staff at SMP Negeri 2 Sumobito.

The readiness of the head of SMP Negeri 2 Sumobito began with his participation in the MKKS forum to prepare KOSP. The results of the MKKS forum were brought by the principal at a meeting of educators and education staff at SMP Negeri 2 Sumobito. The school principal socializes all the results of the MKKS meeting. Therefore, the principal of SMP Negeri 2 Sumobito has

admitted that he is trying his best to coordinate the implementation of the independent curriculum well.

Furthermore, the readiness of the curriculum representatives to face the independent curriculum was first carried out by registering SMP Negeri 2 Sumobito as a school with the 2nd level of the Independent Curriculum, namely independently changing at the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). Registration is carried out not only on the recommendation of the school principal, but also through guidance from the school supervisor. The directions given by the supervisor and education service to SMP Negeri 2 Sumobito were in the form of things that had to be prepared in terms of infrastructure, facilities, and the readiness of educators in facing the implementation of the independent curriculum at SMP Negeri 2 Sumobito.

Based on information provided by the deputy principal at SMP Negeri 2 Sumobito, in terms of facilities, facilities and competencies possessed by educators, they are sufficient to support the implementation of the independent curriculum at level 2 in the independent, changing category. This is also proven by the existence of several state schools in Jombang which held discussions with SMP Negeri 2 Sumobito regarding the preparation of KOSP and KTSP, the formulation of various teacher administrations, teaching modules, independent curriculum report cards and the process and harvest of results from the project to strengthen the profile of Pancasila students (P5). Among those who had direct discussions by coming to the institution or via the school principal were SMP Negeri 3 Peterongan, SMP Negeri Ngusikan, and SMP Negeri 1 Sumobito. Apart from that, SMP Negeri 2 Sumobito has also carried out non-cognitive diagnostic tests to determine students' learning styles. Cognitive tests are carried out to map students according to their learning styles so that educators who teach in grade 7 can carry out differentiated learning according to the demands of the independent curriculum.

Strengthening understanding of the independent curriculum is also carried out through workshops held at schools by bringing in several presenters periodically. The workshop was not only attended by the school principal and deputy head teachers, but all educators and education staff at SMP Negeri 2 Sumobito. In the successful implementation of the independent curriculum, of course the understanding of educators and students must be taken into account so that the process is carried out well. Because SMP Negeri 2 Sumobito implemented an independent curriculum at level 2, the independent category changed, so that the full use of devices was through the Merdeka Mengajar platform prepared by the Ministry of Education and Culture. Starting from selecting CP (Learning Outcomes), TP (Learning Objectives), ATP (Learning Objective Flow), MA (Teaching Modules), assessments, and so on on this platform which also contains all the requirements needed by schools to implement an independent curriculum. In learning, the methods used are left to each educator, but one of the methods used by the majority of educators in implementing the independent curriculum

at SMP Negeri 2 Sumobito is Program Based Learning, Project Based Learning, and Inquiry Based Learning. Because it is also very important for learning to combine practice with theory, so that educators are not only the only source of teaching for students but can also be obtained from discussions between students. This is done to achieve the goals of the independent curriculum itself.

One of the aims of implementing the independent curriculum is to stabilize learning due to the pandemic, namely the occurrence of learning loss and learning gaps, provide fun learning and improve literacy and numeracy skills. Based on findings in the field, SMP Negeri 2 Sumobito has implemented the independent curriculum quite well even though there are several school obstacles. However, all stakeholders always make every effort to implement the independent curriculum in learning.

The legal basis for implementing primary and secondary education for the 2022/2023 academic year is: (1) Law Number 20 of 2003 concerning the National Education System. (2) Government Regulation (PP) Number 4 of 2022 concerning Amendments to PP Number 57 of 2021 concerning National Education Standards (SNP) (3) Minister of Education and Culture Regulation No. 1 of 2021 concerning Acceptance of New Students. (4) Regulation of the Minister of Education, Culture, Research and Technology Number 5 of 2022 concerning Competency Standards for Graduates at PAUD, Basic Education Level and Secondary Education Level. (5) Minister of Education, Culture, Research and Technology Regulation Number 7 of 2022 concerning Content Standards for Early Childhood Education, Basic Education Levels and Secondary Education Levels (PAUD Dikdasmen)(6)Regulation of the Minister of Education, Culture, Research and Technology Number 16 of 2022 concerning Process Standards in Education for PAUD, Kindergarten, Elementary, Middle School, High School, and Vocational School and equivalent levels. (7) Regulation of the Minister of Education, Culture, Research and Technology Number 21 of 2022 concerning Assessment Standards in Education for PAUD, Kindergarten, Elementary, Middle School, High School, and Vocational School and equivalent levels. (8) Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery.

Independent Curriculum Implementation Process at SMP Negeri 2 Sumobito

SMP Negeri 2 Sumobito is one of the schools selected to implement the independent curriculum. After SMP Negeri 2 Sumobito registered as a school with an Independent Curriculum at the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) and was selected as a school that had to implement an independent curriculum with the second option, namely independent change. So that SMP Negeri 2 Sumobito can implement the Merdeka Curriculum with teaching tools that can be modified according to the abilities of each school's students which have been provided on the independent teaching platform for the 2022-2023 school year. Therefore, SMP

Negeri 2 Sumobito immediately prepared all the administration and tools that support the implementation of the IKM (Independent Curriculum Implementation) process, including the following:

a. Preparing KOSP (Educational Unit Operational Curriculum)

KOSP is a guideline for implementing learning carried out in educational units, which includes, among other things, the content/structure of the curriculum as well as the implementation of projects to strengthen the profile of Pancasila students (P5). In implementing the content/structure of the curriculum at SMP Negeri 2 Sumobito, it contains 37 JPs and determines the themes promoted in the project to strengthen the profile of Pancasila students.

b. Preparing Educators and Education Personnel

To prepare Educators and Education Personnel in implementing IKM (Implementation of the Independent Curriculum) at SMPN 2 Sumobito, several activities are carried out including the IKM Workshop by supervisors, FGD (Focus Group Discussion) for each subject group, MGMP (Subject Teacher Conference) which is held regularly a week once, utilizing and optimizing PMM (Merdeka Mengajar Platform) as well as compiling CP (Learning Outcomes), TP (Learning Objectives) and ATP (Learning Objective Flow) as well as assessments.

c. Planning P5 (Strengthening Pancasila Student Profile Project)

Themes in the Project for Strengthening the Profile of Pancasila Students at SMP Negeri 2 Sumobito for class VII for the 2022/2023 Academic Year carry 3 themes, namely: (1) Diversity (project 1 carries the theme: Indonesia is a country rich in culture, rich in taste and differences, strengthening unity) The character values that are expected to develop in students include faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity. (2) Build your body and soul (project 2 carries the theme: my body is healthy, my soul is strong). The character values that are expected to develop in students include faith, devotion to God Almighty and noble character, mutual cooperation, independence and creativity. (3) Entrepreneurship (project 3 carries the theme: become rich for infaq shodaqoh). The character values that are expected to develop in students include faith, devotion to God Almighty and noble character, mutual cooperation, independence and creativity.

d. Implementing learner-centred and differentiated learning

e. Conduct formative and summative assessments

There are two assessments carried out at SMP Negeri 2 Sumobito, namely summative and formative assessments. Summative assessments are carried out jointly and programmed every semester, including mid-semester summative and end-semester summative. Meanwhile, formative assessment is carried out to improve the learning process.

Obstacles in Implementing the Independent Curriculum at SMP Negeri 2 Sumobito

The implementation of an independent curriculum is something new in the world of education that encourages educators and students to innovate in the world of education. However, in the implementation of the independent curriculum at SMP Negeri 2 Sumobito, there were several obstacles, such as a lack of understanding of the concept of the independent curriculum for both educators, students, education staff and parents, resulting in an independent learning process that was not fully achieved according to the concept.

Understanding the concept of the independent curriculum by student parents is also important, because with their support the process of implementing the independent curriculum can run even better. Other obstacles are the lack of teacher capability in the field of technology so that existing technology is not utilized optimally in learning and assessment, the low level of willingness to read and numerate both among educators and students, the lack of enthusiasm in learning and teaching so that sometimes empty hours occur and less than optimal use of the independent teaching platform (PMM). Due to the above obstacles, SMP Negeri 2 Sumobito is trying to minimize these obstacles by coaching school principals, school supervisor workshops, maximizing teacher pickets, carrying out FGDs, IHT (In House Training) by colleagues or school principals regarding the use of independent teaching platforms. Another effort made by the school is to provide outreach to student parents regarding the implementation of the independent curriculum so that they can collaborate in supporting the achievement of goals in accordance with the independent curriculum concept.

The readiness of SMP Negeri 2 Sumobito as an educational unit is very important in implementing the independent curriculum (Hattarina et al., 2022). SMP Negeri 2 Sumobito in implementing the independent curriculum has been quite optimal. As can be seen in the school environment, there are suggestions and infrastructure that can support the implementation of the independent curriculum, such as a computer laboratory. In line with this, the learning carried out is not centered on the educator but on the implementation of the learning. The availability of information technology facilities, as well as having a prayer room, can be used as an actualization of the Pancasila student profile.

The implementation of the independent curriculum is carried out in mutual cooperation, both in terms of preparation, implementation and finding solutions to the obstacles faced. Apart from coordinating, the school principal also continues to provide support to educators in implementing the independent curriculum (Nurwiatin, 2022), especially the project to strengthen the profile of Pancasila students (P5). The encouragement given by the principal was accompanied by socialization and training from the principal of Sumobito 2 Middle School for the educators at the institution (Ramadina, 2021). Not only educators, outreach is also carried out to parents of students. This aims to ensure that later in the implementation of the independent curriculum, student parents can contribute and collaborate in making the implementation of the independent curriculum a success,

so that there is no overlap in information which causes delays in the implementation of the independent curriculum at SMP Negeri 2 Sumobito.

In general, from the readiness to the process carried out by SMP Negeri 2 Sumobito in implementing the independent curriculum, it has been quite optimal. As can be seen, the intense collaboration and communication between the principal, curriculum representatives and supervisors regarding the implementation of the independent curriculum from the beginning of implementation until now at SMP Negeri 2 Sumobito. Apart from that, educators also continue to learn about making devices, be it CP, TP, ATP, teaching modules and so on (Asroa et al., 2023). The school also facilitates educators to maximize themselves in implementing the independent curriculum. This can also be seen from the enthusiasm of the educators and the cooperation of the entire school community in implementing the project to strengthen the profile of Pancasila students (P5).

The implementation of the independent curriculum at level 2 in the independent category has changed at SMP Negeri 2 Sumobito not because of a unilateral decision by the curriculum representatives. However, everything that needs to be prepared has been done, including consulting with school supervisors, taking into account the readiness of teachers, students and schools. The choice to implement the independent curriculum at level 2 is adjusted to the readiness of the school, teachers and students (Ningsih, 2023).

In the description of the independent curriculum, the structure of the independent curriculum consists of intracurricular activities, projects to strengthen the profile of Pancasila students, and extracurricular activities. The project to strengthen the profile of Pancasila students carried out at SMP Negeri 2 Sumobito is running optimally. The expected goal for students is to be able to develop a spirit of character in accordance with the six dimensions of Pancasila students, namely: 1) Having faith and devotion to the One God and having noble character; 2) Global diversity; 3) Mutual cooperation; 4) Independent; 5) Creative and; 6) Critical Reasoning. In the preparation and implementation of project activities to strengthen the profile of Pancasila students, all educators, not only focused on those who teach in grade 7, but all school members, both educators and education staff, contributed both in terms of thoughts and energy in making the project activities to strengthen the profile of Pancasila students in junior high schools a success. Sumobito Country to the max.

According to the Minister of Education and Culture, freedom to learn is the application of the curriculum in a fun learning process, coupled with innovative thinking and fostering positive attitudes in students (Miladiah et al., 2023). In line with the Minister of Education and Culture, at SMP Negeri 2 Sumobito, in this case, the implementation of the project to strengthen the profile of Pancasila students was very varied. P5 activities do not only produce work, but students are required to become more religious, active, creative, independent, reason critically and be responsible which

is packaged in a fun project. This has been proven by the successful harvest of the project to strengthen the profile of Pancasila students which has been implemented at SMP Negeri 2 Sumobito with the ongoing theme of diversity and building the body and soul and entrepreneurship.

4. CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the implementation of the independent curriculum at SMP Negeri 2 Sumobito is quite good. This has been proven by the various needs in implementing the independent curriculum that can be prepared as well as possible, as well as the existence of suggestions and guidance from supervisors to implement the independent curriculum for the second level of the independent category to change. This indicates that SMP Negeri 2 Sumobito is quite ready to be independent in preparing various needs for implementing an independent curriculum that can be accessed and modified according to needs.

In the course of implementing the independent curriculum at SMP Negeri 2 Sumobito, there are also obstacles that occur, including the lack of teacher ability in the field of technology, the low level of willingness to read and numerate both among educators and students, the lack of enthusiasm in learning and teaching so that sometimes there are empty hours and less than optimal use of the independent teaching platform (PMM). Due to the above obstacles, SMP Negeri 2 Sumobito is trying to minimize these obstacles by coaching school principals, school supervisor workshops, maximizing teacher picketing, carrying out FGDs, IHT (In House Training) by colleagues or school principals regarding the use of independent teaching platforms (PMM).

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