

# An Analysis Implementation of the Curriculum Merdeka on Sekolah Penggerak

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**Abstract.** This research aims to identify and obtain data regarding implementing the Merdeka Curriculum on the Sekolah Penggerak. This research employs a quantitative descriptive method that describes what was investigated concerning the situation and the data collected through questionnaires. This study explains the Implementation of the Merdeka Curriculum in Sekolah Penggerak and provides an overview of this subject matter. The results of this study indicate that the Implementation of the curriculum in Sekolah Penggerak has been carried out optimally and is continuing. However, its Implementation continues to encounter several obstacles. In order to successfully implement the curriculum in Sekolah Penggerak, the Principal and educators on the education committee have to be willing and committed to making improvements. For the Merdeka Curriculum to be implemented, the Principal, in his or her role as a learning leader, should be able to modify the mindset of the school's staff members.

**Keywords:** curriculum merdeka; implementation; sekolah penggerak

## 1 Introduction

The curriculum system in Indonesian education has undergone several revisions to upgrade it. The government's efforts to improve it are transforming and providing curriculum innovation. The KTSP/2006 curriculum became the 2013 curriculum, which evolved into the Merdeka Belajar Curriculum. The 2013 curriculum was implemented in the school in 2013/2014. Early application is made, particularly at schools that already have A accreditation. Applying the 2013 Curriculum at the Senior High Schools/Vocational High Schools/equivalent level is unquestionably appropriate since the designed curriculum encompasses effective, innovative, and creative values that allow for students' potential and interest in learning. Curriculum development policy for 2013 Based on the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56/M/2022 dated 10 February 2022 regarding Guidelines for Implementing Curriculum in the Context of Learning Recovery, the Merdeka Curriculum has been revised [1]. A decision made by the Ministry of Education and Culture endeavors to rectify situations of learning loss. Curriculum development must be undertaken by education units or groups of education units per the diversification concept, considering the unit's circumstances, regional potential, and students [2].

The Republic of Indonesia's Ministry of Education and Culture is free to study as its policy. The Merdeka Curriculum is implemented to teach students how to think independently. The most crucial aspect of intellectual autonomy is addressed to the educator.

If the teacher still needs to be independent in teaching, students are also not independent in thinking. The government further establishes goals for educators, including accreditation, administration, and others. Under this scenario, students can only develop learning flexibility if they are focused on academics. Students may discover their potential following their talents and interests through independent learning because they have various capacities for assimilating the knowledge the teacher delivers [3].

The Merdeka Belajar Curriculum is a new policy initiative introduced by the Minister of Education and Culture of the Republic of Indonesia, Nadiem Anwar Makarim. Not without sufficient explanation, Nadiem introduced a policy of independent student study. A Programme for International Student Assessment (PISA) study in 2018 demonstrated unsatisfactory results. Many educational instruments, both used by teachers for daily tests and schools for comprehensive tests, have yet to previously solve problems that challenge students' reasoning in resolving uncommon queries requiring non-routine procedures. Based on the findings of the 2018 Program for International Student Assessment (PISA) survey, which involved 79 nations, Indonesian students have consistently held an inadequate position in global rankings over the past ten years or more. According to the study, literacy skills rank 72 out of 77 countries, mathematics skills rank 72 out of 78 countries, and science skills rank 70 out of 78 countries, ranking Indonesia at 74 [4]. Based on the latest report, Indonesia's performance tends to decline compared to the 2015 PISA report.

Since 2021, Sekolah Penggerak has been a pilot program for implementing the Merdeka Curriculum. In 2020, the Education and Culture Minister of the Republic of Indonesia introduced the Sekolah Penggerak Program. Sekolah Penggerak will be an instrument for speeding up or accelerating the creation of an educational ecosystem consistent with the vision of Indonesian Education in realizing a developed Indonesia that is autonomous, sovereign, and has a distinct personality through the development of Pancasila students. The principals and instructors of the activator school program focus on the holistic development of student learning outcomes, including competency (literacy and numeracy) and character [5]. Principals and teachers are the catalysts for fostering developable competence and character. Nadiem also reminded us that a successful school ecosystem fosters collaboration more than competency. This collaboration can build an effective educational environment regarding knowledge and innovation. Collaboration is required from all school community members, beginning with the Principal, teachers, students, and parents. Sekolah Penggerak refers to educational institutions that prioritize enhancing student learning outcomes by implementing the Pancasila Student Profile. This profile encompasses both competence and character development, starting with the capabilities of school principals and educators [6], [7].

The Sekolah Penggerak Program originated as a form of educational transformation that has yet to benefit learning outcomes significantly. Until now, project activities have been primarily intra-curricular and have not involved students in project planning. Students are isolated from the community and more focused on solving subject problems that need to be better integrated with context-sensitive problem-solving in everyday interactions. In contrast, Sekolah Penggerak undergoes continuous change and transforms into a school that publishes Pancasila Student Profiles, which serve as change agents for nearby educational institutions [6]. The Sekolah Penggerak will serve as the agitator and mediator in connecting neighboring schools to exchange thoughts and developments to enhance education quality.

As initiating institutions, the Sekolah Penggerak employs several steps to enhance the quality of education in Indonesia: (1) guidance and asymmetrical assistance; (2) Strengthening school staff; (3) Introducing new paradigms in the classroom; and (4) information planning based on school digitalization. The contributions of various parties, spanning from

experienced teachers, supervisors and supervisors, school principals, teacher committees, teachers, students, partners, parent committees, and the local government, cannot be separated from the contributions of this initiating school [8]. Based on the analysis findings, it is evident that the 2013 curriculum continues to display several deficiencies that the Merdeka Curriculum has solved. However, it is important to note that further development and improvement of the Merdeka Curriculum is necessary to effectively address the present educational challenges that the 2013 curriculum has been unable to overcome [9]. With numerous studies on the Curriculum Merdeka, this study aims to look into the execution of the Merdeka Curriculum in driving schools in East Manggarai Regency, as well as the impact on the learning process.

## 2 Method

This study employs a type of quantitative descriptive research. This study incorporates a quantitative descriptive research method. This study was conducted in the Sekolah Penggerak of eight elementary schools in eight sub-districts of the East Manggarai Regency. The 40 learning teams and school principals responded, with 32 learning teams and eight school principals providing information for the second year of Implementation, the 2022-2023 school year. Table 1 provides information about the participants and the place where this study was conducted.

**Table 1.** Research Locus Data

No.	Research Locus	Number of Respondents	Sub-districts
1	SDI Pelus Ara	5	Poco Ranaka
2	SDI Maras	5	Rana Mese
3	SDK Warat	5	Borong
4	SDN Watu Mundung	5	Kota Komba
5	SDN Sopang Sesur	5	Elar Selatan
6	SDN Lengko Tanah	5	Congkar
7	SDI Lengko Tegol	5	Lamba Leda Utara
8	SDI Wea	5	Sambi Rampas
<b>Total</b>		<b>40</b>	

### *Problem Identification*

At this stage, the research defines problems related to learning mathematics using the online mode in elementary schools during this pandemic. The problem was found based on the results of sharing with teachers at the school in the activities of assisting the internship students of Merdeka Belajar Kampus Merdeka (MBKM) in the Elementary School Teacher Education study program at the Universitas Katolik Indonesia Santu Paulus Ruteng as well as Kampus Mengajar Program, batch 4 during the odd semester of the 2022/2023 Academic Year.

### *Identify the topic*

After identifying the problem, the next researcher determines the research's topic or title. This study investigates the perceptions of teachers and pupils toward online mathematics education during a pandemic.

#### *Literature review*

The study of literature serves as a theoretical foundation for solving scientific problems. After determining the topic, this stage involves conducting a literature review to support the research. At this stage, the researcher utilizes various reading sources, including literature supporting the research material and relevant previous research journals.

#### *Determine the problem's formulation.*

Based on the results of problem identification and literature reviews, the formulation of the problem is determined based on elementary school problems. The research problem formulation relates to teachers' response to implementing the Merdeka Curriculum in Sekolah Penggerak in East Manggarai Regency.

#### *Determine the research aim and scope.*

After determining the formulation of the research problem and the research objectives, the next stage is to determine the steps that will be taken to achieve the research objectives. While the research scope is determined to provide distinct boundaries and assumptions in the Implementation and preparation of this research so that it does not expand beyond the research's scope, this research should not expand beyond the investigation's topic.

#### *Data gathering stages*

This research was conducted utilizing the Likert scale survey technique by distributing questionnaires to 40 learning teams and principals of the Sekolah Penggerak for eight districts in the East Manggarai regency. The data collected in this study is quantitative, using a questionnaire technique using either Google Forms or manual techniques, and questionnaires are distributed to each respondent. The researcher collected data quantitatively; the data is in the form of questionnaires that can be analyzed statistically to show trends from the responses given by respondents about the phenomena discussed [10], [11]. Using the Likert scale survey method, questionnaires were distributed to forty learning teams and principals of Sekolah Penggerak regarding the execution of an independent curriculum in the Sekolah Penggerak Program. Three aspects or components serve as success indicators: (1) the stages of planning the Implementation of the Merdeka curriculum in the education unit; (2) the stages of implementing learning and implementing the Merdeka Curriculum in academic units; and (3) how well the headmaster leads the school in terms of learning.

Moreover, the procedures or steps taken in making the questionnaire are as follows:

- a. Determine the indicators that will be a basis for putting together statement items and developing a research instrument grid.
- b. Create a questionnaire design. The questionnaire contains respondent data and questions. The respondent can select one of the five available alternatives in every question. Each positive alternative answer is given a score of 5 for very good, 4 for good, 3 for good enough, 2 for not good, and 1 for very bad; each negative alternative answer is awarded a score of 5 for very bad, 4 for not good, 3 for fair, 2 for good, and 1 for very good.
- c. Evaluation of teacher responses using the Google form and directly answering a

questionnaire containing 20 instrument statements on three components to be analyzed.

d. According to Patton, data analysis organizes data sequences into a pattern, category, and essential descriptive unit. Before being analyzed, the data from questionnaire fulfillment was scored. The data analysis technique used is a percentage descriptive technique. Implementing the Merdeka curriculum in elementary school mathematics in eight sub-districts of the East Manggarai Regency was described through descriptive analysis of percentages. Therefore, the percentage descriptive stages are followed when analyzing. As claimed by [12], who said that when using a Likert scale to look at teacher responses, each answer may rank as very good, good, fairly good, not good, or bad. For analysis, the results could be scored in the following ways:

**Table 2.** Answer item score

Answer Item	Score
Very Good (VG)	5
Good (G)	4
Fairly Good (FG)	3
Not Good (NG)	2
Very Bad (VB)	1

The questionnaire data collection technique was used to collect data, which was then evaluated by calculating an overall rating of student answers for every statement. Total response score = (many teachers answered, Very good x 5) + (many teachers answered, Good x 4) + (many teachers answered Fairly good x 3) + (many teachers answered, Not good x 2) + many teachers answered answer Very bad x 1). In addition, after scoring the questionnaire, the score calculation was interpreted, where Y = the largest Likert scale x the number of respondents and X = the lowest Likert scale x the number of respondents. The highest number of scales for the "very good" item is 5 x 40 = 200, while the lowest scale for the item "very not good" is 1 x 40 = 40.

### 3 Findings

After collecting data through the completion of a questionnaire by 40 respondents consisting of 32 learning teams and eight school principals, the data shown in Table 3 were obtained.

**Table 3.** A Brief Overview of the Merdeka Curriculum Questionnaire's Execution

No	Aspect	Indicator	Mean
1	A. The Merdeka Curriculum Planning and Implementation in Institutions	Creating the operational program in school units	3.6
2		Planning how the learning goals will flow	3.75
3		Developing and evaluating lessons	3.62
4		Developing lesson plans and assessments based on the needs of learners	3.37
5		Developing a project aimed at enhancing the student's understanding and execution of Pancasila principles	3.6

			Average of A Component	3.59
6	B.	Phases of	Execution of a project aimed at enhancing the	4.5
		Implementing the	pupils' Pancasila profile	
7		Merdeka	Execution of the knowledge development desired by	4.25
		Curriculum in	learners	
8		Educational	Incorporating evaluation into the learning process	4.25
9		Institutions	Education adapted to the developmental stage of	3.6
			primary school children	
10			Education that is tailored to match the individual	3.6
			learning stages of learners	
11			Engaging in cooperative learning with parents or	3.37
			family members	
12			Partnership with society, community, and industry	3.25
13			Reviewing, evaluating, and enhancing the standard	4.25
			of curriculum execution	
			Average of B Component	3.76
14	C.	The efficiency of	The Principal is responsible for overseeing and	4.25
		the Principal's	executing learning that prioritizes students'	
		management as	processes	
15		an Education	Principals evaluate and improve education that	3.6
		Leader in	prioritizes students	
16		institutions	Principals promote student-focused educational	4.5
			settings	
17			The Principal uses guardians and families as	3.6
			instructional collaborators and facilitators	
18			Principals join school leadership networks to	3.25
			advance their careers	
19			The Principal exhibits the requisite level of spiritual,	4.45
			moral, and emotional development essential for	
			adherence to the rules of norms	
20			The Principal fosters an ecosystem of practitioners	3.75
			Average	3.91

Table 3 indicates that at the planning stage of the Implementation of the Merdeka Curriculum in the Education unit, an average score of 3.59 is included in the good category; at the stages of implementing learning and Implementation of the Merdeka Curriculum in education units, the Implementation of the Merdeka Curriculum in education units obtained an average score of 3.76 in the good category; and for the stages of leadership effectiveness to implement the Merdeka Curriculum in education units, an average score of 3.59 is included in the good category.

#### 4. Discussion

According to the responses, there is still a need to strengthen competence in instrument development for differentiated learning assessment for students and community collaboration with industry and school principal communication networks. In this case, Sekolah Penggerak in East Manggarai still requires encouragement from the relevant government, community, and industry and assistance from qualified facilitators to solve school-based learning issues. The change process in schools necessitates agents of change and agents of transformation, namely certain subjects capable of bringing about total transformation and

revitalization [13]. Agents involved in the transformation process are tasked with presenting and connecting the change aspirations of all stakeholders.

In the planning step of implementing this curriculum in the education unit, teachers and principals must translate the school's operational curriculum by formulating a flow of learning objectives concerning the learning outcomes formulated in the Merdeka curriculum. This idea is the primary focus of development for the optimal Implementation of the Merdeka curriculum. In addition, the principles of 21st Century Education, which focus on the development of "4C" skills (Critical Thinking and Problem-Solving, Creativity, Communication, and the Capacity to Work Collaboratively), should be incorporated [14]. Here, the teacher must be able to execute learning according to plan and evaluate in detail so that learning will achieve its intended objectives.

Schools or educational units can decide between three implementation options in the Merdeka Curriculum. First, implement some of the Merdeka curriculum's principles without altering the current school curriculum. Second, the prepared learning aids will be used to execute this curriculum. Third, the Merdeka curriculum can be utilized to create instructional materials. Implementing the Merdeka curriculum has several benefits, including the fact that it is (1) simplified and more comprehensive; (2) more independent where students do not have specialization programs in high school; and (3) teachers teach according to students' abilities and developmental levels. Schools rely on their strengths to develop curricula and learning based on their characteristics [15]. On this basis, educational institutions can implement context-based independent curricula while keeping to the Ministry of Education and Culture's general guidelines.

The school principal promoted the Sekolah Penggerak Program as the learning manager. In the Sekolah Penggerak, they are supervised by the school principal and assisted by facilitators from academics and the Education Office who have passed the selection process and are registered in the Sekolah Penggerak's Management Information System for Continuing Professional Development. The collaborative mentoring process becomes the essence of implementing the Merdeka curriculum by facilitating oneself through activities that strengthen the competence of the Project Management Office (PMO), Coaching, as well as workshops on strengthening the competence of learning teams and school principals [16], [17].

This idea is in line with what was done by [18], who said that the activities of Sekolah Penggerak are (1) Develop a school operational curriculum, examine the flow of learning objectives to develop teaching modules; (3) Implementing the Merdeka curriculum in Sekolah Penggerak with the characteristics of students as central and teachers teaching students according to students' talents and interests; (4) add insight and ability to implement Sekolah Penggerak through workshops, Project Management Office (PMO), Coaching, workshops and training; and (5) Exposure and Expo for Sekolah Penggerak. In addition, the Sekolah Penggerak Program budget emphasizes the use of IT and independent learning platforms to enrich the knowledge of instructors and students in the context of sharing best practices in response to internal and external engagement.

In implementing the Sekolah Penggerak Program, the teacher has many responsibilities, including daily preparing creative, innovative, and demanding learning activities. Teacher participation in curriculum development is crucial for aligning curriculum content with students' requirements [19]. Inviting teachers to change their mentality and leave their comfort zone is an additional barrier to implementing the Merdeka curriculum, as the Principal's efforts will only be worthwhile if the teachers want to change. However, according to [20], the discussion on the Guru Penggerak Program was initiated by the government and schools, where teachers play the role of movers from a centralized to a decentralized perspective.

Besides that, [15] argues that teachers in the Sekolah Penggerak are required to mobilize other teachers so that goals can be accomplished collectively and must also be able to stimulate students to advance student-centered learning independently. Similarly, the existence of facilities and infrastructure contributes significantly to the successful Implementation of the Merdeka curriculum at Sekolah Penggerak.

Similarly, learning the Merdeka curriculum at Sekolah Penggerak refers to the Pancasila student profile, which seeks to produce competent graduates who maintain moral principles. The curriculum structure of Merdeka comprises intra-curricular activities, Pancasila profile projects, and extracurricular activities. According to Decree of the Minister of Education, Culture, Research and Technology No. 162 of 2021, the basic curriculum framework consists of (1) curriculum structure, (2) learning achievement, and (3) The principles of learning and assessment at the elementary school level [6], [21].

In addition, schools can present learning for each subject or continue thematic units that relate to strengthening students' character. The assessment utilized in the Merdeka curriculum at Sekolah Penggerak is a comprehensive assessment that encourages students to have competencies based on their talents and interests without requiring students to achieve a minimum score [7]. In Sekolah Penggerak, learning outcomes assessment refers to the Minimum Competency Assessment by developing tests that promote higher-order thinking. Students must be familiar with activities that train higher-order thinking skills (HOTS) to remember and understand a concept and analyze and synthesize, evaluate, and create a concept [22]. When students develop these skills, the concepts they have understood will remain in their memory for a long time; therefore, students must have these skills [23]. This is in line with the findings of his research [24], which shows that implementing the independent learning curriculum can increase student understanding. In contrast, research from [25] shows that the Implementation of the independent curriculum has challenges in the learning process, especially in learning Indonesian, including 1) teacher teaching skills using the independent curriculum, 2) intelligence in mastering basic skills for learning needs in this era digital, 3) cleverness in managing classes, and 4) limited references. Apart from challenges, there are also obstacles in the Indonesian language learning process, including 1) lack of experience with the independent curriculum, 2) lack of adequate facilities, and 3) lack of learning hours due to focus on projects.

## **5. Conclusion**

Teachers in Sekolah Merdeka must be able to mobilize other teachers so that goals can be achieved together. They must also be able to carry out stimulation to move student-oriented learning independently. Likewise, facilities and infrastructure greatly support the successful Implementation of the Merdeka curriculum in Sekolah Penggerak. According to the analysis of the research data, the stages of planning the Implementation of the Merdeka curriculum in the education unit received an average score of 3.59, which is in the good category; at the stages of implementing learning and Implementation of the Merdeka Curriculum in education units, the Implementation of the Merdeka Curriculum in Education units received an average score of 3.76, which is in the good category. For the stages of leadership, the Implementation of the Merdeka Curriculum in Education units received an average score of 3.59, which indicates that the Implementation of the Merdeka curriculum at Sekolah Penggerak in the district of East Manggarai is in a good category. Thus, the curriculum Merdeka is effectively implemented, particularly at Sekolah Penggerak.

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