

ELEMENTARY SCHOOL TEACHERS' PERCEPTION TOWARDS THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN ELEMENTARY SCHOOL

Rini Syevyilni Wisda¹

¹Institut Agama Islam Negeri Kerinci, Jambi, Indonesia

Email: wisdarini@gmail.com¹

Abstract: *The independent curriculum is one form of offering to create a learning process, a meaningful learning experience. This study aims to determine how teachers perceive the implementation of the independent learning concept according to the characteristics and uniqueness of the independent curriculum. The method used is a descriptive qualitative method through a phenomenological approach. The data collection process is through interviews and documentation. That the teacher's perception of the implementation of the curriculum is that teachers are enthusiastic and respond positively to the new curriculum, and really appreciate the implementation of the curriculum, more attention is needed in the implementation of the independent curriculum at SD Rayon III, namely, the experience of teachers in teaching, teacher education who teach, competency development or teacher training on the independent curriculum, so that they are able to design the advantages of the independent curriculum. It is concluded that teacher perception is one of the influences on the implementation of the independent curriculum.*

Key words: Perception; Implementation; Independent Curriculum.

Introduction

The quality of a learning process in the classroom cannot be separated from the skills and knowledge of a teacher regarding the curriculum that will be implemented. The curriculum is the most important part of the learning process in the classroom, the heart of the educational activity system. The curriculum is one way to achieve the educational goals expected by the educational unit. Wahyuni's opinion is that the curriculum is used as a tool, a medium to create quality educational goals in educational institutions (Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F., & Sari, 2022). The curriculum is also said to be a guide, a guideline compiled in learning that is adjusted to the needs, principles of educational goals, and the learning process that will be implemented (Nation, I. S. P., & Macalister, 2010).

Nowadays, the independent curriculum has become a hot topic in the world of education, both regarding planning, implementation in the learning process in the classroom and the evaluation process of the curriculum. The independent curriculum is an output of the Minister of Education, Culture, Research and Technology, Nadiem Makarim, which makes it a leading program in the field of education. This curriculum consists of two important points, namely "Independent learning and school, Teacher Movers" (Mustaghfiroh, 2020). Independent learning aims to provide opportunities to improve student competence, regarding soft skills, and hard skills so that students are better prepared to face the development of the times, in this independent learning, the Ministry of Education and Culture also created a learning platform that provides various references consisting of teaching tools and student assessments on the platform, there are 200 sources of teaching tools based on the independent curriculum (Imas Kurniasih, 2022).

The implementation of the independent curriculum properly requires a driving school that will facilitate the learning process and provide support to each school in creating a generation of lifelong learners integrated with Pancasila values (Restu Rahayu, 2022). The driving school has a principal who is oriented towards the learning process and is able to develop teacher competencies to become tutors, mentors for other teachers or fellow teachers, teachers at this driving school will become driving teachers who understand students, see the needs and development of students (Ana Widyastuti, 2022). The Driving Teacher organizes and drives the learning process in the classroom to achieve a learning process based on independence in learning.

The implementation of the curriculum in elementary school environments is a common and normal activity

carried out by teachers, this is due to the process of improving and changing the curriculum that is often carried out by policy makers, but these changes basically do not change the activities in the preparation, implementation of the curriculum through the learning process. In accordance with the results obtained by senior teachers, this curriculum model emphasizes more on the formation of student character values that are adjusted to the values of Pancasila implemented in Pancasila profile activities (Ministry of Education and Culture of the Republic of Indonesia, 2020). Ana W explained that there are at least 6 aspects of the Pancasila profile that will be instilled in students, 1) Faith, devotion to God Almighty, and noble character, 2) Creative, 3) Mutual cooperation, 4) Global diversity, 5) Critical thinking, 6) Independent. The implementation of strengthening the Pancasila profile is carried out flexibly, seen from the content of the curriculum and the time of implementation of the learning process in class (Republic of Indonesia, 2022). The characteristics of the curriculum are an alternative to achieving global educational goals that are integrated with Pancasila values to create a generation with character.

The independent curriculum is a form of improvement of the 13th curriculum, of course there are various forms of responses from various groups, especially teachers who will implement it in the classroom. The phenomenon when this curriculum was launched, some rejected it because the curriculum changed too often and it was too fast to start a new model, some accepted it according to the rules or policies that had been set. The independent curriculum has been around for about 3 years but not all teachers or schools are ready to implement this curriculum in full. The stages of curriculum implementation to be effective cannot be separated from the views and perceptions of the teachers themselves and there is also support for guidance, assessment socialization, availability and support for learning facilities that provide flexibility for teachers in designing quality learning according to the characteristics of the independent curriculum, in other words, teachers as curriculum implementers must be guided about the curriculum concept that is used as a guideline, related to the approach, objectives, evaluation, and technical competence. To achieve the desired goals, optimal teacher performance is needed (Miftahur Rahmi, Caska, 2024), at least the teacher's perception will affect the way of working in implementing the curriculum (Maria Kristina Ota et al., 2024) perception will be more when there is positive encouragement to carry out a program. Perception is the process of recognizing and interpreting an individual's sensory stimuli in seeing their surroundings, or a person's way of looking at something.

In addition to teachers' understanding of the curriculum, the completeness of facilities and infrastructure also plays an important role in shaping teachers' positive perceptions of the implementation of a new program design including the curriculum that will be implemented at each level of education (Hardianti, 2024). At SD Rayon III Ranah Pesisir, there are various views and perceptions of teachers regarding the curriculum, with this it is hoped that these teachers will be able to provide information to describe teachers' perceptions of the concept and implementation of the independent curriculum. The frequent changes in curriculum models in Indonesia generally create various views of teachers' responses, the reality is that every change in curriculum for implementation is not always smooth due to the various forms of advantages and disadvantages possessed by the school. Advantages and disadvantages are highlighted in the implementation of the new curriculum, especially different perspectives, completeness of facilities and infrastructure, school needs and also students, so it is hoped that research questions can be answered comprehensively according to the character and perspectives of diverse teachers.

In the independent curriculum, teachers are the main actors in the curriculum implementation process. Specifically in this research study, teachers in the elementary or elementary education system, it is very necessary to further examine how the picture of teacher perceptions of the implementation of the Independent Learning Curriculum in Elementary Schools. In this study, there are at least two previous studies that are used as reference materials or references for conducting further research and can provide significant contributions to this study, so that it becomes a State of Art through the presentation of relevant previous studies and research.

First, the results of Elsa Nurul Fauziah's research, et al., on Class Teacher Perceptions of the Implementation of the Independent Curriculum in Elementary Schools. The method used is a qualitative method, the results of the study show that, (1) Teachers have good perceptions and support the implementation of the independent curriculum in elementary schools, (2) teacher counseling and provision are not optimal and further guidance is still needed, (3) changes experienced by teachers in learning, namely students are more active, creative and innovative, learning is directed, there is no connection in providing material. (4) The independent curriculum has several advantages, namely the P5P2RA project, the independent curriculum emphasizes student creativity, students are more creative and teachers have the freedom to carry out learning. The second result of Faisal Rifki's research is Teacher Perceptions of the Implementation of the Independent Learning Concept in Elementary Schools. The results found were that teacher perceptions of the implementation of independent learning at Alluka State Elementary School were good, but special socialization was still needed to be able to develop knowledge and broad understanding regarding independent learning.

Through the previous research presented above, it can be used as a comparative material or reference in the discussion and study of the research. This research study has a novel value of the proposed research theme; it can be seen that this research focuses on teacher perceptions of the implementation of the independent curriculum at SD Negrei Rayon III. Based on the explanation above, it can be concluded that this research is different from previous research, so this research can be used as a reference for subsequent research, especially those related to the same theme, namely the independent learning curriculum, so that this research can develop and be able to provide contributions or benefits to the academic community.

Method

This study uses a descriptive qualitative method, aiming to describe the findings in detail about the phenomena that occur related to teacher perceptions in the implementation of the independent curriculum (Creswell, 2016). The study was conducted at SD Rayon III Ranah Pesisir, Situbondo, Indonesia which was chosen for its relevance to the research focus and the school's institutional readiness to facilitate the research. Primary data sources come from direct informants as many as 16 teachers and secondary data data is obtained from supporting documents for the problems studied. Data collection techniques through interviews, the interview process was carried out with teachers, principals in an in-depth semi-structured manner still referring to research guidelines, then documentation, viewing documents, data related to the problems studied (Sugiyono, 2011). Data analysis techniques through the first data collection process are carried out through documents and interviews, followed by Data Reduction sorting the data that has been obtained through interviews and documentation by selecting according to research needs, then Displaying Data that has been obtained in a systematic and structured manner, and drawing conclusions and verification (Helaluddin Hengki Wijaya, 2019). Data Wetness Technique through four criteria, namely: credibility, transferability, dependability and certainty, the testing method is carried out through extended observation, increased observation diligence, triangulation, peer checking, member checking, negative case analysis, and reference adequacy (Nusa Putra and Susi Lisnawati, 2012).

Findings and Discussion

Findings

The curriculum is an important point that must be present in the education system or known as the heart of education. The existence of a curriculum makes the education process run according to plan to achieve educational goals, the independent curriculum is rolled out with the aim of creating meaningful learning for students in every lesson given to students, students are given the right to be free to think, create, analyze in learning. The independent curriculum also provides full authority, full autonomy for teachers in designing, compiling models of freedom to innovate, create for the process of compiling learning that will be given to students. In the process of implementing learning in the classroom, teachers facilitate, guide, become directors, movers for students, teachers and students collaborate with each other in the process of implementing the curriculum that is applied to the learning process in the classroom.

The independent curriculum is identical to the freedom of teachers in choosing teaching resources, teaching methods, innovating in the learning process and giving students the freedom to think, analyze about new things in their lessons. The independent curriculum is a development of the previous curriculum with the identity of instilling Pancasila values through the Pancasila profile program which has now been implemented in every subject at each level of education unit in the process of strengthening the Pancasila profile, the role and contribution of teachers are needed, both in instilling character values in children, teachers are the most important part in implementing this curriculum to create students who understand the values of Pancasila and have character (Rudiawan, R. & Asmaroini, 2022). Thus, teachers can be said to be directors, movers in learning activities in schools. Below are some of the teachers' perceptions about the implementation of the independent curriculum.

1. Teachers' understanding of the independent curriculum

Based on the findings in the field regarding the understanding of teachers of SD Rayon III Ranah Pesisir regarding the independent curriculum, it can be said that they have known and understood the concept of the curriculum in general, but there needs to be an explanation, socialization, and deeper guidance on how to design and compile learning programs according to the independent curriculum. The independent curriculum gives teachers full authority in the freedom to teach with methods, models, and teaching strategies in the classroom. Teachers act as drivers to drive more meaningful learning activities. The independent curriculum is a form of development of the previous curriculum, namely K13, where the learning process emphasizes more on the development and readiness of students to receive lessons. This curriculum does require teachers to be able to play an active role starting from planning learning, learning programs to implementing and evaluating learning.

In this curriculum, teachers are given the freedom to determine models, methods, strategies, teaching resources according to student needs in order to be able to create meaningful learning for their students. The implementation of the independent curriculum requires further review of the background of educators regarding the knowledge, experience, skills and abilities of teachers about the concept of independent learning. This will have a significant influence on the implementation of the curriculum.

The principle of this independent curriculum is a development and continuation of the previous curriculum, not much has changed, only this curriculum emphasizes giving full authority to teachers in designing classroom learning, teachers are facilitated and equipped with training to be able to become driving teachers who are able to foster, improve students' enthusiasm for learning in class. The learning process in this curriculum is more focused on students by paying attention to student needs and school conditions, teachers are required to be able to boost students' enthusiasm for active learning in class, students are given more opportunities to develop creativity in thinking and analyzing about things related to the material.

The independent curriculum conceptually provides great opportunities for teachers to be independent in developing learning tools in order to be able to increase students' enthusiasm and activeness in learning. The concept of learning in class in this curriculum is no longer centered on teachers but on students, teachers are only facilitators in the ongoing learning process, so it is hoped that teachers must have the ability to design meaningful and enjoyable learning. To create meaningful learning, this can be done by providing guidance, socialization, completing facilities and infrastructure that support the implementation of the independent curriculum.

2. Teachers' perceptions of the implementation of the Independent Curriculum at SD Rayon III Ranah Pesisir

In general, regarding teacher perceptions about the implementation of the independent curriculum, namely the process of implementing independent learning requires activeness, teacher skills in designing and innovating student learning activities in the classroom so that they are able to provide enjoyable learning for students. The things that are highlighted in the implementation of this curriculum so that it runs well are the educational background of the teachers who will teach, the training and teacher development they have attended, as well as the experiences of the teachers in teaching, and also being able to pay attention to the mental and physical readiness of students, and the needs of students. Apart from teacher readiness, teacher skills to implement this curriculum, schools are also expected to be ready to facilitate, complete facilities and infrastructure that support the implementation of the curriculum such as easy access to learning platforms through the availability of the internet, computers and others.

The results of the study explain that the perceptions of teachers about this new curriculum are very enthusiastic and respond well to the implementation of the curriculum in schools because this curriculum is one way to answer students' needs, the learning methods developed in the curriculum, content, structure according to the needs of the current generation, but it needs to be considered further, because a person's perception or view of something new will affect the implementation process in the future and have an impact especially on the education system. Understanding the urgency of a curriculum as the heart of the education system, the independent curriculum is a new model that is planned to be implemented, so further study is needed, related to how to implement it, the content of the curriculum that must be described in the education program. Details of the description of the contents of the curriculum, teacher understanding will provide a great opportunity for the curriculum to be implemented properly, will get quality education. Because curriculum changes are not very easy to implement in the classroom. Teachers must be able to adjust, understand, analyze the contents and structure of the curriculum first, so comprehensive socialization and assistance from education policy makers are needed. This aims to create a good curriculum implementation process to achieve quality education goals in accordance with those aspired to by the independent curriculum.

Discussion

The independent curriculum is a process of improving the 2013 curriculum. The independent curriculum offers a learning process in the classroom with its unique characteristics, namely fun, meaningful and instilling Pancasila character values amidst the turmoil of character crises and rapid changes in the relay of life, resulting in moral backwardness. This is due to the development of technology that is increasingly easy to obtain and use (Mulyasa, 2021). The low character values and understanding of school-age children towards the values of Pancasila are offered to deal with these problems through the improvement of K13 into the independent curriculum. Three years of the independent curriculum have been rolling, there have been various responses and perceptions from

education managers, both elementary, secondary and higher education (Abidah, A., Hidayatullah, H.N., Simamora, R.M., Fehabutar, D. & Mutakina-ti, 2020). Perception is all forms of response, response. The process of interpreting sensory impressions to provide understanding to the environment (Robbins, 2015). Teacher perception is the way teachers pay attention, understand, and interpret conditions in the environment, interpret an experience, or event that occurs in the context of education, each person's perception will provide a different understanding (Tanenji, 2023).

In the realm of education, perception will have a significant influence on the activities that will be carried out by teachers, starting from understanding the curriculum, how teachers teach, interacting in the school environment, influencing the decision-making process related to teaching and learning activities (Wahid. L, 2023). In the concept of curriculum implementation, teacher perception is very important because teachers are the spearhead for achieving success in implementing the curriculum, it is very dependent on the intensity of teachers in implementing the curriculum in the learning process (Sunarni, n.d.), teachers also act as parents in the classroom who support good character for students in the classroom (Rudiawan, R. & Asmaroini, 2022). Each individual's perception of an object is twofold, positive perception, a view that describes knowledge and responds well to the object, and negative perception, a form of depiction of knowledge about something by responding badly. In the concept of good or bad, a person's perception is at least influenced by several things such as experience, knowledge, and environment (Marwa, W. N. S., Usman, H., & Qodriani, 2023).

According to the research results, the perception of elementary school teachers in Rayon III gave a positive response, and there was enthusiasm to be able to implement this curriculum comprehensively with the consideration that there needed to be training activities, guidance for teachers on curriculum implementation. Teachers are very supportive and want a better learning process, in general teachers already have knowledge about teaching practices and are responsible for introducing and starting to apply the curriculum in the classroom to students. To achieve good and targeted implementation of an education program through the independent curriculum, training is also needed evenly, continuously, structured, and directed for each teacher, the aim is for each teacher to have maximum conceptual teacher understanding development regarding the independent curriculum (Eko Suhartoyo, 2020). The real form of good teacher perceptions of the independent curriculum is when the teacher is able to compile teaching modules and implement them in the classroom through the learning process (Divan, S., & Adam, 2023). Therefore, it is very necessary to understand each teacher's perception of the independent curriculum, this is useful for ensuring the success of the implementation of the curriculum in schools.

The independent curriculum emphasizes learning that is tailored to the needs and circumstances of students, the availability of teaching and learning tools and also various intracurricular activities, in order to be able to explore concepts to sharpen the competencies that students will have (Sunarni, n.d.). The existence of good teaching experience for teachers and educational backgrounds that are in accordance with the field being taught will provide convenience in actualizing student-centered learning, students become the center of learning in the classroom, project-based learning in accordance with the identity of the Pancasila profile curriculum and Pancasila students.

The participation of teachers as agents of curriculum design and development in the classroom will provide a way for educational change towards a more focused and effective direction. In accordance with the findings in the field that not all teachers have received training, guidance, socialization about the independent curriculum. So the steps offered by the Ministry of Education in this case are to create a system of driving schools. This driving school aims to be a role model or example for other schools or teachers and principals in implementing the independent curriculum. In driving schools, teachers are required to be able to and understand their students, student needs, suitable models in learning are adjusted to the development and needs of students according to developments so that the learning process can produce a profile of students who are noble or have character. The output of this independent curriculum in accordance with the values of Pancasila, students are expected to be independent, in learning, have critical reasoning skills, are creative, work together and have the value of Bina Tunggal Ika. In accordance with the results of research in the field, one school that is used as a driving school is used as a benchmark in implementing independent learning for each school in Rayon III. The results from the field show that the driving school is a school that receives full support and attention from education observers starting

from the local community, the school community supports the education process in class and outside the class, intracurricular and extracurricular activities.

Another thing that needs to be considered in the process of implementing the independent curriculum is the completeness of facilities and infrastructure that can support the learning process. The concept of learning in the independent curriculum fulfills access to online and offline learning platforms, this requires computer facilities and also an internet network. According to the results of the study, it was found that the low internet connection caused obstacles in the learning process. It was also explained that the success of a plan in education was greatly influenced by the facilities and infrastructure in schools (Matin, 2018). Good school facilities and infrastructure provide benefits to learning activities in the classroom, are able to create a conducive class, a fun learning process and will motivate and encourage students to learn (Hanafi, 2018). The concept of the independent curriculum provides and offers a renewal of a fun and meaningful learning model for students, through independent learning from various sources and supporting learning media such as learning platform media that can be accessed at any time, the availability of smooth internet, the availability of adequate computers with the availability of learning content, learning materials for both teachers and students, thus it is necessary for schools to be prepared to improve educational facilities according to the needs of both teachers, students and schools so that the concept of the independent learning curriculum can be implemented properly (Heni Mawarni et al., 2023).

Conclusion

Based on the results of the research and discussion above, it can be concluded as follows, teacher perceptions of the independent curriculum appreciate the curriculum design and its implementation in elementary schools in rayon III. Teachers have an important role in the curriculum implementation process starting from the process of designing classes, designing classes, preparing learning plans by innovating models, strategies, methods used in teaching in class to create active, fun and meaningful classes. The implementation of conducive independent learning requires important attention to especially educational resources, facilities and infrastructure, learning resources (books), human resources, namely teachers, educational backgrounds, education, training attended by teachers, teaching experience and so on, socialization and structured and special training are needed on the implementation of independent learning. In accordance with the research results obtained in the field, here are some basic recommendations related to the findings, the recommendations given are:

1. Schools need to appreciate every teacher's motivation, good teacher perceptions of the concept of the independent curriculum and its implementation
2. Socialization, and development of teacher knowledge, skills to design educational programs in accordance with the standards of the independent curriculum, so that the implementation process runs well
3. Improving educational facilities and infrastructure for technological networks to support the smooth use of learning platforms provided by the ministry both offline and online.

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