

Merdeka Curriculum: Learning Systems and Challenges at Islamic Schools in Pontianak City

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Abstarct

The purpose of this study was to find out the implementation of the Merdeka curriculum in Islamic schools in Pontianak city at the upper secondary level. On the aspect of the intracurricular learning system through election subjects according to the interests, talents and potential of students and co-curricular activities through the project to strengthen the Pancasila student profile as a way of strengthening students' competence. The challenges faced by Islamic-based secondary schools in implementing the Merdeka curriculum were overcome independently, even though there was an aspect that should have been given by the government to the education unit. This research was carried out using descriptive qualitative methods through data collection techniques of observation, interviews and documentation which were carried out using scientific research procedures and using theories relevant to the focus of this research. Analysis and presentation of data is done by drawing conclusions of this research topic. The results of this study on the Islamic-based high school learning system in implementing the Merdeka curriculum, namely the lessons learned by students consist of general and elective subjects. Students choose subjects based on their talents and interests, then activities that produce work as a manifestation of co-curricular learning have been arranged by the school through the distribution of work schedules and project exhibitions and the development of Islamic character. Teachers in the implementation of learning system activities refer to the learning outcomes and project activities to strengthen the Pancasila student profile with six dimensions. Furthermore, the challenges faced by the teachers in understanding the Merdeka curriculum mostly independently, although there are certain aspects that should be provided by the government but receive less attention.

Kata kunci: Merdeka curriculum, Learning systems, Challenges

Introduction

Humans need education for survival and through education society can be formed in the future. Thus, every human being living in the territory of Indonesia has the right to education. The role of education in the formation of society in the future is so that Indonesian people have knowledge and preparation to face problems that are not only about mere knowledge about concepts and facts about life (Ramadhan, 2021). Education is considered important because education can make more developed countries and developing countries become developed. Education is the fastest way to prosper and advance the country if it is really directed and not misused. Not only that, the development of science and technology through education. Education is usually provided by the state or by private institutions.

The potential of the individual is an enormous need to be developed cognitively, affectively and psychomotorically. This is due to human processes directed so that it can be useful for the homeland, nation and state. The process is not as easy as imagined and not instantaneous. This is because the learning process in an educational unit is a long-term investment that pays off when people who are trained can fulfill their role for future progress of nation and state in the field they are involved in. The preamble of the 1945 Constitution states that education is important for the intellectual life of the nation. We understand that education is important to help the welfare and civilization of the country. The government is very concerned about education because the country's development starts with education. The government's attention includes increasing the education budget, planning policies, efforts to improve the quality of education and

solve problems from the bottom up. This shows that the government is trying so that the country can compete with developed countries in the cleavage world. Achieving the expected or aspired national education goals requires innovation, effort and effort together from various parties. In addition, character formation is important in education. Teachers as educators are strongly encouraged to always innovate in teaching (Mardiyanti, et.al, 2023). According to (Hardiansyah et al., 2021) the implementation of the learning process requires educators to create learning that is not boring and choose interesting media to achieve goals. There is structured education which determines what kind of competence will be produced, the structure of the education is called curriculum. Curriculum is the part that is in the education unit in the intracurricular, co-curricular and extracurricular which aims to support the initial to final components and produce student outcomes according to the objectives of the implemented curriculum (Ramadhan, I., & Warneri, 2023). The curriculum used in educational institutions may change from time to time (Arviansyah, M. R., & Shagena, 2022). Co-curricular is related to project activities.

Education is always related to curriculum. With the curriculum, the implementation of education in educational units can achieve national education goals. This statement shows that the actual curriculum cannot be considered as a document, but rather as a way to achieve educational goals. The foundation or vision of educational life can be seen in the curriculum. This certainly illustrates the educational goals that can be achieved in education. The curriculum is made to facilitate the teaching process. Even the existing curricula often change, causing confusion, complicating the educational process. Curriculum pursued to be implemented in the current educational unit is Merdeka curriculum. The Merdeka curriculum is a curriculum that aims to provide independence to educational units, teachers and their main students. Students in the Merdeka curriculum are given the freedom to choose subjects according to their interests, talents and potential. However, the sorting is assisted by the role of the guidance counselor at school. In addition, in the Merdeka curriculum education policy is based on the educational philosophy of Ki Hajar Dewantara. The philosophy instilled by Ki Hajar Dewantara is still very relevant to human life in the demands of 21st century learning. In addition to forming knowledge and skills, strengthening the character of students is a part that should not be left behind and forgotten. Its connection with character strengthening in the Merdeka curriculum is manifested in project activities to strengthen the profile of Pancasila students. Implementation of the Merdeka curriculum by the Ministry of Education and Culture is not a must and haste. However, the curriculum can be implemented by the education unit if the education unit is ready. From the findings by (Ihsan, 2022) regarding teacher preparation for implementing the Merdeka curriculum, it is still in a low category in terms of interest, motivation and psychological preparation for assessment.

The Ministry of Education and Culture issued a policy on the use of the Merdeka curriculum. The Minister Nadiem Anwar Makarim did not force the implementation of the Merdeka curriculum, offering the implementation of the Merdeka curriculum was adjusted to the capabilities of the education unit from human resources and supporting facilities and infrastructure. This curriculum can be done in three alternative choices. The first is the Independent Learning option, the second is the Independent Changes option, and the third is the Independent Sharing option. The purpose of the Merdeka curriculum is to answer the challenges of education in the 4.0 era which requires students to be creative, innovative, able to solve problems, critical, intelligent in communicating and able to collaborate (Manalu, 2022). Although there is not much difference from the 2013 curriculum, the Merdeka curriculum requires teachers and students to learn independently in their learning and teaching. By providing reinforcements to teachers and students who are expected to have a positive impact on education and individuals who learn in the Merdeka curriculum implementation plan. Implementation of the Merdeka curriculum is a project The main thing in learning that forms the basis of discussion is as a business designed so that each student becomes a competent and characterized learner so as to be able to achieve independent educational goals and be able to make a major contribution to the environment from the results project learning that used in strengthening the character of students who have noble character. According to (Prancisca, S., Nurani, L. M., & Chappell, 2023) the curriculum in educational units continues to change because it follows progress, changes and adapts to guide humans in this life to continue to progress.

In the Merdeka curriculum, educational units in implementing education for students consist of intra-curricular, co-curricular and extracurricular activities. In the discussion of this study, it will focus on intracurricular and co-curricular activities in one of the senior high schools or the equivalent of high school with Islamic education-based education. Intra-curricular activities are activities carried out based on the

educational academic calendar, teachers have the responsibility to improve students' academic abilities in class. While co-curricular activities, according to (Akhadiyah et al., 2019) is a strengthening of competence from intracurricular activities that are regulated according to the curriculum. The intracurricular activities regulated in the Merdeka curriculum are Learning Outcomes (CP) which are achievements that must be achieved by students from general subjects and the choices chosen by students. This Learning Outcome (CP) is for intracurricular learning. Each subject has its own CP. Then in CP it loadspart- important parts that must be understood by educators, these parts include subject rationale, subject objectives, subject characteristics, CP for each phase or class level. At the high school level, there are two phases, including the class X phase which is phase E and classes XI and XII which are phase F. The CP for each phase is based on the elements and reflections of the educator. All of these parts must be understood by the subject teacher. The selection of subjects should not just go along with it, there are factors that make students choose the chosen subject which is guided by the school counselor in the Merdeka curriculum intracurricular activities.

The selection of subjects in the Merdeka curriculum is the "independence" and "freedom" of students in the learning process followed by competency strengthening in activities to strengthen the Pancasila student profile project. Students who have made choices in subjects from the Social Sciences and Natural Sciences family must be responsible for their choices. The hope is that students will become more skilled in developing their potential because they have chosen subjects that suit their interests and talents and learning outcomes. Thus, educational units require readiness from various aspects. However, parents also have an important role in supporting the successful implementation of the Merdeka curriculum program. In this study, educational units that implement the Merdeka curriculum go hand in hand with preparation and solving problems or difficulties when implementing the Merdeka curriculum, namely education units with the formation of character education and Islamic characteristics. MAN is school senior high school which is equivalent to SMA/SMK/MAK with the aim of preparing to move on to tertiary education (Ramadhan, Iwan., Jaya T N., Firmansyah, E, Alkahfy, R., 2021).

Research that is relevant to this research topic includes researchers (Santoso et al., 2023) relating to project activities to strengthen the profile of Pancasila students. Findings or conclusions from study That is, P5 activities have been carried out through habituation that shapes students according to the P5 dimension in the school environment so that the community and educational units have facilitated the success of the Merdeka curriculum by educators, educational units, heads of educational units, parents and the community. However, this research in the implementation of the Merdeka curriculum only describes projects to strengthen the profile of Pancasila and does not explain the process of selecting subjects or intra-curricular activities. This study describes the implementation of the Merdeka curriculum in intra-curricular and co-curricular, or projects to strengthen the profile of Pancasila. From the results of research (Ramadhan, Iwan., Jaya T N., Firmansyah, E, Alkahfy, R., 2021) MAN 2 Pontianak always tries to catch up with changes in the implementation of education directed by the government. The relation with this research is the speed of adjusting and responding well to the Merdeka curriculum with various aspects of its components although the understanding of the Merdeka curriculum is still carried out by senior secondary education units based on Islamic education independently. This research has not been touched by government assistance. Thus, the purpose of this study focuses on the implementation of the Merdeka curriculum activity, intracurricular and co-curricular activities at the school.

Methods

This research approach is a descriptive qualitative research approach. The educational unit that is the aim of this study is the education unit equivalent to high school that implements education based Islam. The school is located in the city of Pontianak. A school with insight and Islamic character is located on Ahmad Yani Street, Pontianak city. In conducting, researcher used scientific approach research procedures. In accordance with qualitative research methods, such as designing research proposal to research report. The procedure for obtaining data is carried out through observation, interviews and documentation. The focus of data collection techniques is to obtain data that is in accordance with the research topic. The list of questions and interview guides are about the preparation of the Merdeka curriculum teaching tools, implementation, difficulties or obstacles and efforts to overcome difficulties. The data is presented based on the focus of the research and trying to obtain conclusions agreed upon by the informants from the interview process and testing the truth of the observations conducting question and answer again to test the truth of the information

obtained through the five senses of the research team. Data presentation was carried out after the research team analyzed the data.

Findings dan Discussion

Merdeka Curriculum Intracurricular and Co-curricular Learning Systems

Judging from the structure of the curriculum, there are several things that distinguish the 2013 curriculum from the Merdeka curriculum. In the Merdeka curriculum, the curriculum structure is divided into two learning activities, the first is intracurricular activity and co-curricular activity. Intracurricular learning is based on Learning Outcomes (CP) and project activities to strengthen the Pancasila student profile without referring to Learning Outcomes (CP). Rather, it is on the dimensions that are the profile of Pancasila students from the government. In the previous curriculum, CP was defined as KD (Ayundasari, 2022). Prior to the implementation of the Merdeka curriculum in activities regular or routinely, these Islamic education-based high schools in Pontianak are required to understand learning outcomes (CP) first as for education staff in education units in general, the learning outcomes (CP) in it consists of sections that correspond to certain subjects from the learning outcomes (CP). Each learning outcome phase is different, phase E for class X and phase F for class XI and XII. Learning outcomes CP as a whole is a must that must be understood and implemented by this school teacher. Training after training and other supporting activities are important to improve human resources in this Islamic-based school. Then the teaching tools prepared by the teacher are in the form of textbooks, modules, learning videos and other forms that support successful learning in accordance with related subjects in Islamic-based high schools. Regarding the arrangement of learning schedules, in arranging learning hours it is done flexibly. The thing that makes the difference for teachers in the Merdeka curriculum is there is a teaching module. The project to strengthen the profile of Pancasila students is adjusted to SKL. Strengthen progress assessment in the Merdeka curriculum and use the assessment results in learning planning according to the level of student achievement. In the Merdeka curriculum, there is no distinction between assessment of attitudes, knowledge and skills.

In the implementation of intracurricular learning, implementation of elective subjects in strengthening project profile Pancasila does not have to stand alone independently, but between teachers in this Islamic-based school collaborate with each other as long as they are still in the Social Sciences or Natural Sciences family. Collaborations that can be carried out are based on themes, main potentials or problems. Basically, the purpose of implementing the Merdeka curriculum is to restore the essence of education with opportunities for students to develop their potential (Irawati et al., 2022). The concept of independent learning in the Merdeka curriculum is essentially intense interaction and activity between teachers and students. students are subject to the learning system (Pransiska & Aulia, 2018). The point is that everything that is given by the teacher should not be a source of truth for students, but must be calibrated among students. Teachers and students in classroom learning when teaching should not impose the truth of the teacher's opinion, but the teacher invites students to explore the truth and reason based on the knowledge and abilities of students (Saputra, 2014). As technology develops in this era, developing students' abilities becomes a driving force for independent learning in helping to break down an education system that is considered rigid or less free, including teacher workloads that focus too much on administration through the Merdeka curriculum policy.

Implementing learning in the Merdeka curriculum is a popular concept in the world of education because it allows teachers to explore the creative and independent potential of students in addition to teacher creativity. Changes in the learning structure from the K-13 curriculum to the Merdeka curriculum implemented 2 hours per subject which combines sociology, history, economics and geography subjects to become social science subjects which are elective subjects as well as in the Natural Sciences group. In implementing the Merdeka curriculum in class X, students can take subjects which cover 4 subjects, namely Sociology, History, Economics and Geography in the Social Sciences and Sciences clusters, namely Biology, Chemistry, Physics and Mathematics. In class XI students can then choose up to 5 subjects that interest them. 3 from Social Sciences and 2 from Natural Sciences, there is even a choice of language subjects and a type of craft or work, depending on the readiness of human resources and facilities or infrastructure from the school. In this curriculum, the teacher's Pancasila project platform provides projects for students to make works that will be exhibited at the end of the semester as a special reference. In this curriculum, MAN 2 teachers make teaching modules that are appropriate to CP (learning outcomes) as a learning reference, choose material that

is appropriate to CP (learning outcomes) and include the material in textbooks. Modules are arranged by teachers to convey learning content (Maulida, 2022). In contrast to the K-13 curriculum which requires teachers to have an RPP (Lesson Plan) as a reference and include KD (basic skills) but the media used remains the same.

The Challenges of Implementing the Merdeka Curriculum

The Merdeka curriculum is a curriculum with various internal learning methods to make students more optimal and free of concepts and to strengthen their knowledge (Suja'i, 2023). In its implementation, apart from giving students independence, teachers also have the flexibility to choose teaching materials that are suitable and appropriate for their students, preceded by a needs analysis and consideration based on the capabilities of the educational unit. As in the implementation of the Merdeka curriculum in high school equivalent schools based Islam in the city of Pontianak. The development of students' interests, talents, potential and passion is considered through project activities to strengthen the Pancasila student profile. As the main goal of the Merdeka curriculum according to (Susetyo, 2020). The Merdeka curriculum aims to produce Pancasila students who are developed through elective subjects according to their interests and project activities to strengthen the profile of Pancasila students (Susetyo, 2020).

As in other educational units, the implementation of the Merdeka curriculum applied by each educational unit is not as easy as imagined. The existence of obstacles or challenges faced is a way to improve the implementation of the Merdeka curriculum for the school concerned. Schools with Islam based is not an exception in the city of Pontianak also faces challenges in the implementation of the Merdeka curriculum. Based on information from the informants, education staff stated that they received less attention from the government in supporting and supporting the success of the Merdeka curriculum at MAN 2 Pontianak. The informant JO stated that the implementation of the Merdeka curriculum was carried out mostly independently based on existing guidelines. Even so, the school's teaching staff tried to maximize the implementation of the Merdeka curriculum without training provided by the Pontianak city education office. Independent training is a commonplace. The educators of this Islamic-based high school equivalent view that the independence of the education unit affects the quality of education that will be produced. As according to (Hattarina et al., 2022) quality education cannot be separated from the curriculum of educational institutions. Efforts to improve the implementation of the curriculum because the core of education is determined by the curriculum and the quality of future education. The Merdeka curriculum exists to strengthen students' concepts and skills (Fuad, M. Z., & Putra, 2023). Curriculum changes that are often experienced by the world of education are challenges and demands for educators. Trainers really need creativity, responsibility, time and expertise in dealing with various media, methods and strategies so that curriculum objectives can be achieved optimally (Wahyudin, 2020). The introduction of the Merdeka curriculum is certainly inseparable from the demands experienced by teachers when implementing the "Freedom to Learn" curriculum. At least there are conditions.

In implementing the Merdeka curriculum the school teachers face challenges in understanding and at the stages of the implementation process, the deficiencies in the independent learning curriculum are taken as a solution by learning a lot and deepening the knowledge of independent learning by participating in training and increasing curriculum science literacy. The role of the teacher in this school is as a facilitator, providing services, supporting learning experiences, changing the environment and supporting the learning process according to the needs and desires of students, so that learning takes place correctly and according to plan for their students. Training is conducted in order to be able to master technology competently and effectively. In learning, teachers are able to deliver material in a structured and planned manner using a laptop or computer that can display material in PowerPoint and other similar formats. Considering these needs, teachers must be able to adapt to the Merdeka curriculum. Teachers definitely have to do a number of things or try to adapt to curriculum changes (Dewi, L., & Astuti, 2022). Implementation of the Merdeka curriculum in high school-based equivalent to Islamic schools. This is inseparable from prioritizing student profiles in the perspective of Pancasila. The Pancasila student profile is formed to strengthen the Pancasila character that will be developed and produced by educational units, especially the outputs from after the implementation of the Merdeka curriculum, phase E and phase F. In the project to strengthen the Pancasila profile, teachers do not just participate in the plan and get an assessment. But there is monitoring and evaluation. Monitoring in the Merdeka curriculum is defined as the efforts of teachers and students in the context of conformity of activities from start to finish, including development. Then in the evaluation, the teacher and students make

improvements to performance during the process of implementing activities to strengthen the Pancasila student profile so that later it is implemented again for the better.

The Merdeka curriculum trains students who have the spirit of Pancasila in facing life's challenges so that they do not conflict with the national personality which is closely related to life based on Pancasila. Thus, the teacher fosters the character of students who are critical, cooperative, consultative, fair and able to express their opinions in public, students are independent, creative and innovative. The growth of the character of Pancasila students is related to the adjustment of students' interests and abilities. The character is formed through group work forming small groups in the class. This is done until the desired Merdeka curriculum is achieved. The successful implementation of the Merdeka curriculum depends on the willingness of teachers, students, school leaders and all relevant stakeholders (Mustari, 2022). Everyone must understand their respective roles and create synergies to create positive changes to improve the quality of education.

Conclusion

Based on the results of this study, the implementation of Merdeka curriculum learning in schools equivalent to Islamic-based high schools is the intra-curricular and co-curricular systems. Learning intracurricular system in these schools, students are not only given general subjects, they are also given the freedom to choose elective subjects based on consideration of their interests, talents, abilities and potential with guidance from the teacher as well. In addition, through co-curricular learning which is competency strengthening, self-development and strengthening competence and character achievements that match the profile of Pancasila students. Projects carried out in accordance with the chosen subject by students with a distribution schedule for the implementation of projects and product or work exhibitions. The implementation of intracurricular and co-curricular activities in these schools faces challenges for the teaching staff among them when preparing for the implementation of the Merdeka curriculum. Challenges such as the lack of understanding and teachers expecting facilities from the government have not been involved. So that the preparation in understanding is carried out independently by the teacher, though according to educators there are aspects that should be provided by the government as a form of support for the implementation of an Merdeka curriculum.

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