

The Implementation Of Merdeka Curriculum For Formal English Learning

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Abstract: *This article aims to explain The Implementation Of Merdeka Curriculum For Formal English Learning. The curriculum becomes very important in educational institutions because the curriculum is the “heart” of education. This study uses a descriptive qualitative approach with library research methods, using synthesis and content analysis. The results of the study show that the Implementation of the Merdeka Curriculum at the Elementary School level prioritizes project-based learning. In the implementation of learning is not only focused on the world of knowledge but emphasizes the mastery of character, literacy, skills, and technology. Implementation of the Merdeka Curriculum in English Learning at the Middle School Level, namely by applying the Project Based Learning method is the application of student-oriented learning (student-centered). Implementation of the Merdeka Curriculum at the English Learning High School level is by implementing a curriculum that is Basic Framework, Targeted Competency, Curriculum Structure, Learning Process, Assessment, Teaching Resources, and Curriculum Tools.*

Keywords: *Implementation, Merdeka Curriculum, Formal English Learning, Elementary School, Middle School, High School.*

Abstrak: Artikel ini bertujuan untuk menjelaskan Penerapan Kurikulum Merdeka Untuk Pembelajaran Bahasa Inggris Formal. Kurikulum menjadi sangat penting dalam lembaga pendidikan karena kurikulum merupakan “jantung” pendidikan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan metode penelitian kepustakaan, menggunakan sintesis dan analisis isi. Hasil penelitian menunjukkan bahwa Implementasi Kurikulum Merdeka di tingkat S Dasar mengutamakan pembelajaran berbasis proyek. Dalam pelaksanaan pembelajaran tidak hanya terfokus pada dunia pengetahuan tetapi menekankan pada penguasaan karakter, literasi, keterampilan, dan teknologi. Implementasi Kurikulum Merdeka dalam Pembelajaran Bahasa Inggris Tingkat SMP yaitu dengan menerapkan metode Project Based Learning yaitu penerapan pembelajaran yang berorientasi pada siswa (student centered). Implementasi Kurikulum Merdeka pada tingkat SMA Pembelajaran Bahasa Inggris adalah dengan menerapkan kurikulum yaitu Kerangka Dasar, Kompetensi Sasaran, Struktur Kurikulum, Proses Pembelajaran, Penilaian, Sumber Pengajaran, dan Perangkat Kurikulum.

Kata Kunci: Implementasi, Kurikulum Merdeka, Pembelajaran Bahasa Inggris Formal, SD, SMP, SMA.

INTRODUCTION

Understanding the curriculum is a set of plans and regulations related to learning materials, content, objectives, and methods, which are used as guidelines in carrying out learning activities to achieve educational goals. The focus is on developing higher education curricula based on national higher education standards and developing the ideology of Pancasila (Tight, 2022). Indonesian education has undergone several curriculum changes and now an Merdeka Curriculum has been introduced. The Merdeka Curriculum uses a combination of intra-curricular (70-80% from JP) and co-curricular (20-30% JP) learning through a project to strengthen the profile of Pancasila students. The curriculum is very important in the world of education. The curriculum is a tool used to achieve educational goals and as a guide for teachers in carrying out the teaching process (Putri et al., 2022). Education cannot function effectively and efficiently without a curriculum. Academically, the curriculum includes at least four main components, namely; First, what goals do you want to achieve. Second, content or teaching materials. Third, the teaching methods that can be used by teachers. Fourth, the evaluation method used to measure and evaluate the results of the teaching process (Hakim & Hamzah, 2022). In law No. 20 of 2003 concerning the national education system it is explained that the curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing educational activities to achieve educational goals (Rohma et al., 2020).

(Sulistiyorini et al., 2022) stated that the implementation of the Merdeka Curriculum must be integrated into teaching in the classroom. Subjects in class must be completed by direct implementation of exercises carried out by students. Thus, students feel that learning develops and brings benefits. The curriculum refers to the design of a unique lesson plan and can maximize student learning outcomes (Airlanda, 2021). The design of the lesson plan is not rigid, but takes into account every learning objective that can be achieved. In school management, good management places more emphasis on the teaching and learning process in the hope that learning outcomes can increase (Qomariyah et al., 2022). One of the keys to success that determines the success of curriculum implementation is the teacher, because the teacher is an important factor that has a big influence, the teacher determines the success or failure of students in learning (Pengajaran et al., 2022). (Carolus Borromeus Mulyatno, 2022) said that the teacher is the spearhead of the implementation of education and is a very influential party in the learning process. Teacher competence and authority determine the continuity of

learning in the classroom and its impact outside the classroom. Teachers must be good at inviting their students to achieve their goals.

In connection with the implementation of the Merdeka Curriculum, English is of course a very important subject in formal learning. Knowledge of English is very important nowadays. Every individual must always develop their foreign language knowledge for different purposes and English becomes an international language. English functions as a global or world language because English is learned and used in various countries as a means of communication, as a first language, as a second language, and as a foreign language. Students studying English focus on four basic English skills (Smp & Padang, 2023). That is reading, listening, speaking, and writing. This includes sub-skills, namely vocabulary, and pronunciation. In this case, the teacher must be able to make learning English fun and interesting for students. In order for the introduction of contextual learning methods to be successful, the teacher must have a strategy that is appropriate to the teaching conditions. One of them is by inviting students to places that are close to understanding the material, for example, the school environment, library, etc. In addition, teachers can use technology to support an interesting English learning process, so that students learn English enthusiastically.

This article discusses the implementation of the Merdeka Curriculum for formal English learning. Relevant implementations include implementing of Merdeka Curriculum in formal English learning (Elementary, Junior, High School), applying learning methods, and learning objectives. Implementing this Merdeka Curriculum, it involves background, student experience, expertise, and teacher experience.

METHOD

The research method is library research. The use of this method was chosen to collect several articles and studies that are similar to the subject discussed. Several articles serve as references for discussion. Each article discussed is then analyzed and concluded to attract public opinion according to the topic of study. Mendes (2020) states the process of library research done by reviewing the literature and analyzing combined relevant topics. Library search sources such as journals, books, dictionaries, documents, magazines, and other sources without conducting field research. Zaim, & Agustina (2019) state that provision of new theory with technical support proper data collection constitutes a form there is a literature review.

RESULT AND DISCUSSION

The Background Of The Implementation Of The Merdeka Curriculum

The presence of the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, gave birth to the idea of changing the curriculum, namely the self-learning curriculum. The Independent learning curriculum is one of the curriculum concepts that require students to be independent. Independence in the sense that each student is given the freedom to access information from formal and informal education. This curriculum does not limit the concept of learning inside or outside the school and also requires creativity from teachers and students. Monotonous/one-way learning becomes an obstacle for students to express their talents (Ardianti & Amalia, 2022). The current teaching restrictions have hampered the creativity of teachers and students. Under the current curriculum, students receive the highest marks for every subject taught in the school. At the same time, we know that every student knows their field.

(Ardianti & Amalia, 2022) states that teachers have very difficult, but noble responsibilities. Teachers are given responsibility for shaping the future of the nation, but based on that regulations are mostly in the form of administrative preparations needed by teachers to utilize noble concepts of what teachers must do for students. According to (Bahasa et al., 2023) the independent study program aims to answer the challenges of education in the era of the industrial revolution 4.0 which is currently in its formation period to support critical thinking and problem-solving, creativity, and innovation as well as being skilled in communication and collaboration with Indonesian train participants who are very widespread, namely the country of origin of Sabang-Marauke. This distribution triggers far more remote areas where it is difficult to get an education evenly (Suastika, 2021). If there are requirements or limitations to succeeding in education, then it becomes a problem for some of the students living in the area.

Every nation wants a change for the better. Therefore, the Merdeka Curriculum was introduced in several schools. Some of the reasons why the curriculum must be implemented are:

1) Restore The Education System From The Learning Loss Phenomenon

The nation must be free from the phenomenon of learning loss. Such conditions may affect some students. Especially when online learning occurs during a pandemic. Some still find it difficult to adopt learning either due to network limitations, economic factors, or environmental conditions. So that this space becomes an opening for learning loss. For this

reason, the government is trying to optimize one of them by implementing the Merdeka Curriculum. The curriculum aims to understand and minimize learning gaps.

2) Students Experience Learning Crisis

The Merdeka Curriculum is that this curriculum can free students from learning crises. The learning crisis is related to low interest in learning, learning material, and several other factors. Before the introduction of a self-contained curriculum, schools had to follow official rules regarding the content of teaching materials as well as the objectives to be achieved during the two learning periods. All students cannot achieve the goal because the absorption of learning is different from the others. Therefore, the Merdeka Curriculum aims to provide the best learning concept where students can even customize their lessons according to their interests. So that the teacher has additional tasks so that he can give several assignments according to the abilities of each student. Schools in certain areas can determine teaching tools based on the needs of students. Therefore, the Merdeka Curriculum can solve problems in the learning crisis.

3) Students Need To Improve Their Understanding Of Simple Texts

The need for students to often take part in assessments through simple reading. Indirectly, implementing the Merdeka Curriculum gives students more opportunities to practice skills and analyze projects that need to be completed. Students cannot do this analysis until the information arrives. The independent curriculum is also a gateway for students to read more to find information and solutions.

4) Students Must Apply Basic Mathematical Concepts

The Merdeka Curriculum should then be implemented that allows students to apply more of the basic mathematical concepts being taught. This is also by the AKM program in the field of calculations.

5) There Are Educational Differences Between Regions And Social Groups

Differences in education in various regions and social groups give rise to the need to reform the curriculum. The desired curriculum is undoubtedly a concept that can cover all educational problems. The completion is certainly not instantaneous, but it requires time and the synergy of all elements.

The objectives of the Merdeka Learning Curriculum are as follows :

1) Restore school authority and local government to manage their education by the conditions in their area.

The authority in question includes discretion or flexibility for local governments or schools in planning, making, and evaluating educational programs in their area. Of course, it must be adjusted to the principles of Freedom to Learn that has been prepared by the central government.

2) Accelerate the attainment of national education goals.

With the existence of an education management authority, it is hoped that it will be able to form superior quality human resources and have high competitiveness. This is realized by strengthening the character of students which includes noble character and having a high level of reasoning, both in the areas of literacy and numeracy.

3) Preparing for the global challenges of the 4.0 revolution era

The industrial revolution 4.0 is a challenge that must be faced together in almost all aspects of life, including education. The challenges of education in the 4.0 era include changing mindsets, changing ways of learning, and changing ways of acting to continue to innovate and develop creativity in various fields. To answer this challenge, a collaboration between all parties is needed, including the government, educators, students, parents, and the community. One of them is by focusing on digital literacy skills. Not only students but educators are also required to be able to improve competence and understanding of literacy and solve problems related to their knowledge.

4) Strengthening character education through the Pancasila Student Profile

Referring to the Freedom to Learn Curriculum, there is one additional essential learning, namely project-based co-curricular learning to strengthen student competence and character that reflects Pancasila values. The values in question include faith in and piety to God Almighty, having a noble character, upholding global diversity, cooperation, being independent, having critical reasoning, and being creative.

5) Improving the quality of education in Indonesia

To realize the Free Learning Curriculum, the government has made many breakthroughs in an effort to improve the quality of education. The breakthrough includes the change from UN to AKM, the BOS fund allocation scheme, to education report cards. In addition to breakthroughs in the technical field, the government is also

working to improve the quality of teachers through various pieces of training and holding a PPPK grand selection. Through PPPK it is hoped that there will be no more welfare gaps for teachers so that teachers can focus on developing the best potential within themselves to improve the quality and quality of education in Indonesia.

Challenges In Implementing The Merdeka Curriculum

Challenges in Implementing the In addition to providing answers to several problems related to the quality and education of Indonesian people, the implementation of the Merdeka Curriculum aims to encourage students to learn and develop according to their interests, abilities, potential and natural needs. Learners also get the freedom to be the subject and part of the variables in the learning process. Its implementation is certainly not as easy as imagined, but to achieve national education goals within the framework of an independent curriculum, various challenges must be developed and solved. Special interest groups in education units must respond critically and comprehensively to these challenges and responsibilities if the ideal goal of implementing an independent curriculum is to be achieved. In this regard, the school principal as the leader of the education unit has at least several challenges so that the implementation of an independent curriculum can run effectively and efficiently.

1) The challenge of the readiness of human resources (teachers) is the main pillar of Merdeka Curriculum

The presence of the teacher in the implementation of the Merdeka Curriculum becomes the engine and driving force in various independent learning programs, such as differentiated learning, implementation of projects aimed at strengthening the Pancasila student profile and learning assessment, as well as empowering technology as learning support tools. Therefore strengthening the existence of teachers with needs-based development programs must be carried out continuously, consistently, especially when viewed from the results of the teacher professional development program so far it has not had a significant impact on improving quality in Indonesia.

2) Challenges to the ability of teachers to increase the possibilities of digital technology

As an indicator of the direction of the technology-based Merdeka Curriculum learning process, it is time to strengthen digital technology for each subject teacher in learning services, especially in finding and using different learning resources. This means that now and in the future, every teacher must master digital technology as a basis for educational activities. In these situations, teachers need to be familiar with and use learning platforms,

e-mail, hybrid learning, online learning, digital learning resources, and media. Through these efforts, learning can become more comprehensive, more interesting, more interactive, and more contextual and allow for deeper development of material as needed. By enhancing digital learning, students are also trained to use technology positively, adaptively, and innovatively to technological developments.

3) The challenge is strengthening communication networks and partnerships between education units and related stakeholders

No matter how good the curriculum is, without effective social networks and training unit partnerships with relevant stakeholders, curriculum implementation will not be optimal and may even be hampered. The urgent goal of social network support and school partnerships is to strengthen the implementation of an independent curriculum through cooperation synergy, sharing inspiration, and supporting the implementation of meaningful learning for students.

4) The challenge of completing the learning assessment function which is an integral part of learning

One important aspect that is often overlooked in achieving the goals of curriculum implementation in schools is the implementation of learning assessment. Currently learning assessments carried out by some teachers are generally still limited and focused on final/summative learning assessments, even though they refer to the concept of assessment and learning theory, the implementation of assessments must include initial assessments, process assessments (assessment for learning) and at the end of learning (assessment for learning). The sequence of the assessment process is also a unit that is interrelated and integral in the learning process, which is cyclical and nonlinear.

Implementation Of The Merdeka Curriculum At The English Learning Elementary School Level

The implementation of the Merdeka Curriculum at the elementary school level prioritizes project-based learning. This is very important in learning, where learning is not only focused on the world of knowledge but emphasizes mastery of character, literacy, skills, and technology. Study according to a self-study plan adapted to English subjects. Implementation of the Merdeka Curriculum at the English Learning Elementary School level.

In preparing for the implementation of the Merdeka Curriculum, every school principal and teacher, especially English teachers, must attend various pieces of training to deepen general and in-depth knowledge of the Merdeka curriculum. The way of preparing the schedule

in the Merdeka Curriculum, namely the merging of IPA and IPS for become IPAS, changing the lesson plan (RPP) to teaching modules, changing evaluations, adding Pancasila student profile projects to learning content, as well as information about separate learning content. In addition, the material obtained from his participation in the training also discussed the Merdeka Learning platform as well as online.

The content of the training is to deepen material related to preparation for implementing the Merdeka Curriculum. The training also discussed student assessment, teaching tools, self-training, evidence of work and other inspirational videos. In planning the implementation of English learning content, the teacher gets material to prepare for learning English.

An English teacher for children must know well the characteristics of the material, students and methods that are suitable for teaching English in elementary schools because the younger the age of students in learning language, especially English, the more difficult it will be to present material to them. . It is necessary to watch out because it is feared that the way the teacher presents is not in accordance with the characteristics of the students which will have an impact on reducing children's interest in learning and the sequential impact is that they do not like English subject because it is considered difficult. This is what needs to be considered by schools in determining English learning policies as the Merdeka Curriculum implementation. English teachers must know who is called an elementary school student and what are their characteristics. According to (Scoot & Ytreberg, 1990), children or students at the elementary school level have these characteristics;

- a) They understand the situation and language more quickly.
- b) They can understand eye gestures, hands and facial expressions well.
- c) They are very logical but have a fast decline in concentration and get bored quickly.
- d) They find it difficult to distinguish between fact and fiction.
- e) They find it difficult to determine their desire to learn and enjoy playing while learning.
- f) They easily convey ignorance and they have a world of their own. From the explanation of this expert, it can be seen that there are two important things in teaching English to elementary school students, namely they tend to get bored and have difficulty keeping the mood in for a long time and they also like to play while learning . This means that the teacher must present material that can make students' moods stable and carried out while playing or making learning activities fun.

Implementation Of The Merdeka Curriculum At The English Learning Secondary School Level

One of the learning methods used in class is to use project-based learning methods, also known as Project Based Learning (PJBL). The project-based learning method (Project Based Learning) is the application of student-oriented learning (student centered). Goodman and Stivers (2010) define Project Based Learning (PJBL) as a teaching approach that is built on learning activities and real tasks that provide challenges for students related to everyday life to be solved in groups. Fathurrohman (2015) states that project-based learning is a learning method using projects as a means to achieve attitude, knowledge and psychomotor competence, in which students are required to solve problems by applying the skills of researching, analyzing, creating and presenting learning products based on experience. real. Project Based Learning aims to find solutions to problems, besides that students also learn the concept of how to solve problems and develop critical thinking skills. Through the Project Based Learning learning model, students will participate more actively, students are more motivated, and help students acquire various skills.

The following is the learning syntax with the Project Based Learning (PJBL) project-based learning method :

- 1) Determine the basic questions (start with an essential question).
- 2) Plan the project.
- 3) Create a project completion schedule.
- 4) Monitor the progress of project completion.
- 5) Presenting and testing the results of project completion.
- 6) Evaluate and reflect on project processes and outcomes.

At the time of learning in class, students are asked to present their work. In the closing activity, students with the guidance of the teacher reflect on the learning that has been done. With the project-based learning method (Project Based Learning) students through public speaking and communication soft skills, will learn independently by emphasizing soft skills that can be seen by the teacher such as student activity, discipline, independence, creativity, communication, speaking ability, and critical thinking.

Implementation Of The Merdeka Curriculum At The English Learning Senior High School Level

For the smoothness and success of the Merdeka Curriculum, various parties involved in the curriculum must know what must be done, and socialize to teach teachers and students as the target group about the goals and benefits of implementing the curriculum. This is following what was conveyed by Edwards III (Subarsono, 2014) that one of the variables that influence policy implementation is communication, which means that successful policy implementation requires the implementor to know what to do. High school English learning Merdeka Curriculum :

1) Basic Framework

The Merdeka Curriculum is the basic framework for the national education system and national education standards. The Pancasila Student Profile was developed in the Merdeka Curriculum instead of the 2013 Curriculum.

2) Targeted Competency

The Merdeka Curriculum, the competence in question is employing the phrase learning outcomes (CP). Learning outcomes (CP) in the learning process consist of knowledge, attitudes, and students' abilities to gain competency in each.

3) Curriculum Structure

Using intracurriculars, extracurriculars, and projects to develop Pancasila students in the Merdeka Curriculum. Class hours are set per week in the 2013 curriculum but annually in the Merdeka Curriculum. Implementation of Merdeka Curriculum is implementing subject-based and integrated learning organizations in the curriculum.

4) Learning Process

The Merdeka Curriculum uses a differentiation approach based on student's abilities. In the Merdeka curriculum, there is a Student Profile Pancasila strengthening project that students must complete while studying.

5) Assessment

The Merdeka Curriculum, uses formative assessment and its results as a reflection to form appropriate student learning abilities. The Merdeka Curriculum includes assessments, namely projects to strengthen Pancasila student profiles and profiles. Assessment of attitudes, knowledge, and skills.

6) Teaching Resources

Both the 2013 Curriculum and the Merdeka Curriculum use textbooks and non-textbooks as teaching tools. Teaching modules, learning objectives (ATP), and projects to strengthen the Pancasila Student Profile are the teaching of the Merdeka curriculum.

7) Curriculum Tools

The Merdeka Curriculum has learning guidelines, assessments, school operational curriculum development, strengthening development projects Pancasila Student Profile, implementation of inclusive education.

CONCLUSION

A curriculum is a tool used to achieve educational goals and as a guide for teachers in carrying out the teaching process. Education cannot function effectively and efficiently without a curriculum. The curriculum plays an important role in learning, especially in the application of the Independent Curriculum for Formal English Learning. The implementation of the Merdeka Curriculum at the elementary school level prioritizes project-based learning. The implementation of learning is not only focused on the world of knowledge but emphasizes the mastery of character, literacy, skills, and technology. The implementation of the Independent Curriculum in English Learning for the Middle School Level is by applying the Project Based Learning method, namely the application of student-oriented learning (student-centered). The implementation of the Independent Curriculum at the English Learning High School level is by implementing the curriculum, namely Basic Framework, Target Competency, Curriculum Structure, Learning Process, Assessment, Teaching Resources, and Curriculum Tools.

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