

ADAPTATION OF INDEPENDENT LEARNING CURRICULUM IN THE IMPLEMENTATION OF LEARNING IN CLASS IVA AL FALAH ASSALAM ELEMENTARY SCHOOL

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Abstract

This study aims to determine the process of implementing the independent learning curriculum in class IV of Al Falah Assalam Elementary School after the use of the 2013 curriculum. This study used a qualitative approach. Data collection procedures are through observation, interviews, and documentary evidence. While the analysis of the data used is in the form of data collection, selecting data according to the problem, displaying data, and making conclusions. The results of this study indicate that (1) Al Falah Assalam Elementary School has used teaching modules as a reference in the Merdeka Learning curriculum replacing the lesson plans in the revised 2013 curriculum. (2) The learning process in the class uses differentiation learning based on learning styles and types of abilities, diagnostic results and student personalities, (3) There are no significant obstacles for Al Falah Assalam school in the trial transition from the revised 2013 curriculum to the independent learning curriculum.

Kata Kunci: Differentiation learning, independent curriculum, and revised 2013 curriculum.

INTRODUCTION

Education has a major role as an agent of social change (social agent of change), so that education is always oriented towards achieving national goals. In addition, education should also be wrapped in an ideal form of learning. Learning itself can be interpreted as a process or way that makes people learn. In essence, learning can be said to be an activity between teachers and students who interact to fulfill a learning objective (Murzal & Ridwan, 2021). To achieve this goal, everything that needs to be developed is closely related to the educational curriculum. Therefore, the curriculum in the future must be designed and perfected to improve the quality of national education

(Ritonga, 2018). The curriculum is a reference to learning, training in education or training, so that curriculum development involves philosophical, scientific and cultural, and psychological thinking. Fundamental philosophy of education also examines the function of the curriculum in depth to find the substance and nature of the educational curriculum (Wirianto, 2014).

Indonesia itself in the course of history has experienced many curriculum changes. All national curricula are designed based on Pancasila and the 1945 Constitution, but the difference lies in the main concept of educational goals and approaches to implementing them (Wirianto, 2014). Thus, the idea of the Minister of Education and Culture Nadiem Makarim regarding the independent learning curriculum is increasingly being hotly discussed by the public.

The Independent Learning Curriculum is one of the policies set by the government to improve the quality of education so that it can produce students who have superior quality graduates, and are able to answer future challenges. Not only that, this curriculum does not limit the concept of learning material that is taught, but instead students and teaching staff are required to be creative. The essence of independent learning is a learning process that is expected to be carried out in a fun way so that students can explore their knowledge, attitudes, and skills well (Manalu et al., 2022).

The implementation of the independent learning curriculum is not immediately implemented in all schools, but is carried out in stages in several driving schools appointed by the Ministry of Education and Culture or institutions that meet the requirements. This is evidenced by several research articles which put forward the independent learning curriculum policy. The first research article was conducted by Dewi et al., (2022) with the research title "Portrait of the Independent Curriculum, the Form of Independent Learning in Elementary Schools" concluded that the implementation of learning using the independent learning curriculum, must pay attention to the needs of students (Rahmadayanti & Hartoyo, 2022). The second research article conducted by Ineu et al., (2022) with the title "Analysis of the Implementation of the Independent Curriculum in Primary Schools" concluded that with the implementation of the independent learning curriculum students have independent personalities, good character, creative, cooperative, and have a sense of

diversity (Sumarsih et al., 2022). The third research article conducted by Restu et al., (2022) with the title "Implementation of the Independent Learning Curriculum in Driving Schools" also concluded that the successful implementation of the independent learning curriculum in schools depends on the quality of the principal and his staff (Restu Rahayu, Rita Rosita , Yuyu Sri Rahayuningsih, Herry Hernawan, 2021).

Departing from the discussion regarding the application of the independent learning curriculum above, it can be concluded that Al Falah Assalam Elementary School has in fact implemented learning with the previous Free Learning concept, which was packaged in the form of a typical elementary school curriculum itself. The typical curriculum of Al Falah Assalam Elementary School includes changes to the learning process that refers to the profile of Pancasila students, the structure of the independent learning curriculum, the Al Qolam and Tarjamah learning methods like Islamic boarding school-style learning, the use of the Cambridge curriculum in English learning, and changes to the lesson plans that become modules teach. Therefore, researchers conducted research with the title "Adaptation of the Independent Learning Curriculum in the Implementation of Learning in Class IV of Al Falah Assalam Elementary School". The purpose of this research is to find out the process of implementing the independent learning curriculum in class IV Al Falah Assalam after using the 2013 curriculum..

LITERATURE REVIEW

A. Independent Learning Curriculum

The independent learning curriculum is one of the new policy plans of the Indonesian Ministry of Education and Culture which aims to create a fun and happy learning atmosphere for both students, teachers and student guardians. In creating an independent learning curriculum, of course, it has a concept, namely returning the national education system to an education system that is carried out in accordance with statutory regulations. The independent learning curriculum can be said to be one of the concepts of the learning process that requires students to think independently, study independently, innovate, and be creative (Daga, 2021). So that it will create more relevant and interactive learning through projects that are now outlined in P5 subjects.

The Pancasila Student Profile Strengthening Project or P5 is a reflection of Indonesian students who have superior character in learning based on Pancasila values. This project also provides opportunities for students to gain knowledge, develop skills and strengthen the 6 dimensions in the Pancasila student profile (Wiguna & Trisnangrat, 2022). This Pancasila student profile is what makes it one of the differentiators from the previous curriculum.

The teaching system in the Merdaka curriculum will also be much different from the previous curriculum, where the learning system carried out indoors will be carried out outside the classroom according to the topics studied, besides that learning will emphasize the discussion process with the teacher, friends and the surrounding environment. so that it will indirectly instill the character of being brave, independent, smart in socializing, polite, and competent (Nasution, 2021).

The implementation of the independent learning policy encourages the role of the teacher not only as a source of learning, but the teacher also acts as a facilitator in learning which is supported by the competencies they have. In addition, students have an equally important role in the learning process; especially in the era of the Freedom to Learn curriculum. The learning process in class ideally applies a teacher and student approach that promotes active participation in class (Murzal & Ridwan, 2021).

In the process of designing the curriculum and implementing the independent learning curriculum, of course, it must adhere to several principles, including simplicity, easy to understand and apply, focusing on student competence and character, flexibility, and working together. We can understand the concept of independent learning easily, but it is very difficult to implement it, it requires commitment, independence and ability from both students and teachers. Therefore, in implementing the independent learning curriculum, there is a driving teacher program. Where this program provides stimulation for teachers to explore the abilities that exist within them, and remain based on Pancasila values (Fitriyah & Wardani, 2022).

The independent learning policy issued by the government includes 4 main policies, namely (1) Changing the National Standardized School Examination (USBN) policy administered by schools to assess students' abilities in the form of written exams or other types of assessment, such as portfolios or assignments. (2) Changing the National Examination (UN) policy which is now being replaced with a minimum proficiency assessment and personality survey. (3) Simplifying policies in making lesson plans, where the format of lesson plans for independent learning consists of three components, namely learning objectives, learning activities and

assessment. (4) And the policy of changing the zoning system for admitting new students. With the independent learning curriculum, it is hoped that it can be a solution to problems that arise in the world of education at this time (Evi Hasim, 2020).

B. Typical Elements of The Independent Learning Curriculum

The independent learning curriculum has its own uniqueness compared to the previous curriculum. The independent learning curriculum is a tool for students to learn not only to be fixated on theory but to learn to solve problems on their own. There are three components of independent learning, namely 1). Commitment to goals. Goals are the basic core in making decisions so that independent students learn to achieve their goals not easily influenced in making their choices. 2). Independent of the way. Independent learners learn to have the freedom to plan to deal with problems in achieving goals. Students are required to be able to adapt to problems that develop according to the times by making plans based on available resources. 3). Reflection. Learners evaluate themselves to find their learning needs. Reflecting helps students to determine achievement, improve themselves, determine priorities in learning.

The distinctive elements in the Independent Curriculum are found in the new term Learning Outcomes replacing Core Competencies and Basic Competencies, the Learning Goals flow replaces the old term Learning Objectives, the term Learning Implementation Plan is replaced with Teaching Modules. The structure of the independent learning curriculum has 3 phases, namely: Phase A is intended for Grades 1 and 2, Phase B is intended for Grades 3 and 4, and Phase C is intended for Grades 5 and 6. In the Merdeka Curriculum learning science and social studies subjects are combined into science natural and social (IPAS), as well as making English subjects as optional content. In addition, the independent learning curriculum requires certain projects to be carried out by students to explore their abilities (Nurcahyo, 2020).

The peculiarity of the independent curriculum is found in the Pancasila youth profile. This element emphasizes quality aspects of learning, the realization of quality students, character, and competence to be able to face the challenges of the times (Rahmadayanti & Hartoyo, 2022). The Pancasila youth profile does not only teach about right or wrong but accustoms them to good behavior in everyday life and implements the values contained in Pancasila. This is in line with Law no. 2/1989, article 4 which explains that: "National education aims to educate the life of the nation and develop Indonesian people as a whole, people who believe in and fear God Almighty and have noble character, have knowledge and skills, physical and spiritual health, a personality that is steady and independent as well as a sense of social and

national responsibility.” “RI Law Number. 2 of 1989 concerning the National Education System,” Wikipedia, accessed on December 31, 2022.

METODOLOGY

In conducting research conducted at Al-Falah Assalam Elementary School which is located on Jl. Raya Wisma Tropodo Block FG-20, Tropodo, Kec. Waru, Sidoarjo Regency, East Java 61256. In collecting the data sources in this study, the secondary data sources and primary data were distinguished. The primary data obtained in this study are school principals, curriculum representatives, and teachers who teach using an independent curriculum. Whereas secondary data is in the form of the Education Unit Operational Curriculum (KOSP) document used by schools in the form of an independent curriculum.

In this research activity using a qualitative research approach. It aims to describe the condition of the school, get a school profile, and find some solutions to solve the problems under study. The use of data collection procedures carried out are observation, interview activities, and documentary evidence. Data analysis used is in the form of data collection, selecting data that is appropriate to the problem, displaying data, and making conclusions.

RESULT AND DISCUSSION

Based on the results of our research on the implementation of the independent curriculum at Al Falah Assalam Elementary School, this shows that this elementary school has basically implemented the pillars of values contained in the dimensions of the Pancasila student profile. The dimensions of the Pancasila student profile itself consist of: Faith and piety to God Almighty, noble character, global diversity, mutual cooperation, creative, critical thinking, and independent (Aditomo, 2021). So, when the Ministry of Education, Culture, Research and Higher Education introduced the Free Learning curriculum as a result of innovation and improvement from the revised 2013 curriculum, SD Al Falah Assalam only had to adjust its operational system and volunteer to become one of the pioneers of driving schools in Indonesia.

Al Falah Elementary School Curriculum Deputy Assalam stated that this curriculum is not new, but has been implemented a long time ago but has not been

holistically integrated. In addition, Al Falah Assalam Elementary School also uses its own unique curriculum at all grade levels, namely Al Qolam and Tarjamah content as well as Cambridge curriculum content. Thus, Al Falah Assalam Elementary School combines the Merdeka Learning curriculum with their own unique curriculum ideally.

Al Falah Assalam Elementary School implements the Freedom to Learn curriculum in stages, namely grade I and grade IV. This was also reinforced by the narrative of the class IVA homeroom where class IVA was provided with P5 activities (Project for Strengthening Pancasila Student Profiles) as a form of implementing the curriculum in the school field. P5 activities carried out in class IV with the guidance of this class teacher have special hours in 1 week, which are then combined into one event at the end of the project in December. Class IV gets the theme in the project is a sustainable lifestyle that initiates food security with urban farming, which carries the implementation of Pancasila values.



Gambar 1.0: Interview process with teacher IVA SD Al Falah Assalam

DISCUSSION

A. The transition to the Independent Curriculum

The first Independent Curriculum was initiated on December 10 2019 which was spearheaded by Nadiem Anwar Makarim as Minister of Education, Culture, Research and Technology (Kemendikbudristek). The independent curriculum emerged in Indonesia during the Covid-19 pandemic when the 2013 curriculum had just been

implemented thoroughly for about 3 years, but had to change to the independent curriculum in accordance with the times. The independent curriculum is a choice or option for educational units as an effort to restore learning from 2022 to 2024 due to the co-19 pandemic. However, for educational units that are not willing to implement it, there are other options, namely continuing to implement the 2013 curriculum, or continuing with the emergency curriculum until an evaluation of the curriculum is carried out in the context of learning recovery in 2024 (Rahmadayanti & Hartoyo, 2022).

Theoretically, the independent learning curriculum has a meaning as one of the curriculum concepts that emphasizes the attitude of independent learners. In this case, independence includes giving freedom to access knowledge and insight through formal and non-formal education (Septiana & Hanafi, 2022). The independent learning curriculum does not limit the creativity and innovation possessed by teachers and students, because each student has characteristics and expertise in each field.

The implementation of the existing curriculum at Al Falah Assalam Elementary School has implemented an independent curriculum but not at all levels, only in class I and class IV. Al Falah Assalam Elementary School is already in the process of adapting to the new curriculum, namely the independent curriculum. Al Falah Elementary School Curriculum Deputy Assalam stated that this curriculum is not new, but in essence it has been implemented from the past but has not been holistically integrated. Apart from that, this elementary school also has a unique curriculum that is adapted to the Merdeka Belajar curriculum. What is meant by the typical curriculum of Al Falah Assalam Elementary School is the use of Al Qolam Learning which is carried out by teaching writing hijaiyah letters to mastering writing verses of the Qur'an, while tarjamah learning is carried out by translating selected letters, reading prayers, and prayers -daily prayer. In the contents of Al Qolam and Tarjamah, Al Falah Assalam Elementary School has a special handbook for Islamic boarding school-style students. Al Falah Assalam Elementary School has also adopted the Cambridge curriculum in English at all grade levels, which equips students to be familiar with today's lingua franca.

Even though at Al Falah Assalam Elementary School the implementation of the independent learning curriculum was only carried out in class I and class IV, but at all grade levels, both class II, class III, class V, and class VI at the beginning of the learning year a diagnostic assessment test was also applied which was typical form of independent curriculum implementation. Diagnostic assessment tests are carried out in

order to identify students' potential, abilities, needs, characteristics, developmental stages and learning styles at all grade levels. In addition, the existing RPP includes several components in the independent curriculum teaching modules, even if there is training in the preparation of teaching modules for all class level teachers at Al Falah Assalam Elementary School, the principal is involved.

The difference between the application of curriculum 13 and the independent learning curriculum in class IV Al Falah Assalam school according to the maple teacher is that the material for curriculum 13 is very dense because there are about 9 chapters per year, while the independent learning curriculum only has 6 chapters so that the material demands are less. The learning hours are also very different, where the independent learning curriculum is more efficient and effective, while K-13 in 1 subject there are 4 hours in two meetings, in the independent learning curriculum there is a reduction to 3 hours of lessons.

Al Falah Assalam Elementary School is included in the driving school which makes learning differentiated. As an application of differentiated learning, Al Falah Assalam Elementary School with an independent curriculum learns to apply P5 activities (a project to strengthen the profile of Pancasila students). The application of the Pancasila student profile is adapted to the school culture that is instilled in each student which contains the achievements needed for the formation of character and skills in everyday life. School culture is the state of the school environment, patterns of interaction, school guidelines, and regulations applied by the school (Ayu Saraswati et al., 2022). P5 activities carried out in class IV obtain a theme in a sustainable lifestyle project that initiates food security with urban farming, so that it carries the implementation of Pancasila values.

Implementation of Independent Curriculum-Based Learning

In carrying out teaching and learning activities in class, Al Falah Assalam Elementary School has used teaching modules as a reference in the Merdeka Learning curriculum replacing the lesson plans in the revised 2013 curriculum. The content contained in the teaching module used by Al Falah Assalam Elementary School uses the procedure for compiling the Merdeka Learning curriculum module from the Ministry of Education and Culture which is combined with the application of differentiation learning in each class as an implementation of the flexibility of the Merdeka Learning curriculum.

The meaning of curriculum flexibility is not about a curriculum system that can be changed arbitrarily by schools and teachers, but about the choices that exist for students and how these choices can positively affect their learning (Mariati et al., 2021)

. Thus, it can be drawn that a flexible curriculum is a set of programs that are flexible and can be adapted to a variety of situations, and the diverse needs of students as a form of benchmark to achieve learning goals.

Differentiation learning in the flexibility of the Merdeka Learning curriculum also plays an important role, because this differentiation learning is a way for teachers to facilitate the needs of their students. That is, differentiation learning is a teaching and learning process in which students learn material according to their abilities, including what they like and their individual needs which leads to a feeling of happiness in learning and not feeling like a failure in the learning experience (Mariati et al., 2021).

Al Falah Assalam school in its educational unit's operational curriculum applies what is referred to as differentiated learning which is associated in the form of a learning style tendency test and a diagnostic test. The purpose of having a learning style tendency test is to find out the learning style of each student, so that this can make it easier for teachers to transfer knowledge to students whose learning styles have been adjusted. The purpose of the diagnostic test is to determine the level of difficulty of students, diagnose students' basic abilities and students' initial conditions (Rusilowati, 2015).

The diagnostic test used by Al Falah Assalam Elementary School is a cognitive type to measure students' basic abilities in a topic in a subject and a non-cognitive type to measure students' psychology, character, learning styles, and interests. Based on the results of data processing that we examined in class IV Al Falah Assalam, there are results from the learning style trends that are owned by children in grade IV, which will be explained in the following table:

class	Learning type			Grand Total
	Auditory	Kinestetik	Visual	
4A	10	4	6	20
4B	6	7	7	20
4C	7	2	14	23
4D	5	10	8	23
4E	10	8	5	23
Grand Total	38	31	40	109

Gambar 2.0: Learningtype of Al Falah Assalam Elementary School

From the results of data processing related to the types of learning styles above, class teachers will use them to assist them in preparing teaching modules that involve all students. In other words, differentiation learning in the Merdeka Learning curriculum exists to facilitate the needs of students who are often different from one another for the sake of ease of transferring knowledge from teachers to students.

Another example of differentiation learning applied at SD Al Falah Assalam, especially in class 4A, is a diagnostic test that is used to detect the types of difficulties that students may experience in order to make it easier for the teacher to convey learning material. The diagnostic tests carried out included an interest aptitude test, a test about the student's self, and a student personality test. This test is usually carried out by the school before the start of the new school year.

Minat												
	Clerical	Computational	Literatur	Mechanical	Medical	Musical	Outdoor	Personal Contact	Practical	Scientific	Social Service	Social Service, Musical, Medical
Jumah siswa	2	5	2	-	-	5	1	-	-	1	1	3

Seputar Diri		
	Baik	Perlu Pendampingan
Jumah siswa	18	2

Keperibadian				
	Koleris	Melankolis	Plagmatis	Sanguins
Jumah siswa	4	4	2	10

Gambar 3.0: Tabel data of result IVA SD Al Falah Assalam

From the data above, it can be drawn that there are 20 students in class IVA with various personalities. In this case, the class teacher who teaches in class IVA is obliged to develop teaching modules that involve all students with all of the above personalities in the learning process.

To facilitate the learning process in class IVA, teachers usually make study groups based on their respective learning types, but can also use the type of diagnostic ability and student personality so that the groups are more varied. For example, in learning Mathematics. To facilitate all students who have a visual category learning style, the teacher plays audio-visual learning media in the form of videos related to multiples introduction material, or you can also use visual learning media in the form of used calendars or images displayed on a projector screen.

Meanwhile, for students who have an auditory learning style category, the teacher takes the initiative by using high and low melodic sounds in explaining learning material. And then for students who have a kinesthetic category learning style can be facilitated by the teacher by using learning media in the form of a frog jumping game

on tiles that have been given a certain number as the application of multiples and factor material. This makes students more active and willing to work together so that learning in class takes place interactively.

In the implementation of curriculum-based learning Merdeka Learning is also closely related to the project to strengthen the profile of Pancasila students. Broadly speaking, this project focuses on cross-disciplinary contextual projects that prioritize community needs/problems in the school environment (Aditomo, 2021). The contextual science discipline itself includes intracurriculars which involve learning experiences, extracurriculars which emphasize the development of talents and interests, and school culture..

The implementation of the project to strengthen the profile of Pancasila students in class IVA of Al Falah Assalam Elementary School in this odd semester chose the entrepreneurial theme of phase B which was entitled "Fun Farming, My Food Is Safe". In this case, Grade IVA students chose tomatoes to cultivate in the school environment. Students are taught to plant, care for, and harvest their own crops. Apart from that, the students also made reports on the growth and development of their own plants to then stage them at the Al Falah Assalam Elementary School P5 festival which was held at the end of the week after the UAS took place. This certainly trains students to always have the ability to reason critically and dare to be responsible.

Thus, it can be drawn an outline that the implementation of the Merdeka Learning curriculum-based learning at Al Falah Assalam Elementary School went smoothly after going through a series of careful planning before the new school year began. Considering that this education unit had previously run a "semi-independent" school operational system, this certainly did not make it too difficult for teachers and students to adapt to using the Merdeka Learning curriculum and make them one of the pioneers of driving schools from private schools under the auspices of independent foundations.

CONCLUSION

This research is a qualitative research that analyzes the readiness and benchmarks of Al Falah Assalam Elementary School in its role as one of the driving schools. In this case, the transition from the revised 2013 curriculum to the

independent learning curriculum. From the analysis of research results and discussion, it can be concluded that the implementation of the existing curriculum at Al Falah Assalam Elementary School has implemented an independent curriculum, but not at all levels, but only in class I and class IV. Then, a diagnostic assessment test was applied to all grade levels at the beginning of the school year as a typical form of independent curriculum implementation. One example of implementing the independent learning curriculum at this school is in class IVA of Al Falah Assalam Elementary School which has used the teaching module as a reference in the Free Learning curriculum and implemented differentiated learning associated in the form of learning style tendency tests and diagnostic tests. In addition, the teacher also makes study groups based on the ability of the diagnostic results and the personality of the students.

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