



## The Role of Driving Teachers in Implementing the Independent Curriculum at SMA Negeri 1 Sakra

Muhamad Majdi<sup>1\*</sup>, Mohamad Mustari<sup>2</sup>, Edy Kurniawansyah<sup>3</sup>, Bagdawansyah Alqadri<sup>4</sup>

<sup>1</sup>Pancasila and Citizenship Education Study Program, FKIP, University of Mataram, Indonesia

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Correspondence:

Phone: +62 877-8815-0253

**Abstract:** Education is the main pillar in determining the quality of human resources and the progress of a nation, and independent learning is a response to the needs of the education system in an effort to improve human resources in the era of the industrial revolution 4.0. Freedom of learning also frees educators and students to choose their learning system. The qualitative approach is the collection of data in a natural setting with the intention of interpreting the phenomena that occur, where the researcher is the key instrument, the data collection technique is carried out in a triangulation (combined) manner, the analysis is inductive/qualitative, and the results of qualitative research emphasize meaning and generalization. The researcher found that some of the supporting factors for driving teachers in implementing the independent curriculum that already have the status of driving schools and independent independent are the ones that are the driving schools. The supporting factors experienced by the driving teachers in implementing the independent curriculum at SMA Negeri 1 Sakra which develop competence, full support, and inhibiting factors. The impact given as a driving teacher who provides learning that is in accordance with interests, talents, and student-centered. In addition, driving teachers must prioritize caring for the character of students who are increasingly visible, and can also open their minds to students who have different characteristics.

**Keywords:** The Role of Driving Teachers, Independent Curriculum, SMA Negeri 1 Sakra

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### Introduction

Education is the main pillar in determining the quality of human resources and the progress of a nation, evidence of great progress of the nation is seen from the quality of education. In essence, education is a process aimed at fostering the quality of human resources so that they can perform their role in life in a functional and optimal manner. Without education, it is impossible for a human being to develop properly (Kurniawansyah et al. 2021). Based on the above explanation, curriculum development is one of the most fundamental instruments in improving the quality of education. The correct education policy will be seen through the implementation of the curriculum implemented, because "the curriculum is the heart of education" which

determines the continuation of better education for the nation's next generation. This is also strengthened by (Marsela Yulianti et al, 2022) that each curriculum is designed to always contain goals that are aspired to in the field of education, meaning the desired learning outcomes to be owned by students. That is what makes the educational curriculum dynamic because in its development the curriculum must continue to adjust to the needs and character of students according to the times.

In 2019, the Minister of Education and Culture, Nadiem Makarim, changed the 2013 curriculum to the KOSP (Operational Curriculum for Education Units) curriculum, which is an independent curriculum at the level of educational units that contains a learning

Email: [muhamadmajdi399@gmail.com](mailto:muhamadmajdi399@gmail.com)

process plan that is held as a guideline for the implementation of all learning. The transformation of education through the policy of the independent curriculum is one of the steps to realize Indonesia's Superior Human Resources who have a Pancasila Student Profile that is in accordance with the nation's ideals (Vhalery et al. 2022). In the learning process, it cannot be separated from the teacher's ability to manage learning in the classroom, the role of a teacher in the classroom as a student facilitator where students are asked to think for themselves and reason. Teachers accompany students in the teaching and learning process, teachers as educators make themselves facilitators who are in charge of educating, teaching, guiding, directing, training, assessing, and evaluating students (Arjihhan et al. 2022). In this case, teachers are required to be skilled in choosing or even combining approaches in the learning process that are convincing to handle the right management case with the problem at hand.

Article 2 of the Ministry of Education and Culture Regulation number 26 of 2022 concerning driving teacher education is an educational program that aims to produce the driving teacher profile expected by the government. The driving teacher program is considered a very strategic program by the government in an effort to improve the quality of teachers in running the latest curriculum, namely the independent curriculum. Based on this, to make a new breakthrough in the program to accelerate the improvement of education quality in Indonesia through the Driving Teacher Program which aims to boost the potential and increase the independence of students in learning (Nizan et al. 2023). Therefore, the driving teacher program is part of the flagship program of the Ministry of Education and Culture to realize learning that can carry out the principles of the independent curriculum in learning and is able to realize the Pancasila Student Profile. Teachers drive has the goal of the program to improve competence and character in ensuring equitable distribution of education quality through increasing the capacity of teachers in each school in order to lead the education unit in achieving quality learning, a strong ecosystem, and creating a collaborative climate within the school scope. Based on the data in this study, the author conducted a study on driving teachers at the level of high school education units in East Lombok with the number of driving teachers from the first batch to the ninth batch with a total of 83 driving teachers. For this reason, with this percentage, it can still be said that there are fewer teachers who participate in the driving teacher education program launched by the government.

Then from the results of the author's initial observation at SMA Negeri 1 Sakra in January where since the new school year in July 2021 SMA Negeri 1 Sakra has been officially designated by the Ministry of Education and Culture as one of the driving schools in NTB, especially in the southern part of East Lombok. So that because of this, SMA Negeri 1 Sakra is a school that implements the Independent Curriculum through the driving school program. Therefore, in supporting the successful implementation of the independent curriculum in schools, the principal includes several teachers in the Driving Teacher Program, where the purpose of this driving teacher is as a driving force for the success of the driving school program and as a resource person to share good practices in implementing differentiated learning. In addition, based on data at SMA Negeri 1 Sakra, the number of teachers in the school is 71 people and the number of teachers who have completed the driving teacher program, there are 6 subject teachers who have completed the driving teacher program with different times and generations. Therefore, from the total percentage of the number of driving teachers at SMA Negeri 1 Sakra is still very lacking who participate in the driving teacher education program, because as the researcher sees that SMA Negeri 1 Sakra is a driving school that runs an independent curriculum. For this reason, the number of driving teachers is very necessary in the school and must continue to be increased so that driving teachers are expected to be able to become modification agents who will implement a learning model that is in favor of students and can encourage other fellow teachers to make changes in their respective schools. That way, it is hoped that the process of transfiguration and ecosystem can be realized that is more in line with the development of the times and according to the needs of current students.

## Method

The method used in this study is qualitative descriptive, this is a research method that can describe the characteristics of the population or the events and occurrences being researched so that the main focus in this study is to explain the object of the research. The reason why the researcher uses the type of qualitative research is descriptive is that the researcher wants to describe the conditions to be observed in the field in a more specific, transparent, and in-depth manner. The existence of the independent curriculum implemented at SMA Negeri 1 Sakra as a driving school is a challenge for teachers to fully understand the purpose of the independent curriculum. Therefore, this study explains and describes the role of driving teachers in implementing the independent curriculum at SMA Negeri 1 Sakra. The research subjects involved in this

study are 6 driving teachers. This research was carried out at SMA Negeri 1 Sakra during the period from May to June 2024. The data collection techniques in the study are observation, interviews and documentation. Observations were made to be able to get a real initial picture of the incident to answer the research question. Interviews are conducted to explore complete and in-depth information by directly engaging with the research subject. Documentation is used because this study requires documents to strengthen the data in this study.

## Results and Discussion

### The Role of Driving Teachers in Implementing the Independent Curriculum at SMA Negeri 1 Sakra

#### 1) Real Action of Peers

In the independent curriculum run by SMA Negeri 1 Sakra, there is a mandate that must be carried out by teachers, especially driving teachers, to be able to share and collaborate in the successful implementation of the independent curriculum. In addition, it is also a real action to share with fellow teachers, this is the goal to be able to help each other and guide in what problems occur in the learning process. which is carried out to students. That is why driving teachers who are learning leaders and have new ideas and paradigms related to the independent curriculum can be a driving force for other teachers in schools. In addition, it is also in providing equity for teachers in schools, for this reason, driving teachers coach their peers in order to improve the competence of other teachers in accordance with what the purpose of the independent curriculum is to prioritize a student-centered learning process. For this reason, this real action of sharing is very necessary so that differentiated motivation and learning are more effectively carried out in schools. The existence of this real action of colleagues aims to encourage acceleration in changing the mindset of teachers. Changing the mindset and inviting colleagues to apply the material that will be taught to students. Teachers are used to teaching with the lecture method, so inviting teachers to change their mindset and get out of their comfort zone is a challenge in itself. Therefore, to initiate real action with these colleagues, driving teachers must strive to develop effective strategies before sharing, such as having a systematic conceptual reference, direction and goals that are shared with peers can be used as guidelines for teachers who receive to be able to apply them in learning to students. This is also in accordance with the explanation of the (Riandari 2022) The existence of sharing with peers is a solution in improving teachers' understanding. Driving teachers must also be ready to guide their colleagues in bringing out leadership

potential in accordance with the independent curriculum.

#### 2) Real Action of the Independent Teaching Platform

In this section, all teachers at SMA Negeri 1 Sakra have a learning account that is used to be able to access the Independent Teaching Platform that has been created by the government of the Ministry of Education and Culture, in accordance with the purpose of creating the platform that the driving teachers at the school have taken real action on the platform, namely making the platform a learning forum and their reference in providing learning in accordance with the independent curriculum. Because on the platform there are also many features that make it easier for teachers to increase their insight and competence personally and for their means of sharing with other teachers throughout Indonesia for the learning process such as modules, models and assessments that they do for students they can share as well. Based on the results of the researcher's interview, the driving teachers at SMA Negeri 1 Sakra have carried out their real actions on the Independent Teaching Platform, namely to create a collaborative learning ecosystem to increase learning effectiveness and create a positive work climate. In addition, within the framework of the independent curriculum, the implementation will focus on the needs of students and provide convenience for teachers in carrying out learning activities. This is in accordance with the explanation of the (Atas et al. 2023) that this platform is designed to support the implementation of the Independent Curriculum by providing teachers with access to the references, inspiration, and understanding needed in implementing the Independent Curriculum.

The platform also has various features that allow teachers to innovate, such as student assessments, teaching tools, proof of work, self-training, inspirational videos, and communities as well. All of these features are designed as a forum for teachers to collaborate, increase teachers' knowledge of the independent curriculum, and ultimately realize this effective implementation at all levels of education units in Indonesia, especially at the high school level. Then the researcher found that teachers are active in using PMM as a tool to improve their qualifications so that there is a significant change in the learning process carried out in the classroom for students. In addition, by actively looking for references in PMM, the driving teachers are much more creative in designing learning that suits the interests and talents of students who have different characteristics.

#### 3) Real Action of the Learning Community

Driving teachers play a role in being at the forefront of the learning teacher community, it can be understood that teachers must encourage each other to continue

learning in improving the quality of their teaching. In this case, the teacher and other fellow teachers learn independently in developing themselves. In accordance with the statement given by Mrs. Fathul Jannah that we driving teachers formed a learning community of fellow teacher practitioners which was intended as a forum for teachers to introduce the material we got during the training and workshops of the driving teachers, where the driving teachers learned from each other and shared real actions showing learning videos that had been implemented and inviting other teachers to see the videos and ask for reflection from the videos learning as well. The community of practitioners is also interpreted as a place to develop the potential of educators, education staff and students. With this learning community, teachers can learn and share with each other to improve the competence and quality of their teaching and discuss with each other related to obstacles and problems that occur and have not been understood.

Based on the explanation above, there are also steps to form this learning community has a very good urgency and implications to be done. In line with what was conveyed by one of the teachers who is a pioneer of the learning community that it begins with the formation in accordance with the subject group, namely there are 6 learning communities. Then after a community is formed according to the clump, there is a logo for each community that is useful as an identity or sign of each community. The first community and subject group formed at SMA Negeri 1 Sakra is the GOES (Geography, Economics and Sociology) community. Both are science (Biology, Chemistry and Physics). The third kombel SEBAYA (Language and Culture). The four PAS kombel (Prakarya, Religion and History). The five teams of PESBOKS (PPKn, Arts, Culture and Sports Health). The sixth kombel FORMATIK'S (Informatics and Mathematics). Furthermore, the teachers who are members of each learning community carry out discussions related to the work program that will be carried out in accordance with the subject groups in each learning community. The work program is made to make it easier for teachers to provide effective learning for students for one semester. For schools themselves, the development of learning communities is an effort to mobilize and accelerate teachers' adaptation related to the independent learning platform and the implementation of the independent curriculum in SMA Negeri 1 Sakra. In accordance with the steps taken by these teachers, creating a community provides a forum for discussions between fellow teachers and collaboration to improve the quality of learning, because in the long term collaboration-based learning and interaction between teachers and teachers

is one way to improve the competence of other teachers as well (A. J. Scientific et al. 2023).

## **Supporting and Inhibiting Factors for Driving Teachers in Implementing the Independent Curriculum**

### **1) Supporting Factors**

#### **a) Driving School Status**

The driving school program presented by the Indonesian Education government is not only to improve the quality of students, but also to improve the quality of human resources in schools (Judge n.d.). As conveyed by Mr. Anwar Syuhudi as the curriculum waka, SMA Negeri 1 Sakra school is one of the first batch of driving schools, so that it gets an independent curriculum from the driving school path. Therefore, the status of the school is one of the supporting factors at SMA Negeri 1 Sakra in carrying out the implementation of the independent curriculum. In addition, that is also what provides more flexibility for driving teachers to better understand what the learning objectives are in the independent curriculum. This is in line with what is the goal of the driving school, which is to encourage the transformation of the education unit in order to improve the achievement of student learning outcomes holistically or cognitive and non-cognitive competencies in realizing the Pancasila student profile.

The learning carried out in the driving school refers to the Pancasila student profile in order to strengthen the competence and character of students as one of the important components in the implementation of learning. For this reason, getting this driving school program must be used well by the school because the goals in the program provide many positive things for the development of the school, both in the learning system that will be carried out and make the school component more motivated in improving individuals and cooperation in order to transform well in the future. So that the status of this driving school continues to be carried out with more creative collaborations of school residents in supporting the process of developing the characteristics of students who will gain knowledge.

#### **b) Commitment of School Residents**

In addition, another supporting factor is the commitment of school residents in supporting driving teachers in implementing the independent curriculum, which means that the agreement and understanding of school residents in carrying out the independent curriculum and the status as a driving school, this is very influential in how the learning process runs in accordance with the goals of the existing independent curriculum for students at school. This commitment is a direct stimulus for driving teachers to become good learning leaders, therefore driving teachers can be more flexible in carrying out learning goals that really bring



out students' interests and talents. In this part, the task of driving teachers is to provide learning services that are centered on students because they have different characteristics, therefore the commitment of the driving school community can continue to produce innovative collaborations for school development and prioritize differentiated learning.

## 2) **Inhibiting Factors**

### a) Differences in Teachers' Understanding

Then the researcher found that the inhibiting factor is also that there is still a difference in the understanding of the driving teacher with other teachers, which means that This difference is said to occur because the driving teachers, who are already included in the learning leaders in the independent curriculum, do not have the same thoughts as teachers who have not participated in the driving teacher program, so it is mainly seen in how to provide a learning process that is in accordance with the talents and abilities of students. Changing the curriculum is something that must be ready to be faced by every educator, especially at SMA Negeri 1 Sakra, which has been implementing the independent curriculum for 3 years. Curriculum implementation learning is expected to bring good changes to education in Indonesia. Although it is undeniable that in carrying out an activity, there must be various obstacles that approach, such as in implementing the independent learning curriculum (Rusmiati, Ashifa, and Herlambang 2023). This is in line with what was conveyed by Mrs. Baiq Rohmi Masban who is one of the driving teachers at SMA Negeri 1 Sakra that the response from other teachers is an obstacle for them to always try to provide understanding and discussion related to the duties and roles of driving teachers in helping to accelerate the implementation of the independent curriculum.

### b) Facilities and Infrastructure

In addition, what is still an inhibiting factor for driving teachers is the lack of facilities and infrastructure in supporting a good learning process for students, especially in 21st century learning which is the content of the school's mission so that it really needs more adequate facilities and infrastructure, especially the understanding of driving teachers towards the use of technology which is indeed indispensable in the learning process in the independent curriculum. Some of the facilities and infrastructure that still need to be fulfilled by this school are related to existing technology because SMA Negeri 1 Sakra is also a driving school that gets a theme about technology digitalization. In that case, the mastery of technology from students and teachers must continue to be carried out in seeing the rapid development of future technology and teachers can be more interesting and also provide learning to students in the future.

Many elements play a role in the success of educational programs, including the availability of appropriate educational facilities and infrastructure, as well as the efficiency of their use and administration, among others. One of the most important and main resources that support the educational process in schools is educational facilities and infrastructure, so it is necessary to optimize their use and administration in order to obtain the expected results (Mustari 2022). At SMA Negeri 1 Sakra itself, all facilities and infrastructure are almost adequate, but there are still facilities and infrastructure that are still needed. Where indeed at SMA Negeri 1 Sakra every class almost has an LCD, but there are still classes that do not have an LCD, so that is one of the obstacles faced by teachers when carrying out learning. Because in this independent curriculum, teachers must be able to develop learning media and be able to use technology to carry out all learning processes that are carried out.

## **The Impact of the Role of Driving Teachers in Implementing the Independent Curriculum**

### 1) Differentiated Learning

Like the principle of the independent curriculum, namely 21st century learning, teachers also have the task of providing learning that can motivate students to learn. In the independent curriculum, learning is centered on students so that they can learn more independently. In addition, the driving teacher must also be able to provide a learning process that is in accordance with the interests and talents of the students because the driving teacher has been equipped with the knowledge that the students have different or special skills. Differentiated learning is an instructional or learning technique in which teachers use various teaching methods to meet the individual needs of each student according to their needs. The needs of these students are in the form of existing knowledge, learning styles, interests, and understanding of the subject. Another thing is that differentiated learning provides flexibility and the ability to accommodate the needs of students to increase their potential according to their learning readiness, interests, and different learning profiles. In line with the statement conveyed by Mrs. Baiq Rohmi Masban as one of the driving teachers that the concept of differentiated learning is a good and ideal concept, but it is also a challenge for teachers to be creative. With this learning, students' potential is developed according to their needs, characteristics, and level of achievement.

Therefore, to achieve this concept, teachers must strive to be reliable facilitators and the struggle and hard work of teachers. In line with what is explained (Stai and Blora 2023) that in differentiated learning, teachers teach their material by paying attention to the level of

readiness, interest, and learning style of students. Teachers can also modify the content of the lessons, the learning process taught, the products or results of the learning taught, and the learning environment in which the students learn. For this reason, the researcher also found the fact that in order to carry out differentiated learning in accordance with the principles of independent curriculum learning, namely when the students were still at the grade X level, they still did not have a focus on the major or the learning model, all subjects and subject matter were taught to all classes. Therefore, from that step, teachers can see the potential or interest of these different students when they are still in class X. Then when the students move up to class XI, they are determined to major that is in accordance with their potential and talent, seen by the homeroom teacher, as seen from their grade data in class X. From that, the important role of teachers in providing learning according to their interests must continue to need to be strengthened in the future in an effort increase in achievement at SMA Negeri 1 Sakra for its students and can produce graduates who provide good changes for themselves to the next grade level, namely classes XI and XII.

## 2) P5 Implementation

Based on the guidelines of the Ministry of Education and Culture Number 56 of 2022, the Pancasila Student Profile Strengthening Project (P5) is a co-curricular activity. Co-curricular learning is in the form of a project to strengthen the Pancasila Student Profile, based on the principle of interdisciplinary learning oriented to character development and general competence. In this activity, the driving teacher also took an important part in P5 from the beginning to the end of the activity, where this P5 activity is the main feature of the independent curriculum which aims to instill character in accordance with the values of Pancasila. Then in P5 activities at school, several driving teachers were given the mandate to be coordinators for its implementation, so that driving teachers could play a full role in the activity. There are several stages carried out in P5 activities, namely the introduction, implementation, and evaluation stages, at this stage of introduction, the driving teacher as the coordinator provides an understanding in advance regarding the themes that want to be taken for the creation of the P5 module, for that it is necessary to have a discussion with the students regarding the theme that is indeed suitable and urgently needed by the students. Then enter the stage of preparing the P5 module which will be used as a guideline in the implementation of the P5 activities, so that students can more easily understand and know the flow of the activities carried out. Furthermore, at the action stage, where this stage needs assistance from the driving teacher and other

teachers involved in the activity, so that teachers can also see what are the shortcomings during the activity. Therefore, we can see the roles that have been carried out by the driving teachers above from how they collaborate and strengthen the determination for school residents in accelerating the understanding and implementation of the independent curriculum at SMA Negeri 1 Sakra.

## 3) The Effectiveness of Understanding the Independent Curriculum

Teachers are an important part of the education system, the presence of teachers with all their competencies greatly influences the success of education. Teachers are not only in charge of transferring knowledge, but more than that, teachers have a great responsibility in developing students' potential, skills, intelligence, and personality by instilling values. In school institutions, value instillation can be carried out through various activities both in the form of regulations and inserted into the learning process in the classroom. So to achieve that, all teachers must have high personality competence as a key competency of the other three professional competencies. In accordance with the results of research conducted by the researcher, the driving teachers at SMA Negeri 1 Sakra have played a very important role in implementing the Independent Curriculum, both to fellow educators and to students. This is in accordance with the goal of driving teachers to contribute collaboratively and effectively to the development of the school curriculum to organize and compile materials, textbooks and learning content. The researcher also found the fact that in supporting the acceleration and effectiveness of teachers' understanding of the independent curriculum in schools, the principal held a workshop to strengthen the implementation of the independent curriculum for all teachers. In the workshop, the school presented practitioners from East Lombok Education and Culture who already have an understanding and provide knowledge related to the independent curriculum. In an effort to increase the understanding of the independent curriculum, teachers also gather and share more. rikulum with the needs of students in the classroom in the learning process.

## Conclusion

The role of Teacher Mobilizers in implementing the independent curriculum at SMA Negeri 1 Sakra is by Therefore, the real actions carried out are (1) Real action to share peers (2) Real action on the Independent Teaching Platform (3) Real action of the teacher learning community. For this reason, the role given is a process that continues to be strengthened and carried out effectively for schools. The supporting factors for driving teachers in implementing the independent

curriculum at SMA Negeri 1 Sakra are (1) The status of the driving school (2) The commitment of school residents. The inhibiting factors experienced by driving teachers in implementing the independent curriculum at SMA Negeri 1 Sakra are (1) Differences in understanding between driving teachers and other teachers (2) Facilities and infrastructure. The impact given as a driving teacher is the real steps, namely providing 1) differentiated learning, 2) implementation of P5 and 3) effectiveness of understanding the Independent Curriculum.

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