



The Impact of Education Curriculum Changes on Improving the Quality of Learning at SMAN 1 Sukadana, Ciamis Regency

Lilis Suwandari ^{a,1}, Wawan Kuswanda^{*, a,2}, Rini Riyanti ^{a,3}, Nenden Rosmaya ^{a,4}, Eri Arif Munandar ^{a,5}

^a Universitas Islam Nusantara, Indonesia

¹ lilis_suwandari@uninus.ac.id; ² wawankuswanda@uninus.ac.id*; ³ riniriyanti@uninus.ac.id;

⁴ nendenrosmaya@uninus.ac.id; ⁵ eriarifmunandar@uninus.ac.id

* corresponding author: wawankuswanda@uninus.ac.id

Article Information

Article History:

Received January 2025

Accepted February 2025

Published February 2025

Keywords:

Merdeka Curriculum;

Pedagogical Innovation;

Student Engagement;

Curriculum Transition.

How to Cite:

Suwandari, L., et al. (2025). The Impact of Education Curriculum Changes on Improving the Quality of Learning at SMAN 1 Sukadana, Ciamis Regency. *Jurnal Dimensi Pendidikan dan Pembelajaran Universitas Muhammadiyah Ponorogo*, 13 Special Issue(1), pp 85-94.

Abstract

The transition from the 2013 Curriculum to the Merdeka Curriculum in Indonesia represents a significant shift in the educational landscape, aiming to provide greater flexibility and autonomy for schools to adapt teaching to student needs and local contexts. This study examines the impact of this curriculum change at SMAN 1 Sukadana, Ciamis Regency, focusing on its effects on pedagogical approaches, student engagement, and educational outcomes. A quantitative descriptive approach was employed, with data collected through questionnaires distributed to teachers and students. The findings indicate that the adoption of the Merdeka Curriculum has encouraged teachers to implement more innovative and interactive teaching methods, such as project-based and cooperative learning, which have significantly increased student engagement and motivation. However, challenges such as inadequate teacher readiness, resistance to new methodologies, and limited infrastructure were identified as key barriers to effective implementation. These findings align with Kotter's organizational change theory, emphasizing the importance of systematic support, continuous professional development, and collaboration among educators and school leadership to facilitate successful curriculum adoption. The study also applies constructivist learning theory and the ARCS motivation model, demonstrating that student-centered approaches enhance learning experiences and outcomes. Despite its contributions, the study acknowledges limitations in sample size and scope, suggesting the need for further longitudinal research to comprehensively assess the long-term impact of the Merdeka Curriculum across diverse educational settings. The findings provide valuable insights for policymakers and educators in refining curriculum strategies to better support teaching and learning processes.

INTRODUCTION

The change from the 2013 Curriculum to the Merdeka Curriculum in Indonesia is a significant phenomenon that impacts the quality of education in schools, including SMAN 1

Sukadana, Ciamis Regency. The Merdeka Curriculum, implemented by the Ministry of Education and Culture, seeks to provide flexibility and autonomy to schools to tailor education to the needs of students and the local environment (Rahayu, Rosita, et al., 2022; Setioyuliani, 2023; Zumrotun, 2024). Research shows that this transition affects curriculum structure, pedagogical approaches, and student engagement in the learning process (Indriani, 2024). The introduction of the Merdeka Curriculum at SMAN 1 Sukadana aims to improve the quality of education by facilitating innovation in teaching and assessment methodologies. A more flexible approach anticipates increased student engagement in learning, which might improve their motivation and academic achievement. Nonetheless, barriers to implementing this curriculum must be overcome, including teacher readiness and adequate supporting infrastructure (Hanifa, 2024; Tampubolon, 2024).

Research conducted by Rahayu et al., (2022) showed that introducing the Merdeka Curriculum in driving schools increased students' inventiveness and readiness to face professional problems. Furthermore, research conducted by Rahmadhani et al., (2022). showed that the transition from Curriculum 2013 to the Merdeka Curriculum had a positive impact on student engagement in learning, as students felt an increased sense of ownership in their educational experience. Research by Husna (2023) indicated that educators face challenges adapting their instructional approaches to the new curriculum, potentially impacting learning success. At SMAN 1 Sukadana, implementing a project-based learning approach in the Merdeka Curriculum has successfully improved student engagement and academic achievement. To achieve optimal results, it is crucial to have support from the principal and collaboration among teachers (Khairunnisa et al., 2024). Therefore, despite the hurdles encountered, the positive impact of this curriculum modification can be realized if accompanied by adequate implementation efforts. Curriculum modification at SMAN 1 Sukadana, Ciamis Regency, shows significant potential to improve the quality of education. Effective implementation of the Merdeka Curriculum depends on teacher readiness, support from the school administration, and student involvement in the educational process. Therefore, periodic assessments and modifications are important to ensure effective achievement of educational goals.

A relevant study is that of Jannah, who examined the evolution of school curricula in Indonesia and its impact on improving the quality of education. The research showed that curriculum modifications significantly improved students' critical thinking and interpersonal skills, which are integral to the overarching goals of education. The research underscores the need to modify the curriculum to meet students' contemporary needs and obstacles within an evolving social and cultural framework. According to research by Ahmady et al., (2020), a qualitative analysis was conducted on the elements contributing to curriculum failure. The research found that a curriculum not aligned with students' needs and inefficient assessment methods can hinder the achievement of educational goals. These findings underline the importance of modifying the curriculum to improve its relevance to students' needs and local circumstances. This is in line with the statement that the curriculum should be developed by considering students' needs and attributes to improve the quality of learning. Anggini (2024) research examined the independent curriculum and its potential to improve education quality. The research showed that although there are challenges in implementing a self-paced curriculum, including inadequate teacher training and lack of clarity in evaluating student progress, this method offers the potential for a more adaptable and significant learning experience for students. This research underlines the importance of teacher training and administrative assistance to facilitate effective implementation of the new curriculum (Suryadi & Anwar, 2024).

The research states that curriculum modifications should prioritize students' needs and the local context. This entails modifying the curriculum to increase its relevance to current student difficulties and accommodate innovations in pedagogical and evaluative approaches. The curriculum, therefore, serves as a mechanism to achieve educational goals and empower students in their learning journey. Studies show that adequate teacher training and effective collaboration among all stakeholders can improve curriculum implementation and enhance the quality of education in schools. Jannah's (2023) research shows that curriculum evolution aligned with contemporary needs can improve the overall quality of education (Jannah, 2023). Furthermore,

research conducted by Ahmady et al., (2020) proved that an insubstantial curriculum can result in educational failure, making curriculum customization crucial. This underscores the importance of collaboration and training in curriculum implementation to achieve optimal educational outcomes.

This study examines the impact of the transition from the 2013 Curriculum to the Merdeka Curriculum on improving the quality of education at SMAN 1 Sukadana, Ciamis Regency. The research sought to ascertain the impact of curriculum modifications on pedagogical approaches, student engagement, and overall educational outcomes. It also aimed to investigate the barriers teachers and students faced while implementing the new curriculum. This study examined three main aspects: first, the effect of the transition from Curriculum 2013 to Merdeka Curriculum on the pedagogical approaches used by educators at SMAN 1 Sukadana; second, the extent to which student engagement in the learning process increased after the implementation of Merdeka Curriculum at SMAN 1 Sukadana; and third, the obstacles faced by teachers in adapting to the new curriculum. By understanding these three aspects, a clearer understanding of the effectiveness of the Merdeka Curriculum in improving the quality of education at SMAN 1 Sukadana will be obtained. This research aims to significantly improve the understanding of the impact of changes in the education curriculum in Indonesia, especially at SMAN 1 Sukadana. This research will explain the effectiveness of the Merdeka Curriculum and assist in making recommendations for future curriculum improvement and development.

According to Rahayu et al., (2022) the Merdeka Curriculum provides educators with autonomy to choose pedagogical approaches that suit student needs and local contexts. This allows educators to modify their instructional approaches, thus increasing their relevance and efficacy. Flexibility in teaching methods allows educators at SMAN 1 Sukadana to utilize more innovative strategies, including project-based and collaborative learning. These methodologies increase student engagement and facilitate active and critical learning, a key objective of the Merdeka Curriculum. Rahmadhani et al., (2022) a study showed that students experienced increased empowerment and autonomy in their learning process after introducing the Merdeka Curriculum. This positively affects students' motivation and enthusiasm for learning. Students' increased engagement is evidenced by their active involvement in class debates, collaborative projects, and extracurricular activities. A curriculum more aligned with students' needs and interests encourages greater involvement and accountability in their learning process, fostering a more dynamic and engaging educational atmosphere. Husna (2023) observed that many educators face challenges in adapting to the new pedagogical approach and formulating evaluations compatible with the Merdeka Curriculum. Inadequate training and support hinder this process (Zumrotun, 2024). Educators face challenges in adapting to the Merdeka Curriculum, leading to ambiguities in its implementation that can affect educational quality. Limited understanding and resources contribute to inconsistencies in teaching and assessment, preventing students from fully benefiting from the curriculum's objectives. Inadequate teacher preparation may also result in decreased motivation and resistance to change. To address these issues, comprehensive training and ongoing support are essential to equip teachers with the necessary skills and confidence. Providing access to instructional resources, collaborative learning communities, and mentorship programs can facilitate smoother adaptation. Collaboration between school administrators and policymakers is crucial to creating a supportive environment that promotes continuous learning. Ensuring adequate support for educators will enable the effective implementation of the Merdeka Curriculum and improve overall education quality.

LITERATURE REVIEW

The transition from Curriculum 2013 to the Merdeka Curriculum significantly affected teaching methodologies, with constructivism theory being relevant. This notion underlines that learning is an active process in which students develop their knowledge through experience and social interaction. Bruner states that effective learning occurs when students participate in a discovery learning process, discovering information and concepts through investigation and

reflection (Rahayu, Rosita, et al., 2022). The Merdeka curriculum provides autonomy to teachers to choose approaches that are appropriate and aligned with constructivist ideas.

The ARCS (Attention, Relevance, Confidence, Satisfaction) learning motivation model proposed by Keller fits well into this scenario. This approach states that to increase student engagement, learning should attract attention, be aligned with their needs and interests, foster confidence, and provide satisfaction during the learning experience (Setioyuliani, 2023). Introducing the Merdeka Curriculum, which allows students to choose appropriate topics and learning methodologies, can improve all these aspects. Research conducted by Sianipar et al., (2023) shows that applying the ARCS model in education can increase student motivation and academic achievement. Giving students freedom in choosing their learning methods can substantially increase their engagement and motivation in the educational process.

Organizational change theory, as proposed by Kotter (2008), provides a relevant framework for understanding the challenges faced by teachers in adapting to the Merdeka Curriculum. Kotter emphasizes that individuals often resist organizational changes, particularly in the education sector, where longstanding teaching practices and established routines are deeply ingrained. The introduction of the Merdeka Curriculum, which promotes flexibility and student-centered learning, requires educators to shift from traditional instructional methods to more innovative approaches such as project-based and cooperative learning. However, this transition is often met with reluctance due to factors such as lack of familiarity with the new pedagogical frameworks, concerns about increased workload, and uncertainties regarding student outcomes. Without adequate preparation and structured support, teachers may struggle to effectively implement the curriculum, leading to inconsistencies in teaching quality and student engagement. Therefore, it is essential to acknowledge and address teachers' resistance through comprehensive training, mentorship programs, and continuous professional development to facilitate a smoother transition.

METHODS

This research uses quantitative methodology with a descriptive approach. This research seeks to explain current phenomena and examine the relationship between the variables under study. This study examines the impact of education curriculum reform on improving the quality of learning at SMAN 1 Sukadana, Ciamis Regency. The participants of this study consisted of students and teachers at SMAN 1 Sukadana. The instrument used in this study was a questionnaire consisting of several parts. The initial component assessed students' impressions of the new curriculum, the next section evaluated the teaching methods used by educators, and the last section examined students' learning outcomes. The research began with creating a questionnaire instrument that had undergone a validation process and reliability test. The questionnaire was then distributed to selected participants. Data collection was conducted for one month, during which students and teachers filled out the questionnaires individually. After data collection, the next stage was data analysis.

RESULTS AND DISCUSSION

The Effect of Changes in Educators' Pedagogical Approaches Resulting from Curriculum Modifications

The transition from the 2013 Curriculum to the Merdeka Curriculum at SMAN 1 Sukadana greatly affected educators' pedagogical approaches. Many educators began using more innovative and participatory pedagogical methods during this period. A significant finding was the increased use of project-based learning methodologies that actively involved students in the educational process. This approach increases student engagement while fostering collaborative and problem-solving skills.

An educator from SMAN 1 Sukadana stated, *“Since the introduction of the Merdeka Curriculum, I have started experimenting with different teaching methodologies. I have*

implemented Project-Based Learning, which I believe is quite helpful in increasing student engagement. Historically, students have shown passivity in their learning; however, this strategy encourages greater engagement as they participate directly in projects related to everyday life.”

According to the aforementioned interviews, when implementing the autonomous learning curriculum, educators have started implementing cooperative learning strategies that encourage collaborative group work among students. This is in line with the concept of the Merdeka Curriculum, which promotes student-centred learning. These strategies encourage students to exchange knowledge and experiences, fostering a more dynamic and collaborative learning environment. Studies show that cooperative learning techniques can improve student learning outcomes (Zumrotun, 2024).

Educators at SMAN 1 Sukadana have started integrating technology into the educational process. Digital learning resources, including videos and e-learning platforms, are becoming increasingly prevalent. This increases engagement in learning and allows students to access educational resources anytime and from anywhere. Studies show that effectively utilising educational media can improve students' understanding of the subject (Indriani, 2024).

Although many educators are adjusting to the new methodology, some obstacles remain. Some educators face challenges in adopting interactive pedagogical approaches and need further training to use new technologies. The readiness of educators to deal with these changes is an important element in the effective implementation of the Merdeka Curriculum. Research shows that adequate assistance and training for educators is essential to overcome these difficulties. In addition, there are differences in applying pedagogical techniques among various educators. Some educators are more adept at innovative methodologies, while others still use conventional teaching practices. This indicates the need for a more systematic approach in teacher preparation to ensure that all educators have a uniform understanding of the Merdeka Curriculum and its associated pedagogical practices (Fuaida, 2023).

Observations showed that students showed high enthusiasm and interest in learning when instructed through a more interactive and project-based methodology. Students showed increased engagement and assumed greater responsibility for their learning process. This suggests that modifications in pedagogical approaches educators use can positively influence students' learning experiences. Modifications in pedagogical techniques at SMAN 1 Sukadana, driven by curriculum revision, indicate that educators have endeavoured to adapt to a more contemporary instructional style that suits students' needs. The application of project-based learning and collaborative strategies is a basic tenet of constructivism theory, which states that learning is an active process in which students develop their understanding through experience and social interaction (Marisa, 2021).

Bruner's constructivism states that effective learning occurs when students engage in discovery learning, a process of exploration and reflection that enables independent acquisition of ideas. Implementing project-based learning methodology at SMAN 1 Sukadana exemplifies this idea, allowing students to actively engage in the educational process, collaborate with classmates, and develop critical thinking skills with advanced problem-solving abilities. In this environment, educators act as facilitators, guiding students in constructing their knowledge rather than simply providing information (Khasanah & Muthali'in, 2023).

Nonetheless, although constructivist learning approaches have been adopted, the difficulties faced by educators show that the shift to the Merdeka Curriculum requires more than just changing instructional techniques. Educators must modify their tasks to be more adaptive in guiding students, especially within a flexible and exploratory framework. Emerging issues, such as students' difficulties in independent learning and inadequate support resources, underscore the need for ongoing teacher training to effectively understand and implement constructivist methodologies (Usmeldi, 2019).

Assistance through pedagogical training, provision of adequate resources, and collaboration among educators and education stakeholders are essential to overcome the challenges in implementing the Merdeka Curriculum. Therefore, applying constructivist theory in this curriculum modification can improve the quality of teaching and facilitate students in

developing deeper and more significant understanding through active and collaborative learning experiences.

Modification of Educators' Instructional Approaches Due to modifications in the curriculum

The transition from Curriculum 2013 to the Merdeka Curriculum at SMAN 1 Sukadana has substantially affected educators' pedagogical approaches. Many educators began using more innovative and participatory pedagogical methods during this period. A key finding was the increased use of project-based learning methodologies that actively involved students in the educational process. One educator asserted that this approach increased student participation and encouraged the development of collaborative and problem-solving skills. *“After establishing the Merdeka Curriculum, Project Based Learning (PBL) techniques have been adopted and demonstrated to increase student engagement and accountability in the education process. Students are more actively involved, work together in teams, and can design real solutions, exemplified by the school's waste management initiative. Nonetheless, barriers remain, including students' varying competence in independent work and time management. Educators also had to adjust to flexible project design and assessment of learning outcomes. Nonetheless, with adequate training and resources, PBL implementation is expected to function more effectively and improve the quality of education in schools”*

In addition, educators have started implementing cooperative learning strategies that encourage collaborative group work among students. This is in line with the idea of the Merdeka Curriculum, which prioritises student-centred learning. These strategies encourage students to exchange knowledge and experiences, fostering a more dynamic and collaborative learning environment. Studies show that cooperative learning techniques can improve student learning outcomes (Nurlela et al., 2024)

Educators at SMAN 1 Sukadana have started integrating technology into the educational process. Digital learning resources, including videos and e-learning platforms, are becoming increasingly prevalent. This increases student engagement in learning and allows students to access educational resources anytime and from anywhere. Research shows that the effective use of educational media can improve students' understanding of the subject matter (Natalia et al., 2024). Although many educators are adapting to new methodologies, some obstacles remain. Some educators face challenges in adopting interactive learning techniques and need further training to use new technologies.

In addition, there are variations in applying pedagogical techniques among diverse educators. Some educators are more adept at using innovative methodologies, while others still stick to conventional teaching practices. This indicates the need for a more systematic approach in teacher preparation to ensure that all educators have a uniform understanding of the Merdeka Curriculum and its associated pedagogical practices. Observations showed that students showed high enthusiasm and interest in learning when instructed through a more interactive and project-based methodology. Students showed increased engagement and assumed greater responsibility for their learning process (Rahayu, Iskandar, et al., 2022). This suggests that modifications in pedagogical approaches educators use can positively influence students' learning experiences.

Modifications in pedagogical approaches at SMAN 1 Sukadana, driven by the implementation of the Merdeka Curriculum, illustrate the efforts of educators to adjust to contemporary educational needs. Applying Project Based Learning techniques enhances student engagement and corresponds with Keller's ARCS model of learning motivation. This paradigm asserts that successful learning depends on four key components: Attention, Relevance, Confidence, and Satisfaction (Setioyuliani, 2023). At SMAN 1 Sukadana, implementing PBL effectively attracts students' interest through demanding and interactive projects, facilitating their active involvement in the educational process. In addition, applying the material to students' lives, exemplified by the school's waste management project, enhances their understanding of the importance of education in their daily environment. The self-confidence component is nurtured through project-based learning, which allows students to enhance their teamwork and problem-solving abilities, thus increasing their confidence in completing tasks. At the same time, pleasure

is derived when students observe the tangible results of their initiative, which motivates them to engage more earnestly in subsequent learning endeavours.

Despite the beneficial effects of this method, educators face obstacles in fostering the confidence of dependent children and hurdles in customising the approach to meet specific student needs. In addition, time and resource constraints hinder optimal implementation. Therefore, to ensure efficient implementation of this technique, continuous training for educators is essential, enabling them to formulate strategies aligned with the principles of the ARCS model and provide substantial support to students throughout the learning process. Focusing on the motivational elements of the ARCS model will enhance the effectiveness of project-based learning methods at SMAN 1 Sukadana, thereby promoting a more innovative quality of education that meets the needs of students.

Obstacles and Solutions in Implementing the Independent Curriculum

Implementing the Merdeka Curriculum at SMAN 1 Sukadana faces several considerable obstacles. The main difficulty is educators' lack of understanding of the new curriculum. Many educators have difficulty understanding the ideas and objectives of the Merdeka Curriculum, resulting in their inability to implement it successfully in their daily teaching. Research suggests that inadequate training before implementing the new curriculum is a major factor in this problem. In addition, there are constraints related to the resources and facilities needed to facilitate the implementation of the Merdeka Curriculum. Many educational institutions, such as SMAN 1 Sukadana, still lack adequate facilities and infrastructure, especially regarding access to information and communication technology essential to enhance interactive and project-based learning. This hampers the capacity of educators to implement pedagogical strategies appropriate to the revised curriculum.

In the words of one educator: *“We continue to face challenges in understanding and implementing the Merdeka Curriculum due to inadequate training. In addition, inadequate facilities, including access to technology, hinder project-based learning support. We anticipate further support through training and improved facilities to enhance curriculum implementation.”*

Another barrier is students' difficulty adapting to the new learning methodology. Some students experience confusion due to autonomy in choosing learning materials and methods, creating uncertainty in their educational process (Mardiana, 2024). Studies show that better assistance from educators and parents is essential to help adolescents adapt to this transition. Despite the problems, several solutions have been developed to mitigate them. One potential solution is increased training and guidance for educators. Enhanced and continuous training allows teachers to more effectively understand and implement the Merdeka Curriculum (Khairiyah et al., 2023). Studies show that successful training increases teachers' confidence in applying new pedagogical techniques.

To overcome the problems encountered, coordination among educators, administrators and other relevant stakeholders is required. Forming a strong working team enables schools to foster an environment conducive to implementing the Merdeka Curriculum. Research shows that effective teamwork can reduce barriers and improve the overall quality of learning. Providing clear information and adequate assistance enables students to feel more prepared and empowered in responding to curriculum change. Research shows that student involvement in learning can increase motivation and academic achievement (Zainurrofiq, 2023).

The difficulties in implementing the Merdeka Curriculum at SMAN 1 Sukadana illustrate the intricacies of transformation within the education system, as articulated in Kotter's organisational change theory. Kotter (1996) asserts that organisational change, especially in education, often faces opposition from individuals, such as teachers, who feel unprepared or hesitant to accept new teaching methodologies. This opposition is manifested in teachers' unfamiliarity with the Merdeka Curriculum and challenges in implementing a more innovative and interactive project-based learning methodology. Therefore, readiness and support from the school administration are important in overcoming these challenges, as exemplified by continuous training and structured professional development. The suggested solutions, including increasing training intensity and fostering teacher collaboration, align with Kotter's phases of change, which

underscore the importance of establishing urgency, formulating a clear vision and enabling individuals to take actions that support change. With adequate assistance, educators are expected to adjust to the new curriculum and be more confident using more adaptable and student-centred pedagogical approaches (Hanifa, 2024)

Kotter's ideas emphasise the importance of recognising short-term achievements to maintain the momentum of change. At SMAN 1 Sukadana, recognising teachers' and students' achievements in adopting new methodologies can drive further innovation and improvement in the quality of education. Involving students in a more inclusive educational process contributes to establishing a learning environment aligned with their needs, thus facilitating the sustainable implementation of the Merdeka Curriculum (Ashshiddiqi et al., 2024). Therefore, barriers to implementing this curriculum can be overcome through a more systematic approach that aligns with the stages of change articulated by Kotter. With strong management support, continuous training, and the involvement of all stakeholders, it is expected that implementing the Merdeka Curriculum at SMAN 1 Sukadana can sustainably and effectively improve education quality.

CONCLUSION

The research findings on the impact of curriculum reform at SMAN 1 Sukadana led to several significant conclusions. The transition from the 2013 Curriculum to the Merdeka Curriculum has encouraged educators to use more innovative and engaging pedagogical approaches. Educators embarked on implementing project-based and cooperative learning methodologies, increasing student engagement in the educational process. Second, introducing the Merdeka Curriculum increased student engagement in the learning process. Students experienced increased empowerment and autonomy in choosing the subjects they wanted to study. Contextualized and relevant learning approaches significantly increase students' motivation and interest in education. Third, the obstacles faced in implementing the Merdeka Curriculum, including teachers' lack of understanding and resistance to new methodologies, underscore the need for increased support and training for educators.

The theories and methods used in this study demonstrated success in solving the problems encountered, as evidenced by high student engagement and favorable modifications in instructors' instructional approaches. This research shows that the application of constructivism and the ARCS model demonstrates that a student-centered approach and the appropriateness of the learning materials can improve student motivation and academic performance. The quantitative data analysis illustrates the benefits of implementing the Merdeka Curriculum. This study also has many shortcomings. The narrow number of participants, consisting of only children and teachers from one school, may limit the generalization of the research findings to a wider environment.

REFERENCES

- Ahmady, S., Khajeali, N., Kalantarion, M., & Amini, M. (2020). *A Qualitative Content Analysis of "Problem Students": How Can We Identify and Manage Them?* <https://doi.org/10.21203/rs.3.rs-48925/v1>
- Anggini, P. (2024). Independent Curriculum in Improving the Quality of Education. *Education Achievement Journal of Science and Research*, 366–373. <https://doi.org/10.51178/jsr.v5i2.1872>
- Ashshiddiqi, M. H., Mayesti, N., Irawati, I., & Rahmi, R. (2024). Pemanfaatan AI dalam Era Kurikulum Merdeka: Perspektif Siswa dan Guru Sekolah Menengah. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 12(1), 267–278.
- Fuaida, R. (2023). Revitalisasi Pembelajaran Di Sekolah Menengah Kejuruan: Studi Kasus Penerapan Kurikulum Merdeka Pada SMK Al-Asyari Bangkalan. *Nuris Journal of Education and Islamic Studies*, 4(1), 1–15. <https://doi.org/10.52620/jeis.v4i1.58>

- Hanifa, E. (2024). Kesiapan Guru Kimia Dalam Mengimplementasikan Kurikulum Merdeka Di SMA. *Edukatif Jurnal Ilmu Pendidikan*, 6(1), 956–963. <https://doi.org/10.31004/edukatif.v6i1.5913>
- Husna, A. A. (2023). Analisis Kesulitan Guru Selama Proses Pembelajaran Pada Saat Pergantian Kurikulum 2013 Ke Kurikulum Merdeka Di Sekolah Dasar. *Jurnal Basicedu*, 7(5), 3018–3026. <https://doi.org/10.31004/basicedu.v7i5.5799>
- Indriani, S. M. (2024). Dampak Perubahan Kebijakan Kurikulum Terhadap Guru. *Edukatif Jurnal Ilmu Pendidikan*, 6(1), 539–549. <https://doi.org/10.31004/edukatif.v6i1.6379>
- Jannah, R. (2023). Analysis of Educational Curriculum Evolution in Indonesia and Its Impact on Increasing Education Quality. *International Journal of Social Service and Research*, 3(8). <https://doi.org/10.46799/ijssr.v3i8.513>
- Khairiyah, U., Gusmaniarti, G., Asmara, B., Suryanti, S., Wiryanto, W., & Sulistiyono, S. (2023). Fenomena penerapan kurikulum merdeka dalam pembentukan karakter profil pelajar Pancasila siswa sekolah dasar. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 7(2), 172–178.
- Khairunnisa, K., Subroto, W., & Mardiani, F. (2024). Penggunaan Platform Merdeka Mengajar oleh Guru Mata Pelajaran Sejarah di SMA Negeri 10 Banjarmasin. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 12(2), 185–201.
- Khasanah, V. A., & Muthali'in, A. (2023). Penguatan dimensi bernalar kritis melalui kegiatan proyek dalam kurikulum merdeka. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 11(2), 172–180.
- Kotter, J. P. (1996). *Leading Change*, Harvard Business School Press, Boston. *Search in*.
- Kotter, J. P. (2008). *Force for Change: How Leadership Differs From Management*. Simon and Schuster.
- Mardiana, M. (2024). Implementasi Kurikulum Merdeka Dalam Pembelajaran: Evaluasi Dan Pembaruan. *Jurnal Review Pendidikan Dasar Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 10(2), 121–127. <https://doi.org/10.26740/jrpd.v10n2.p121-127>
- Marisa, M. (2021). Inovasi Kurikulum “Merdeka Belajar” di Era Society 5.0. *Santhet: (Jurnal sejarah, Pendidikan dan Humaniora)*, 5(1), 72. <https://doi.org/10.36526/js.v3i2.e-ISSN>
- Natalia, P. R., Padmadewi, N. N., & Utami, I. G. A. L. P. (2024). English Teachers' Perspective on Feedback in Merdeka Curriculum. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 12(1), 138–147.
- Nurlela, S., Nurasih, I., & Uswatun, D. A. (2024). Pengembangan Perangkat Pembelajaran Berbasis Model Problem Based Learning (PBL) dengan Menggunakan Media Wayang Sukuraga. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 12(2), 307–322.
- Rahayu, R., Iskandar, S., & Abidin, Y. (2022). Inovasi Pembelajaran Abad 21 dan Penerapannya di Indonesia. *Jurnal Basicedu*, 6(2). <https://doi.org/10.31004/basicedu.v6i2.2082>
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi Kurikulum Merdeka Belajar Di Sekolah Penggerak. *Jurnal Basicedu*, 6(4), 6313–6319. <https://doi.org/10.31004/basicedu.v6i4.3237>
- Rahmadhani, P., Widya, D., & Setiawati, M. (2022). Dampak Transisi Kurikulum 2013 Ke Kurikulum Merdeka Belajar Terhadap Minat Belajar Siswa. *Jupeis Jurnal Pendidikan Dan Ilmu Sosial*, 1(4), 41–49. <https://doi.org/10.57218/jupeis.vol1.iss4.321>
- Setioyuliani, S. E. P. (2023). Permasalahan Kurikulum Merdeka Dan Dampak Pergantian Kurikulum K13 Dan Kurikulum Merdeka. *Pedagogika Jurnal Ilmu-Ilmu Kependidikan*,

3(2), 157–162. <https://doi.org/10.57251/ped.v3i2.1123>

- Sianipar, D. R., Damanik, A. R., Simatupang, A. G., Tarigan, S. P., Rozzaqiyah, Z., Sitepu, I. B., & Nasution, I. (2023). Implementasi Evaluasi Program Pendidikan di Tingkat Sekolah Menengah. *Jurnal Pendidikan dan Konseling (JPDK)*, 5(3), 161–168.
- Suryadi, I., & Anwar, S. (2024). Realitas Virtual dan Polarisasi Agama: Menelaah Pengaruh Media Sosial di Indonesia. *Al-Balagh: Jurnal Komunikasi dan Penyiaran Islam*, 1(1), 41–56.
- Tampubolon, A. (2024). Problematika Pergantian Kurikulum Mengakibatkan Guru Kesulitan Menyesuaikan Konsep Pembelajaran PKN Di Sekolah Dasar. *PGSD*, 1(3), 12. <https://doi.org/10.47134/pgsd.v1i3.545>
- Usmeldi, U. (2019). *The Effect of Project-Based Learning and Creativity on the Students' Competence at Vocational High Schools*. <https://doi.org/10.2991/ictvet-18.2019.4>
- Zainurrofiq. (2023). Implementasi Kurikulum Merdeka Dalam Upaya Meningkatkan Minat Belajar Siswa Di MA.MAMBAUL Ulum Bata-Bata. *Creativity*, 1(2), 96–102. <https://doi.org/10.62288/creativity.v1i2.11>
- Zumrotun, E. (2024). Peran Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan Di Sekolah Dasar. *Ideguru Jurnal Karya Ilmiah Guru*, 9(2), 1003–1009. <https://doi.org/10.51169/ideguru.v9i2.907>