Development Strategy of Curriculum Merdeka Belajar as an Effort to Improve the Quality of Education

Zefly Yumahendra✉1 and Bunyamin Maftuh2

1Elementary Education, Indonesian University of Education, Bandung, Indonesia

2Social Science Education, Indonesian University of Education, Bandung, Indonesia

✉ zeflyyumahendra24@upi.edu

Abstract. The main element in an individual's personality development is education. This research uses a non-statistical qualitative field method to identify *Merdeka Belajar* Curriculum Development Strategy as an Effort to Improve the Quality of Education in SDN 01 Sukaresmi The research findings are as follows: (1) curriculum planning that integrates all school structures, (2) In SDN 01 Sukaresmi, the curriculum vice principal assists the school principal in coordinating the implementation of the *Merdeka Belajar* Curriculum. The curriculum vice principal then helps the school principal in coordinating the teachers, (3) *Merdeka Belajar* has been implemented in SDN 01 Sukaresmi since 2023. The *Merdeka Belajar* Curriculum was subsequently enforced with regulations from the Minister of Education, and selected schools in SDN 01 Sukaresmi adopted it.

INTRODUCTION

Education is one of the most important aspects of human life. Every individual has the right to receive proper and equal education. However, what occurs in Indonesia is the inequality in education for all Indonesian citizens. Additionally, the current education system in Indonesia has been widely criticized as rigid and ineffective (Fitri, 2021). Educational institutions still rely on outdated management practices, which are considered less effective and efficient, leading to suboptimal outcomes. It should be developed toward a customer satisfaction-based management approach, meaning that education quality can be improved through the implementation of quality management or total quality management (Mukhsin, 2019). According to Purnawati, 2020 in (MUSNAENI, 2022) Education in Indonesia is governed by eight minimum standards that every school must meet. These eight standards are typically referred to as the National Education Standards (SNP). SNP serves as the foundation for education management, and these standards encompass: (1) content standards related to the minimum requirements for graduates and competencies for specific types and levels of education with basic structures and curriculum structures. (2) standards for educational processes, (3) Graduate competency criteria. the following requirements (4) infrastructure and facilities standards (5) management standards (6) funding standards for education (7) standards for education assessment (8) standards for educators and education workers.

Improving education quality and bringing about improvements in school administration are the goals of the National Education Standards. The most overlooked component in education is often the curriculum. The curriculum is complex and multidimensional, serving as the starting point to the endpoint of the learning experience, and it is the heart of education that needs to be innovatively, dynamically, and periodically evaluated in line with the changing times. The evolution of technology in current times demands that individuals continuously develop their skills and knowledge to keep up with the advancements in science and technology (Cholilah et al., 2023). Currently, the Curriculum 2013 is going to be revised or improved with a new curriculum called "Kurikulum Merdeka." The Merdeka Curriculum is a concept in the transformation of education in Indonesia to produce an outstanding generation for the future (Angga et al., 2022). The Merdeka Curriculum, an alternative curriculum, gives educators—teachers and school principals in particular the "freedom to learn" in order to solve the learning

The 6th International Conference on Elementary Education Volume 6 (1)
Elementary Education Study Program, School of Postgraduate Studies, Universitas Pendidikan Indonesia

603

e-ISSN: 2808-8263
p-ISSN: 2829-0976

Improving Quality of Education in Elementary School:
Overcoming Any Issues of Elementary Education in Smart Society 5.0

losses caused by the epidemic. It enables them to design, execute, and improve the curriculum in schools while keeping kids needs and potential in mind. The Merdeka Curriculum aims to solve both present and potential future educational difficulties by promoting the "freedom to learn" and strengthening the Pancasila student profile while emphasizing core curriculum. (Alimuddin, 2023).

1. Strategic Management

The Merdeka Curriculum is one of the policies initiated by the Minister of Education and Culture, Nadiem Makarim. The conceptual planning of the Merdeka Curriculum is essentially an innovative approach to learning aimed at achieving high-quality learning outcomes (Nasution et al., 2023). One of the key factors for the success of the Merdeka Curriculum lies in the willingness of school principals and teachers to adapt to and understand the Merdeka Curriculum. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has also prepared a strategic implementation scheme for the Merdeka Curriculum (Nurindah et al., 2022). Several strategies for the implementation of the Merdeka Curriculum are outlined as follows: (1) The first strategy focuses on school readiness for the implementation of the Merdeka Curriculum. The adoption of the Merdeka Curriculum is done gradually. Regular school readiness analyses are conducted every three months, and feedback is provided. This is done by both the central government and local government to map out the needs for adjusting support for the implementation of the Merdeka Curriculum. (2) The second strategy emphasizes the provision of assessment options and technology-based teaching tools. For example, textbooks, teaching modules, projects, and digital media. (3) The third strategy places an emphasis on self-paced training for the Merdeka Curriculum using information and communication technology. Technology-based training allows teachers to access it online. These are indeed strategies that can facilitate educational institutions in adopting the Merdeka Curriculum. The Ministry of Education and Culture has also prepared various educational videos, podcasts, and e-books that have been distributed through various media. (4) The fourth strategy focuses on providing competent human resources in educational institutions. These human resources are drawn from leading schools/SMK PK that have already implemented the Merdeka Curriculum. This strategy can be implemented directly or online through webinars, face-to-face seminars, workshops, or other meetings. (5) The fifth strategy emphasizes the utilization of a learning community initiated by alumni teachers and trainers from the leading schools. With this strategy, it is expected to provide a platform for exchanging best practices in the implementation of the Merdeka Curriculum. The learning community can create a space for sharing and openness in the execution of learning.

2. Curriculum Development

The education system in Indonesia has tended to use curricula that are somewhat outdated compared to Western and European countries. This has necessitated efforts to address this lag. Since Indonesia's independence in 1945, the country has seen changes or revisions in its educational curriculum at least 10 times, occurring in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and the most recent being the 2013 curriculum. These curriculum changes have taken place in response to shifts in the political, social, cultural, economic, and scientific and technological (IPTEK) aspects of the nation's life (Hudaidah & Ananda, 2021). After the 2013 curriculum, the Merdeka Curriculum was introduced, which is interpreted as a new concept of learning in which students are provided with the opportunity to learn in a relaxed, calm, enjoyable, and pressure-free environment. It allows them to showcase their natural talents and abilities, each student having the freedom to do so (Iskandar et al., 2023).

3. Planning of Merdeka Curriculum

The development of the curriculum and its implementation in the classroom requires full support from teachers for successful implementation. Teachers play a crucial role in the process of curriculum development and implementation (I Gde Putu Agus Pramerta2) & Kadek Rahayu Puspadewi4), 2022). The merdeka curriculum is published as part of learning recovery efforts.

The 6th International Conference on Elementary Education Volume 6 (1)
Elementary Education Study Program, School of Postgraduate Studies, Universitas Pendidikan Indonesia

604

e-ISSN: 2808-8263
p-ISSN: 2829-0976

Improving Quality of Education in Elementary School:
Overcoming Any Issues of Elementary Education in Smart Society 5.0

The Merdeka Curriculum is developed as a more flexible curriculum framework, while also focusing on essential content and the development of students' character and competence (Wiguna & Tristaningrat, 2022) The Free Learning merdeka Curriculum is launched as a form of evaluative action to improve the 2013 Curriculum, which is one part of the government's efforts to produce a next generation that is more competent in various fields.

4. Organization of Merdeka Curriculum

Organization is also a series of activities that must be carried out to enhance the effectiveness of all resources and factors determining the success of the management process, especially by considering the functions and dynamics or bureaucracy in order to achieve predetermined goals (Saharudin et al., 2023). The organization of the curriculum plays a crucial role in determining the discussion of the material to be taught and the teaching mechanism. Curriculum organization can also be defined as the pattern and arrangement of learning components organized into subjects, programs, lessons, topics, and units with the aim of making it easier for learners to understand the taught material. The organization of the curriculum must have clear guidelines, both in theory and real-world situations in the field (Thahery & Mahaputra Riau, 2023).

5. Implementation of the Merdeka Curriculum

The Merdeka Curriculum, which emphasizes the learning process in meeting the needs and characteristics of students, will certainly provide flexibility for students to continue developing according to their potential, interests, and talents (Zahir et al., 2022). The Merdeka Curriculum proposed by the Ministry of Education and Culture and Research and Technology has several advantages. First, the curriculum focuses more on essential content, making it easier for teachers to pay more attention to in-depth and unhurried learning processes. Second, it provides special or additional hours for character development through the Proyek Profil Pancasila Third, it gives freedom to schools and educators to design, organize, and implement learning or education programs tailored to the needs and characteristics of their respective students. Therefore, the Independent Curriculum is indeed very suitable for implementation in schools (Jannati et al., 2023).

The implementation of the independent curriculum in elementary schools will be outlined in the operational curriculum of the educational unit. However, elementary school teachers still do not fully understand the content context of this operational curriculum. Often, they attend workshops and training sessions organized by educational and private institutions to receive information while waiting for a definite design from the Ministry of Education and Culture and Research and Technology (Fitriyah & Wardani, 2022). The implementation of Merdeka Belajar, based on the emerging patterns in the field, indicates that it has not been fully realized due to various issues. The preparation of human resources and supporting facilities is among several factors influencing the success of Merdeka Belajar (Nurcahyono et al., 2022). Curriculum implementation is an activity aimed at realizing and implementing the curriculum into an authentic form in the classroom. It is the process of delivering and transforming all learning experiences to the students.

6. Evaluation of the Merdeka Curriculum

Evaluation is the action or process of deciding the value of something. Assessment in learning can refer to the process that seeks to collect data that can be used to consider whether a revision of the education system is in line with the established goals. According to the Joint Room Committee, research is a systematic or orderly study of the usefulness or benefits of an object. Various policy changes in the curriculum are based on the results of analysis, evaluation, prediction, and various challenges faced both internally and externally that are constantly changing. In this context, the curriculum as a policy product is dynamic, contextual, and relative (Firdaus et al., 2022). Evaluation to curriculum assessment, it is a systematic research on the efficiency, implementation, benefits, and effectiveness alignment of the curriculum. Curriculum

The 6th International Conference on Elementary Education Volume 6 (1)
Elementary Education Study Program, School of Postgraduate Studies, Universitas Pendidikan Indonesia

605

e-ISSN: 2808-8263
p-ISSN: 2829-0976

Improving Quality of Education in Elementary School:
Overcoming Any Issues of Elementary Education in Smart Society 5.0

evaluation can also be interpreted as the systematic application of scientific procedures to assess a design, implement, and evaluate the effectiveness of a specific program.

7. Quality of Education

Quality is a complex concept that has become one of the attractions in various management theories. In the context of education, when someone says a school is of high quality, it is often interpreted to mean that the teachers are good, the graduates are good, the facilities are good, and so on. The improvement of education quality is an integrated process with the improvement of human resources quality through various efforts in building a higher quality education. This includes the development and improvement of the curriculum and evaluation system, improvement of educational facilities, development and provision of teaching materials, as well as training for teachers and other educational staff (Pulungan, 2015). Teachers have the responsibility to meet all the needs of their students, so teachers must have the necessary skills and competencies to educate students professionally, Professional development for teachers aims to improve the quality of education.

Without active participation from teachers, education becomes meaningless, and its content and essence will be lost. Specifically, if there is an innovative team of teachers that can support a good system, the quality of the educational institution will improve. The success of educational management depends on the quality of educators. The status and duties of teachers have a broad influence and are crucial points in educational activities. Educators should not only be intelligent and have degrees but also be faithful, pious, morally upright, and apply knowledge according to their duties. As educators, teachers must set an example or serve as a role model for their students. This means that the professional development of teachers motivates students to achieve higher learning achievements, ensuring that all efforts to improve the quality of education will not yield maximum results. In the implementation of education, educators are leaders, so the professional quality of teachers must be developed (TRISONI, 2021).

METHOD

1. Type of Research

The research employed by the researcher with the title 'Development Strategy of the Merdeka Curriculum as an Effort to Improve the Quality of Education at SDN 01 Sukaresmi' utilizes a field research method.

2. Data Sources

In this study, the researcher collects data without intervening in the research subjects. The researcher also does not manipulate data or exert influence on both the interviewees and the activities occurring in the field. The intention is for the researcher to conduct the study in a natural setting because the obtained data reflects what is present in the field.

3. Data Collection Techniques

Field qualitative research is used to obtain valid information and data. Data collection in the research involves several techniques, and among them are: interviews and observations.

a. Observation

Observation is a crucial element in research because through observation, we can directly see the conditions of the subjects and objects under study. Therefore, observation is a technique or method of collecting data by observing ongoing activities (Sukmadinata, 2012)

b. Interview

The researcher employs structured and open-ended interviews. In conducting interviews, the researcher uses written questions as a guide to obtain data. However, the researcher allows informants or respondents to express their experiences beyond the questions posed by the researcher

4. Data Analysis Techniques

Data analysis is the process of organizing, categorizing, and identifying patterns or themes in data with the aim of understanding its meaning. Organizing data involves categorizing it into themes, patterns, or categories based on the intended purpose (Sutriani & Octaviani, 2019). Data

The 6th International Conference on Elementary Education Volume 6 (1)
Elementary Education Study Program, School of Postgraduate Studies, Universitas Pendidikan Indonesia

606

e-ISSN: 2808-8263
p-ISSN: 2829-0976

Improving Quality of Education in Elementary School:
Overcoming Any Issues of Elementary Education in Smart Society 5.0

that is organized is obtained from the records of data collection techniques that have been used to enhance the researcher's understanding of the conducted research and then present it. Data collection from interviews, observations, and documentation is subsequently analyzed and presented. Data presentation is a set of organized information that allows for inferences.

5. Data Validity Checking

The validity of data is also a crucial component of the body of knowledge related to qualitative research. Data validity is performed to test the data and ensure that the research is genuinely scientific. In qualitative research, data validity is examined in various ways, including credibility testing, transferability, dependability, and confirmability (Susanto et al., 2023). Right below, the author will elaborate on the explanation of each criterion in the data validity checking, as follows:

1. Credibility

The concept of data credibility needs to be established to prove that the events observed by the researcher truly align with what actually occurred in the field. The level of trustworthiness of data in qualitative research is used to meet specific criteria or values.

2. Transferability

Transferability aims to enable others to apply the research findings. Based on this, researchers must provide clear, detailed, systematic, and reliable descriptions in reporting their research results.

3. Dependability

Dependability is conducted to assess the processes carried out during the research, which is the report of the research results. For this purpose, a dependent auditor is required

4. Comfirmability

confirmability is necessary to determine the objectivity of the obtained data, whether it is subjective or not. It depends on the agreement of several individuals on someone's views, opinions, and findings. If it has been agreed upon by several or many individuals, it is considered objective, but the emphasis remains on the data.

RESULTS

1. Results and Discussion of the Study at SDN 01 Sukaresmi on the Merdeka Curriculum Planning

Based on the key informant's interview results, the curriculum development team, vice principal, teachers, school committee, and education quality assurance development team are all involved in the planning of the Merdeka curriculum at SDN 01 Sukaresmi. The curriculum making process involves planning programs, budgeting, and subsequent evaluation. The evaluation results serve as input for creating the program for the following year. Then, the teachers take their reference for the learning platform from the latest Merdeka Curriculum. The school's education quality assurance development team consistently monitors the quality of learning, the curriculum, and so on. The planning process results from agreements made during meetings, and curriculum planning takes about one week for implementation in the upcoming year.

2. Results and Discussion of the Study on SDN 01 Sukaresmi Merdeka Curriculum Organization

According to the key informant 1, the organization of the merdeka curriculum at SDN 01 Sukaresmi involves teachers, parents, students, and teachers with the foundation based on the regulations of the Ministry of National Education. The merdeka curriculum, from its inception to the present, has undergone many changes, and the teachers refer to it as the basis for their teaching platforms. The organization involves all parties, especially the curriculum development team and the school's education quality assurance development team, as well as the school principal and the vice principal for the curriculum, who are responsible for organizing the merdeka curriculum. According to the key informant 2, the organization of the merdeka curriculum at SDN 01 Sukaresmi involves clear guidance from the basic competencies. It is then adapted to specific conditions, and the organization involves the school principal, vice principal

The 6ᵗʰ International Conference on Elementary Education Volume 6 (1)
Elementary Education Study Program, School of Postgraduate Studies, Universitas Pendidikan Indonesia

607

for the curriculum, student affairs, and the respective teachers. The principal and the vice principal for the curriculum are responsible for the organization.

3. Results and Discussion of the Study on Merdeka Curriculum Implementation at SDN 01 Sukaresmi

According to key informant 1, the implementation of the independent curriculum at SDN 01 Sukaresmi began in 2023. When the independent curriculum was first introduced, this school was selected to implement it. The implementation of the merdeka curriculum has been applied, starting from class I to class VI. The inhibiting factor is their lack of understanding regarding the implementation of the Proyek Penguatan Profil Pelajar Pancasila (P5). The reason for their lack of understanding is the insufficient literature or guidance available on this matter. The researcher understands that the reality is the initial implementation of the merdeka curriculum may not be perfect because it is still new, and this marks the first batch for SDN 01 Sukaresmi in implementing the merdeka curriculum.

4. Results and Discussion of the Study on SDN 01 Sukaresmi Merdeka Curriculum Evaluation

According to key informant 1, the school education quality assurance development team and curriculum development team conduct evaluations starting from the budgeting phase, then throughout the curriculum implementation. They assess the facilities and infrastructure needs, such as laboratories and libraries. Externally, regular coaching is provided, teachers are mentored, and the curriculum's progress is evaluated. After the evaluation, it becomes a basis for consideration for the following year. The results of the evaluation indicate that the implementation of the merdeka curriculum is highly effective based on the characteristics of learning and how to develop students abilities.
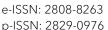
CONCLUSION

Based on the research findings and discussions regarding the development strategy of the merdeka curriculum in efforts to improve the quality of education, several conclusions can be drawn, including:
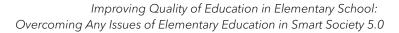
1. The Merdeka Curriculum is being planned at SDN 01 Sukaresmi
   The development of the Merdeka curriculum at SDN 01 Sukaresmi involves all pertinent stakeholders, including the head of the school, the curriculum development team, the instructors, the school committee, and the education quality assurance development team.

2. Merdeka Curriculum Organization at SDN 01 Sukaresmi
   The head of the school is in charge of organizing the Merdeka Curriculum at SDN 01 Sukaresmi and is also entirely accountable for its coordination. With the basis based on the rules of the Ministry of National Education, the vice principal for curriculum supports in coordinating instructors and students in the execution of the curriculum.

3. Merdeka Curriculum Implementation at SDN 01 Sukaresmi
   After the guidelines for the Merdeka Curriculum were adopted by the Ministry of Education, SDN 01 Sukaresmi began using the curriculum in 2023. At SDN 01 Sukaresmi, the Merdeka Curriculum will be put into practice. The first curriculum to be gradually introduced is the Merdeka Curriculum for Classes I and VI.

4. Assessment of Merdeka Curriculum at Sukaresmi SDN 01
   At SDN 01 Sukaresmi, the curriculum development team and the school quality assurance team (TPMPS) evaluate the Merdeka curriculum. This curriculum evaluation examines not only the students' learning outcomes but also the budget program and any facilities that require equipment in order to be considered for the next year.

5. The level of instruction at SDN 01 Sukaresmi
   The bulk of students at SDN 01 Sukaresmi demonstrate non-academic accomplishments over academic ones, which defines the school's quality of education. This includes graduation competencies, non-academic successes, and academic achievements. In terms of graduation competency, all students graduate with success, and many have gone on to further their education at Pesantren, Madrasyah/Syanawiyah, SMP (Junior High School), and other institutions.

The 6th International Conference on Elementary Education Volume 6 (1)
Elementary Education Study Program, School of Postgraduate Studies, Universitas Pendidikan Indonesia

608

e-ISSN: 2808-8263
p-ISSN: 2829-0976

Improving Quality of Education in Elementary School:
Overcoming Any Issues of Elementary Education in Smart Society 5.0

REFERENCES

Alimuddin, J. (2023). Implementasi Kurikulum Merdeka Di Sekolah Dasar Implementation of Kurikulum Merdeka in Elementary Scholl. *Jurnal Ilmiah KONTEKSTUAL*, *4*(02), 67–75.

Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut. *Jurnal Basicedu*, *6*(4), 5877–5889. https://doi.org/10.31004/basicedu.v6i4.3149

Cholilah, M., Tatuwo, A. G. P., Komariah, & Rosdiana, S. P. (2023). Pengembangan Kurikulum Merdeka Dalam Satuan Pendidikan Serta Implementasi Kurikulum Merdeka Pada Pembelajaran Abad 21. *Sanskara Pendidikan Dan Pengajaran*, *1*(02), 56–67. https://doi.org/10.58812/spp.v1i02.110

Firdaus, H., Laensadi, A. M., Matvayodha, G., Siagian, F. N., & Hasanah, I. A. (2022). Analisis Evaluasi Program Kurikulum 2013 dan Kurikulum Merdeka. *Jurnal Pendidikan Dan Konseling*, *4*(4), 686–692. https://core.ac.uk/download/pdf/322599509.pdf

Fitri, S. F. N. (2021). Problematika Kualitas Pendidikan di Indonesia. *Jurnal Pendidikan Tambusai*, *5*(1), 1617–1620.

Fitriyah, C. Z., & Wardani, R. P. (2022). Paradigma Kurikulum Merdeka Bagi Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, *12*(3), 236–243. https://doi.org/10.24246/j.js.2022.v12.i3.p236-243

Hudaidah, & Ananda, A. P. (2021). Perkembangan Kurikulum Pendidikan Indonesia dari Masa ke Masa. *Jurnal Pendidikan Sejarah Dan Kajian Sejarah*, *3*(2), 102–108.

I Gde Putu Agus Pramerta2), A. A. P. A. I. B. N. M., & Kadek Rahayu Puspadewi4), I. A. M. W. (2022). Persepsi Guru Terhadap Pentingnya Pelatihan Pengembangan Dan Pelaksanaan Kurikulum Merdeka. *Jurnal Ilmiah Mahasiswa: Elementary Education Research*, *3*(5), 6313–6318. https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf

Iskandar, S., Rosmana, P. S., Farhatunnisa, G., & Mayanti, I. (2023). *2322-2336*. *3*.

Jannati, P., Ramadhan, F. A., & Rohimawan, M. A. (2023). Peran Guru Penggerak Dalam Implementasi Kurikulum Merdeka Di Sekolah Dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, *7*(1), 330. https://doi.org/10.35931/am.v7i1.1714

Mukhsin, M. (2019). Strategi Peningkatan Mutu Di Era Otonomi Pendidikan. *JUPE: Jurnal Pendidikan Mandala*, *4*(5). https://doi.org/10.58258/jupe.v4i5.845

MUSNAENI, M. (2022). Pentingnya Manajemen Strategi Dalam Meningkatkan Kualitas Pendidikan. *CENDEKIA: Jurnal Ilmu Pengetahuan*, *2*(2), 98–104. https://doi.org/10.51878/cendekia.v2i2.1168

Nasution, A. F., Ningsih, S., Silva, M. F., & Suharti, L. (2023). *COMPETITIVE : Journal of Education Konsep Dan Implementasi Kurikulum Merdeka*. *2*(3), 201–211.

Nurcahyono, N. A., & Putra, J. D. (2022). Hambatan Guru Matematika Dalam Mengimplementasikan Kurikulum Merdeka di Sekolah Dasar. *Wacana Akademika: Majalah Ilmiah Kependidikan*, *6*(3), 377–384.

Nurindah, L., Fitriana, L., Ahid, N., Prasetiyo, G. E., & Daratista, I. (2022). Kebijakan Pokok dan Strategi Implementasi Kurikulum Merdeka Belajar di Indonesia. *Journal On Teacher Education*, *4*(2), 1505–1511.

Pulungan, M. (2015). Kajian Evaluasi Tenaga Pendidikan dalam Rangka Peningkatan Kualitas Pendidikan di Kutai Kartanegara Provinsi Kaltim. *Jurnal Bina Praja*, *07*(01), 51–62. https://doi.org/10.21787/jbp.07.2015.51-62

Saharudin, Afriza, & Andriani, T. (2023). Struktur Organisasi Lembaga Pendidikan. *Jurnal Pendidikan Tambusai*, *7*(1), 310–313. https://www.jptam.org/index.php/jptam/article/view/5295

Sukmadinata. (2012). *Metodologi Penelitian Pendidikan*. PT REMAJA ROSDAKARYA.

Susanto, D., Risnita, & Jailani, M. S. (2023). Teknik Pemeriksaan Keabsahan Data Dalam Penelitian Ilmiah. *Jurnal QOSIM : Jurnal Pendidikan, Sosial & Humaniora*, *1*(1), 53–61. https://doi.org/10.61104/jq.v1i1.60

Sutriani, E., & Octaviani, R. (2019). Keabsahan data. *INA-Rxiv*, 1–22.

Thahery, R., & Mahaputra Riau, S. (2023). Implementasi Kurikulum Merdeka Belajar Kampus

The 6th International Conference on Elementary Education Volume 6 (1)
Elementary Education Study Program, School of Postgraduate Studies, Universitas Pendidikan Indonesia

609

Merdeka Dalam Menghadapi Era Society 5.0. *Technical and Vacational Education International Journal Februari 2023*, *3*(1), 2721–9798.

TRISONI, R. (2021). Pengembangan Profesionalisme Guru Dalam Mewujudkan Kualitas Pendidikan. *Ta'dib*, *14*(2), 194–202. https://doi.org/10.31958/jt.v14i2.205

Wiguna, I. K. W., & Tristaningrat, M. A. N. (2022). Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar. *Edukasi: Jurnal Pendidikan Dasar*, *3*(1), 17. https://doi.org/10.55115/edukasi.v3i1.2296

Zahir, A., Nasser, R., Supriadi, S., & Jusrianto, J. (2022). Implementasi kurikulum merdeka jenjang SD kabupaten luwu timur. *Jurnal Ilmu Pengetahuan Dan Teknologi Bagi Masyarakat*, *2*(2), 1–8.

The 6ᵗʰ International Conference on Elementary Education Volume 6 (1)
Elementary Education Study Program, School of Postgraduate Studies, Universitas Pendidikan Indonesia

610