



ANALYSIS OF THE DIFFERENCES IN THE 2013 CURRICULUM WITH THE INDEPENDENT PERSPECTIVE CURRICULUM ISLAMIC EDUCATION

ANALISIS PERBEDAAN KURIKULUM 2013 DENGAN KURIKULUM MERDEKA PERSPEKTIF PENDIDIKAN AGAMA ISLAM

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ABSTRACT

One very important element in human life is education. With education, every individual will be able to obtain knowledge. In educational units, teaching tools are provided in the form of a curriculum in terms of the world of education. Since 1947, the Indonesian Curriculum has undergone many significant changes, even today. This change aims to provide encouragement and renewal in the education system in Indonesia. In this research, we use the library method to collect information from various literature and scientific sources, including book articles and research findings related to curriculum development in Indonesia. The focus of this research is to analyze the 2013 Curriculum along with the Independent Aqidah Akhlak Curriculum. This analysis was carried out to find differences in educational and learning activities implemented in the school environment from an Islamic religious education perspective.

Keywords: education, curriculum, literature study method

ABSTRAK

Salah satu unsur yang sangat penting dalam kehidupan manusia adalah pendidikan. Dengan adanya pendidikan setiap individu akan mampu memperoleh sebuah ilmu pengetahuan. Dalam satuan pendidikan perangkat ajar disediakan dalam bentuk kurikulum pada segi dunia pendidikan. Sejak tahun 1947, Kurikulum Indonesia telah mengalami banyak perubahan yang signifikan, bahkan hingga saat ini. Perubahan ini bertujuan untuk memberikan dorongan serta pembaharuan dalam sistem pendidikan di Indonesia. Dalam penelitian ini, menggunakan metode kepustakaan guna menghimpun informasi dari berbagai literatur dan sumber ilmiah, termasuk artikel buku dan temuan penelitian terkait pengembangan kurikulum di Indonesia. Fokus dalam penelitian ini adalah menganalisis Kurikulum 2013 seiring dengan Kurikulum Mandiri Akidah Akhlak. Analisis ini dilakukan untuk

menemukan perbedaan dalam kegiatan pendidikan dan pembelajaran yang diimplementasikan di lingkungan sekolah dalam perspektif pendidikan Agama Islam.

Kata-kata Kunci: *pendidikan, kurikulum, metode studi pustaka*

A. INTRODUCTION

Education is an inseparable element from various aspects of human life. Every individual can gain valuable knowledge with education. The importance of education is recognized as a crucial aspect in the understanding of Indonesian society to increase knowledge and insight. Someone who has knowledge can increase intelligence and overall human resource capabilities.

According to Hakim.L (2016), equal access to education for the community is in accordance with Law no. 20 of 2003 chapter 1 paragraph 1 concerning the National Education System which reads; "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. . "

Manalu et.al. (2022), states that the curriculum is one of the key components in the Indonesian education system. The curriculum is a plan prepared to organize teaching and learning activities and learning experiences, and has been planned beforehand. This reflects the description of educators in designing teaching and learning activities. Throughout history, Indonesia has experienced a number of changes and revisions to its curriculum. Curriculum development began with the implementation of the 1947 Curriculum, which is also known as the Decomposed Lesson Plan.

In preparing the 1947 Curriculum, various efforts were made to encourage the formation of personalities who had an awareness of their role in the state and society, where this curriculum was also influenced by the social political situation in Indonesia during the Dutch colonial period. As time progressed, the 1947 Curriculum was also developed and updated to become the 1952 Curriculum, which is also known as the 1952 Decomposed Lesson Plan. Even though it underwent slight changes, this curriculum underwent modifications, especially in terms of its implementation. Along with the development of time and the progress of the times, the curriculum continues to experience significant changes, especially with advances in science and technology (science and technology). This change reflects the adaptation of education to the latest develop-

ments to ensure the relevance and effectiveness of learning in facing the demands of the times.

A concept regarding the curriculum which is the "spirit" of education which needs to be reorganized innovatively, dynamically and periodically in line with developments in time, science and technology (IPTEK), as well as the competency needs of society and graduate users was put forward by Suryaman (2020). With ongoing evolution, it is hoped that the presence of the 2013 Curriculum can become a foundation and fill the shortcomings found in the previous curriculum.

The concept of the 2013 Curriculum or better known as K13 is to develop and strengthen students' attitudes, knowledge and skills in a balanced manner. Aims to form spiritual and social traits that are in accordance with the character of Islamic religious education and character. This can be a basis for building a religious culture in the educational environment, especially in schools. This is in line with the goals of National education which aim to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. answer. It is also hoped that K13's innovative and dynamic approach can provide a better response to the demands of the times, prepare students with skills that are relevant to future needs, and create graduates who have high competitiveness in various fields. In other words, K13 is expected to be able to present a curriculum that is more responsive to the dynamics of modern life and technological advances.

In the period 2022 to 2024, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) in Indonesia offers three program options that can be implemented by educational units. These three programs include the 2013 Curriculum Program (K13), Emergency Program and Prototype Program. The Emergency Program is a simplification of the K13 Program and was introduced in 2020, especially as a response to learning challenges resulting from the Covid-19 pandemic. This program is designed to provide more flexible and adaptive solutions in dealing with emergency conditions such as pandemics. Meanwhile, the Prototype Program is a competency-based initiative implemented to restore learning affected by Covid-19. According to Wiguna et al. (2022), the government chose to implement project-based learning as part of a strategy to accelerate recovery in pandemic conditions.

As a result of evolution and dynamics in the world of education, there have been changes in the curriculum, and the emergence of the Independent Curriculum as a result of various adaptations and innovations in responding to the demands of the times and educational needs in Indonesia. The Independent Curriculum can be considered the latest step and seeks to meet growing educational needs.

The Minister of Education and Culture, Nadiem Anwar Makarim, introduced the latest curriculum from a prototype program which is the development and implementation of the Emergency Program designed to respond to the impact of the Covid-19 pandemic, which is named the Merdeka Curriculum. Currently, educational institutions are given the freedom to determine their own curriculum to be adopted in their schools. Teachers have the right to choose between subjects from the 2013 Curriculum or independent subjects. The concept of independent learning in this program refers to an approach where students can choose subjects based on their interests.

The goal of the independent research program is to effectively address gaps in learning during the pandemic. Currently, K13 can still be used, but we are still waiting for schools to be ready to fully implement the Independent Curriculum. Education units have the flexibility to implement this program in stages, according to the readiness of each school. In the Independent Curriculum, there have been significant changes, especially in subjects such as Aqidah Akhlak.

Moral Creed is a subject taught at all levels in Islamic boarding schools. This subject has its own characteristics which are reflected in the learning process with a thematic approach. This characteristic can also be seen in the teaching materials and learning materials taught.

Basically, the Moral Aqidah subject aims to teach students the ability to understand good and correct Moral Aqidah according to the perspective of Islamic Religious Education. The aim is to support students in increasing students' ability to have devotion to Allah SWT. They are also directed to practice the Aqidah Akhlak with Islamic teachings in their daily lives both personally and socially in society so that they become good Indonesian citizens. Learning the Akidah Akhlak subject adopts a text-based learning approach. This approach allows students to understand the context and structure of language through various texts used in the learning process.

This approach aims to give students the ability to create and use texts according to their own goals and activities. In this way, students learn to use Moral Aqidah in the context of real and meaningful situations. This method provides a learning experience that is more contextual and relevant to students' daily lives. Meanwhile, the 2013 Curriculum English Program aims to improve and develop students' knowledge and communication skills that are relevant to their academic and professional lives. With a focus on students' communication needs, this program was created with the aim of providing a deeper understanding of the use of English in various situations or contexts, helping students to be better prepared to face the demands of their academic and career lives.

The 2013 curriculum shows the need to strengthen and reform policies in the national curriculum, especially the Aqidah Akhlak Program. This strengthening aims to ensure that the teaching of Aqidah Akhlak is not only local, but also in accordance with established national standards. Meanwhile, this curriculum policy reform includes reviewing teaching methods, emphasizing key aspects in learning the Aqidah Akhlak, and adapting to the latest developments in Indonesian Language and Literature. The importance of strengthening and reforming the national curriculum policy for the Aqidah Akhlak Program is to improve language learning, ensure equality and learning opportunities for all students in the region, as well as maintaining and advancing culture and the Aqidah Akhlak as a whole.

B. DISCUSSION

The curriculum is a plan and implementation of teaching and learning activities that are guided and responsible by schools, educational institutions and teachers. To run this program effectively, good cooperation between the government, educational institutions and the community is very necessary. This collaboration is key to ensuring optimal quality in the teaching and learning process. The low quality of teaching and learning activities can be caused by various factors, including a lack of ability to create a quality learning process. Educational output can also be affected by a less independent and institutional testing or evaluation system, which often results in changes to the curriculum.

It cannot be denied that changes often occur in the Indonesian curriculum, which aims to balance efforts to increase national standards in the education system. This development emerged be-

cause it was assessed that the education system had not undergone adequate changes and had not met the desired expectations. Sartika et al. (2022) stated that it is important to regularly evaluate, change and improve educational programs in order to form a generation of excellence and character in the future. Analysis of research data shows that there are changes in the curriculum between the 2013 Curriculum (K13) program and the Merdeka Belajar program. Many changes were noted in the comparison of the two programs.

The K13 skills-based curriculum is focused on providing certain skills to students. Therefore, this program covers a variety of different skills and learning objectives, presented in a variety of formats, so that achievement can be measured through student characteristics or abilities as indicators of success. The teaching process requires guidance to help students understand the minimum level of competency, so that they can achieve the goals that have been set, in accordance with the concept of comprehensive learning and talent development. This principle emphasizes the importance of providing opportunities for students to achieve learning goals that focus on skill development. The special theme of the 2013 Curriculum (K13) program is to train individuals to become productive, creative, innovative and effective human beings through an integrated approach to attitudes, skills and understanding.

Based on the Decree of the Minister of Education and Culture Number 81A of 2013 concerning Implementation of the 2013 Curriculum, the scientific method in the learning process can be explained through five specific stages. This stage adopts a scientific approach that encourages active student involvement in the learning process. Slameto (2014) suggests these five stages, namely: 1) Observing, students make observations of objects or phenomena that are the focus of learning; 2) Asking, students ask questions related to what they observe; 3) Gathering information/Trying, students collect information or try to answer their questions through experiments, research or other active learning activities; 4) Concluding or Connecting, students carry out analysis and conclude learning outcomes based on the information they collect; and 5) Communicate, communicate learning results to others. Through these stages, the scientific method in the 2013 Curriculum provides a more active and involved approach for students in learning, encouraging in-depth understanding and application of scientific concepts in the context of everyday life.

Understanding the five parts of the learning process and students' learning activities requires changes in thinking and firm decisions on the part of the teacher in implementing them. The teaching and learning process requires a transformation from old habits such as lectures (transfer of knowledge), towards modifications towards new strategies that place more emphasis on students' ability to understand the material independently. The importance of this change lies in a more interactive and learner-centered learning approach, where they are not only passive in receiving information, but also active in observing, asking questions, experimenting and analyzing. With this change, teachers are expected to become learning facilitators who guide and encourage students to develop their own understanding. In addition, Curriculum 13 implements authentic assessment, which emphasizes evaluating students' actual performance and understanding.

Authentic assessment is an evaluation that is carried out in a relevant and meaningful way, namely an assessment that is closely related to real situations or the context of everyday life. Therefore, authentic assessment is an evaluation of students' real understanding that can be applied in everyday life. Authentic assessment is a process of observing, recording and documenting the work students do and how they do it. This process aims to make decisions about students' abilities and skills with a focus on developing their independence. Thus, authentic assessment provides a more comprehensive and contextual picture of students' progress in applying the knowledge and skills they learn.

According to Hakim (2017), several Moral Creed Learning Strategies for the 2013 Curriculum are explained as follows. Firstly, learning that emphasizes language skills to communicate and convey ideas and knowledge reflects a communicative approach in teaching Aqidah Akhlak. Secondly, in the Aqidah Akhlak class, students are introduced to the activities of reading and understanding the meaning of the text, as well as summarizing and restating the text in their own understanding or language. Thirdly, students are introduced to how to organize text systematically, logically and effectively through text structure exercises. Fourthly, students are introduced to the appropriate rules in a text so as not to violate the rules in writing the text (according to: what, who, where). Fifthly, students are always used to expressing what they have and their knowledge through persuasive language sentences.

Sari (2019) believes that the K13 Program is a program that mostly uses discussion methods. These lessons are often used to learn Moral Creeds for students. Students who actively manage knowledge encounter several obstacles such as a lack of understanding of the K13 Program and the habit of discussing with foreign Indonesians, so the implementation of the K13 Program can bring improvements in educational progress in Indonesia. The 2013 curriculum has significant differences and creates its own uniqueness compared to the previous curriculum.

According to Sulistiawan et al. (2013), the 13th Curriculum is a learning method that uses an integrated thematic and scientific approach, allowing graduates to cover aspects of attitudes, knowledge and skills and be assessed using authentic assessments. In order to realize Aqidah Akhlak learning at the local level, teachers carry out various learning activities, including the implementation of Curriculum 13 in the teaching process.

During the Akidah Akhlak learning process, teachers adopt the 2013 Curriculum (K13) approach by prioritizing the use of basic skills one, two, three and four before carrying out further review. Before entering the review stage, the teacher details the use of basic skills and ensures students' understanding of them. The implementation of the 2013 Curriculum provides a significant role for teachers in managing the classroom. Starting from initiating the process of guiding students, involving them in preparation, carrying out learning, to implementing an initial assessment system, teachers are responsible for ensuring that all learning activities meet established academic standards.

However, at the implementation stage, teachers still face a number of problems. This is different from the Independent Learning Program approach, where the teacher's role is more to guide students. The Merdeka Belajar program is designed as a simpler curriculum, focusing on important material and character development of students. The primary goal of this program is to support academic healing.

Some of the distinctive characteristics of the Independent Learning Program include. Firstly, implementation of project-based learning activities aims to develop soft skills and personality traits that are in accordance with the Pancasila learning profile. Secondly, focusing on essential materials aims to ensure that students have sufficient time to study, especially in the fields of mathematics and literacy. Thirdly, optimize learning flexibility to enable teachers to

differentiate learning activities based on students' abilities and adapt to local context and content.

The Independent Curriculum is an educational initiative that aims to provide opportunities for students to manage and choose their own learning. In the context of Aqidah Akhlak, the Independent Curriculum provides space for the development of individual and creative language skills. Within the Independent Curriculum framework, students are given the freedom to determine the subjects they are interested in and want to study in more depth. Students can choose a learning focus, including reading stories, writing stories or essays, or even creating creative projects related to the Aqidah Akhlak. The ability to measure their own study time provides flexibility to students, allowing them to study Aqidah Akhlak according to their personal needs and interests.

In the Independent Curriculum, students have the freedom to utilize online and offline sources to deepen their knowledge of Moral Creeds. They can take online courses, read books, and participate in online chats with other Indonesian students. This possibility provides students with wider opportunities to hone their skills in akhlak according to their individual interests and potential. Through this approach, the Merdeka Curriculum encourages students to explore knowledge of Aqidah Akhlak more independently and flexibly. Students are given the authority to choose learning resources that suit their learning style within the Independent Curriculum Framework. Therefore, it is hoped that students will not only improve their language skills, but also be able to apply this knowledge in everyday life. This is expected to increase their confidence in communicating in the Aqidah Akhlak.

The existence of the Independent Learning Program can be a hope of improving learning skills in educational institutions because it is based on the needs of students. The implementation of the Independent Curriculum creates learning resources that help teachers perfect their educational, social and character skills. The existence of this program is a hope that we can overcome the crisis in learning activities. Curriculum reform is expected to create hope for safe, inclusive and enjoyable schools. The implementation of independent learning programs in teaching and learning activities needs to be directed at creating fun and creative activities, so that learning is expected to be able to foster students' positive attitudes towards the learning process. The three main concepts of this program involve commitment and learning objectives that are tailored to the needs,

interests and aspirations of students. Within the framework of the Independent Learning Program, a project to strengthen the profile of Pancasila lessons is also implemented as a focus on strengthening understanding and implementation of Pancasila values.

This project to strengthen the Pancasila learning profile is a project-based learning activity with certain objectives and dimensions to achieve the Pancasila learning profile. Through this activity, schools can prepare special topics that students can choose according to their abilities. Implementation of project-based activities can be carried out through socialization or practice-based learning, where these activities apply learning from the Pancasila lesson portfolio. The Pancasila learning profile includes six main dimensions, namely: 1) Piety, belief in Almighty God and noble ethics; 2) Has global diversity; 3) Work together; 4) Independent; 5) Critical thinking; and 6) Creative. Each dimension has specific goals to be achieved through project activities, creating a learning environment that supports the development of student character.

In the Aqidah Akhlak subject, the application of Pancasila profile learning can also be integrated. This provides an opportunity for students to apply Pancasila values in various contexts, including in developing moral Aqidah skills. In this way, students not only gain conceptual knowledge, but can also internalize Pancasila values in their daily life and learning.

Amir et al. (2021), explains that the application of the values of the Pancasila Student Profile has an important role in strengthening the character of students. Carrying out learning activities using the Pancasila learning portfolio in the Aqidah Akhlak course in the independent learning program is very crucial, especially in improving literacy skills. In the midst of current educational problems, where interest in reading and writing tends to decline, Aqidah Akhlak subjects are the main foundation in increasing literacy activities. The Aqidah Morals subject has four main skills in language learning, namely listening, speaking, reading and writing. Therefore, integrating Pancasila values into Akidah Akhlak lessons can be an effective solution to stimulate students' interest and involvement in the literacy process. Enthusiasm for the learning profile of Pancasila values is important, because it aims to overcome problems that arise in the Indonesian education system. By focusing on this approach, it is hoped that a learning environment can be created that not only improves students' literacy skills, but also forms a generation that has

superior character and internalizes the moral and ethical values of Pancasila.

Therefore, this paper is very important because it discusses the challenges of implementing the values of the Pancasila learning profile in the Aqidah Akhlak subject. Its focus on the Merdeka Belajar Program adds significant value, given the emphasis on academic recovery by utilizing non-cognitive assessments. This assessment framework covers the psychological aspects and emotional state of students, as well as their level of happiness when studying at home and seeing the condition of their home environment. The Independent Learning Program also includes cognitive assessments aimed at measuring students' understanding and achievement of learning outcomes. The Independent Learning Program which stands alone is different from the 2013 program, both in terms of approach and assessment aspects.

The basic framework, Curriculum 13 has a plan that is based on the main foundation, namely the objectives of the National Education System and National Education Standards; 2) The competency focus in curriculum 13 is found in Basic Competencies (KD), which is the main scope and sequence classified into 4 Core Competencies (KI), namely: Spiritual Attitudes, Social Attitudes, Knowledge and Skills; 3) The KD is applied in the form of points and ordered to reach the KI which is applied every year. KD in KI 1 and KI 2 is only found in the subjects of Religious and Character Education, as well as Pancasila and Citizenship Education; 4) Learning in Curriculum 13 uses a scientific approach as the only approach for all subjects.

Next, learning activities generally focus on direct meetings, with a maximum allocation of 50% curricular learning load outside of teaching activities. However, this provision is not binding on activities that have been specifically scheduled, and this depends entirely on the ability of the teacher who manages the learning process; 5) In curriculum 13, assessment is carried out through two main approaches, namely formative and summative. This assessment is carried out by teaching staff and functions to monitor student learning progress, evaluate learning outcomes and skills that have been achieved by students, and detect the need for continuous improvement in student learning outcomes. This aims to provide comprehensive and sustainable information, so that the learning process can be directed more effectively and responsively to the needs of individual students; 6) Teaching tools in Curriculum 13 consist of

two main forms, namely textbooks and non-texts. The use of these two types of teaching tools aims to provide diverse learning resources that suit students' learning styles; and 7) Curriculum 13 curriculum tools have basic guidelines that refer to three main elements, namely Curriculum Implementation, Assessment Guide, and Learning Guide at each level of education.

Meanwhile, the differences between the 2013 Curriculum and the current Merdeka Curriculum can be identified from several main aspects, namely: 1) The basic framework of the Merdeka Curriculum describes its main design which aims to support the goals of the national education system and national education standards. The main focus is developing a Pancasila learning profile for students; 2) In the Independent Curriculum, the target competencies are realized through learning outcomes arranged in phases. The learning achievements are expressed through paragraphs that combine knowledge, attitudes and skills.

The aim is to achieve, strengthen and improve student competence; 3) The structure of the Independent Curriculum is divided into two main parts. First, there are main learning activities, which include regular or routine learning activities, which are extracurricular activities. Apart from that, there is a project to strengthen the Pancasila learning profile. The lesson time system uses an annual approach, giving schools the flexibility to organize their own time allocations to more easily achieve the specified number of lesson hours; 4) In the Merdeka Belajar Program, assessment has improved in form and the assessment results have been strengthened in order to achieve learning designs that are appropriate to student achievement.

The importance of strengthening the implementation of authentic project assessments as an effort to strengthen the Pancasila learning profile. In this program, there is no separation in assessing attitudes, knowledge and skills. Apart from that, it should be noted that in the Independent Learning Program, the Minimum Completion Criteria (KKM) assessment is not applied, so the KKM concept does not exist in this program; and 5) In this program, various educational tools are provided to support the learning process. This includes guidance, both written and unwritten, such as learning modules, ATP (Analysis of Achievement Level) learning objectives, project examples to strengthen the Pancasila learning profile, as well as educational activity unit programs. All of these tools are designed to provide comprehensive guidance and support for students in devel-

oping understanding and skills in accordance with the set learning objectives.

C. CONCLUSION

Based on the discussion above, it can be concluded that there are several differences between the 2013 Curriculum and the Merdeka Curriculum. Some striking differences involve structure, learning approaches, and freedom in organizing learning time. While the 2013 Curriculum focuses more on intracurricular activities and a centralized time system, the Merdeka Curriculum places emphasis on freedom in managing learning time and implementing projects to strengthen the Pancasila learning profile. This difference reflects a more flexible and more open approach in the Merdeka Curriculum. Apart from that, the differences include the assessment system, where the Merdeka Curriculum emphasizes assessment assessments that include non-cognitive and cognitive aspects. Non-cognitive assessment is aimed at assessing things outside the knowledge aspect, while cognitive assessment is related to student evaluation. This shows a more holistic approach to assessment in the Independent Curriculum.

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