

Proceeding International Conference on Islamic Education  
“Integrated Science and Religious Moderation in New-Paradigm in Contemporary Education”  
Faculty of Tarbiyah and Teaching Training  
Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang  
October 17<sup>th</sup>, 2022  
P-ISSN 2477-3638 / E-ISSN 2613-9804  
Volume: 7 Year 2022

## EXPLORATION OF TEACHER'S READINESS IN MATHEMATICS LEARNING IN THE MERDEKA CURRICULUM SMA PANJURA MALANG

**Makhabbatul Islamiyah** \*1, **Tri Setianingsih** \*2, **Taufiq Satria Mukti** \*3

Tadris Matematika Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Maulana Malik  
Ibrahim Malang

e-mail: [\\*119190042@student.uin-malang.ac.id](mailto:*119190042@student.uin-malang.ac.id), [\\*219190020@student.uin-malang.ac.id](mailto:*219190020@student.uin-malang.ac.id), [\\*3  
tsatriam@uin-malang.ac.id](mailto:tsatriam@uin-malang.ac.id)

**Abstract.** Curriculum changes caused by the transition of the Indonesian education system are demands that must be implemented to realize the quality of the nation's competitive children. With the implementation of the Merdeka curriculum, teachers pay more attention to the proportion of character strengthening, evaluation of learning and presentation of relevant problem-based learning materials. There are many challenges in realizing an merdeka curriculum in mathematics learning. An merdeka curriculum must be pursued by the entire academic community, especially teachers, to be able to solve educational problems. The purpose of this research to analyze the readiness of mathematics teachers in facing an merdeka curriculum in terms of the learning process and the responses of mathematics teachers. Qualitative research with case studies was conducted at SMA Panjura Malang on mathematics subject teachers. The research instrument is the author himself with the help of documentation in the form of audio and visual. The data processing of the interview results was carried out using descriptive techniques. This data analysis is inductive by using the Miles and Huberman model, namely the interactive model. Activities in this data analysis are data collection, data reduction, data display, and then ends with verification or drawing conclusions. Result an discussion of this study describe that A case study conducted at SMA Panjura Malang related to readiness in implementing an merdeka curriculum shows that the school has a fairly good readiness in terms of the Implementation of the Merdeka Curriculum level 1. This can be proven from the preparation process by holding workshops, preparing teaching modules, teaching linking mathematics in contextual life, opening up free time to provide opportunities for students to discuss, to grow the character of the Pancasila Youth Profile who previously experienced problems due to learning loss.

**Keywords** Readiness; Teachers Respons; Mathematics, Merdeka Kurikulum

### A. INTRODUCTION

Curriculum changes caused by the transition of the Indonesian education system are demands that must be implemented to realize the quality of the nation's competitive children. This transition to the education system is inseparable from the curriculum movement system because from that it will form better characters, attitudes, and thinking guidelines (Dakir, 2010). It will create a proportional quality of graduates which will have an impact on the assessment of educator competencies, and the management of the school environment will continue to increase. From there, the curriculum plays an important role in providing direction so that certain educational goals such as student input in teaching and learning activities can be carried out (Wahyudin, 2014).

Currently the 2013 Curriculum is adjusted and refined with a new policy to become the Merdeka curriculum. The merdeka curriculum is an idea in improving education in Indonesia in order to create the next generation with superior abilities and achievements. This statement is in line with Saleh

(2020) who explained that the Merdeka curriculum is a program initiated by the current Indonesian Minister of Education which has innovations to explore the capabilities of education actors who have the initiative to improve the quality of learning. This curriculum was born to overcome learning loss in improving academic knowledge and skills that were unable to process properly during the COVID-19 Pandemic. This curriculum appears more concise, massive, relevant and more interactive than the previous curriculum (Ayundasari, 2022).

With the implementation of the Merdeka curriculum, teachers pay more attention to the proportion of character strengthening, evaluation of learning and presentation of relevant problem-based learning materials. Thus, educators will have many opportunities to improve professionalism as teachers by implementing various learning alternatives that are in accordance with students' abilities. The teacher applies student center learning with a strategy by raising students' curiosity about things that are not yet known and involving student activity in the learning process so as to create a more interactive, collaborative and implementative atmosphere that can be adapted to the material needs and abilities of the students. This gives a greater impact for students who have the character of Pancasila.

The main key to the success of the curriculum is educators, students and staff of the entire academic community in schools who are committed to carrying out the education process according to the mandate of the curriculum approved by the Minister of Education of the Republic of Indonesia. This is in line with the statement made by Mr. Nadiem Makarim as the Minister of Education of Indonesia in Redaksi (2022) that the implementation of the Merdeka curriculum will be adjusted to the readiness of the education units in each school. This preparation can start from supporting tools for implementing the Merdeka curriculum such as learning tools and other supporting learning processes related to teacher professionalism, learning strategies and development as well as project-based learning resources and media for educators. (Kemendikbud, 2021).

However, not all schools in Indonesia, Setianingsih (2022) involved in the implementation of the merdeka curriculum. There are 2,500 schools that are part of the Motivating School Program and 901 schools from the Central Vocational High School. In line with the statement Manik et al. (2022) that several problematic factors that have made it not yet fully implemented are based on the paradigm of the readiness of the school community and infrastructure facilities that have not been supported because the merdeka curriculum policy has quite influenced changes in educational culture. Especially during the transition from the Covid-19 pandemic to an merdeka curriculum, it presents a big challenge for mathematics teachers because they have to spin their minds so that learning runs more optimally than before, during the online learning period, character deepening has decreased significantly.

Of course, it is not easy for mathematics teachers to prepare for the implementation of the Merdeka curriculum rapidly. There are many challenges in realizing an merdeka curriculum in mathematics learning. Plus the remaining problems due to the impact of distance learning during the Covid-19 Pandemic. These problems make learning abilities and understanding of mathematical concepts decrease both in terms of knowledge, skills and character formation. Online learning is the most optimal solution during a pandemic. However, it runs not optimally and experiences a decline because students experience boredom when learning and tend to focus less on paying attention to the material. This agrees with Male et al. (2020). In addition, other obstacles are also experienced by parents as guardians of students. Parents do not provide supervision of student learning. This happens almost all parents are busy with work, so students are not so directed like good learning ethics.

The risk experienced by teachers today is how to achieve student output in undergoing curriculum changes. Another crucial problem due to pandemic era learning is that there are some students who are unable to continue their studies because they are unable to adapt online learning so that these students have to wait for normal situations to be able to participate in optimal learning. Students also experience a decline in enthusiasm in learning. This is due to a sense of severe stress. In line with research by Jatira & S (2021) found that as a result of the Covid-19 pandemic, students became bored and lost their enthusiasm for learning due to online habituation so that they experienced interference in learning.

Reviewing that Decree of the Minister of Education and Culture Number 719 (2020) regarding guidelines for implementing the curriculum of the education unit specifically aimed at dealing with learning difficulties under certain conditions. The implementation of this special situation curriculum is an effort to provide freedom to choose a curriculum that is relevant to the learning needs of students. With this decision, education units in Indonesia can decide the curriculum within the scope of the national curriculum, emergency curriculum or simplify the curriculum independently at the education unit level. Of course, this is related to the incompatibility of current learning demands with Curriculum-13 which refers to the lack of completion of basic competencies with special conditions factors both in terms of material and character formation that have not been achieved in the learning process. However, it is also still experiencing difficulties in learning based on the facts on the ground. There was also an increase in the implementation of the emergency curriculum, namely 73% of literacy skills and 86% of numeracy skills. The imperfection of the implementation of this emergency curriculum is explained by Rofiq & Arifin (2021) This is due to the lack of knowledge of students and teachers about technology. In addition, learning activities still seem far from the ideal value of effective online learning. Therefore, the Government created the Merdeka curriculum as the main movement in overcoming learning loss as a result of the selection of the three curricula offered which had not been sufficiently resolved.

The existence of the Merdeka curriculum presents a hope that through this program optimization of learning can occur, supported by three kinds of characteristics that are presented, including project-based learning to develop character soft skills in accordance with the Pancasila student profile, learning on essential materials and then a more flexible curriculum structure. In addition, the Merdeka curriculum is expected to be a bridge from various existing scholarships. Then it is proven by research Angga et al. (2021) said that the implementation of the Merdeka curriculum in several driving schools went quite well even though it was implemented in the first year, then in the following year it was developed by other schools so that it can be considered quite efficient and relevant to Indonesian culture compared to the 2013 curriculum. This is in line with the need for knowledge which prioritizes aspects of science that are more complex and comprehensive. As explained by Assiddiqi & Soeryanto (2021) that by applying the independent learning model, students' learning outcomes are maximized through assessment and evaluation of learning outcomes. Of course this cannot be separated from the main character of an educator in adjusting the new pattern presented.

According to Noza (2022) teacher readiness in responding to the implementation of an independent curriculum can be seen from independent teaching policies, including peer-reviewed scientific works, making relevant RPP, implementing PPDB as an alternative to the National Examination, replacing USBN, AKM and character questionnaires, as well as compartmentalization in perception thing. In several studies such as Afista et al. (2020) shows that the readiness of teachers to implement the independent curriculum is quite good in terms of the implementation of the AKM and character surveys as well as the condition of supporting infrastructure. In Septiana & Hanafi (2022) research teacher preparation in facing an independent curriculum is carried out with community service which explains the needs that must be met in carrying out an independent curriculum, one of which is digital literacy skills combined with learning. Furthermore, in the research of Rahayu et al. (2022) explained the readiness of vocational school teachers to implement an independent curriculum by participating in intense training programs organized by both private and public programs as well as studying strategies for developing independent curriculum learning tools, and making project-based learning model modules properly. However, so far no one has analyzed the readiness of teachers in implementing an independent curriculum in terms of the skills and characteristics of the students' academic characteristics in an institution.

An merdeka curriculum must be pursued by the entire academic community, especially teachers, to be able to solve educational problems. Problem solving is expected to have a long-term effect on the implementation of quality education by realizing the output of students who master knowledge, technology, and have noble character. So that any changes experienced by the education unit will be ready to accept and there will be no Learning Loss as before. However, back to the initial statement that whatever policy was given, it was merely to create a more conducive and positive atmosphere with all the considerations and supports. Especially for a mathematics teacher who emphasizes

character strengthening, it is necessary to prepare teaching technicians. Because this freedom of learning will not move without proper preparation. For this reason, researchers were moved to analyze the readiness of mathematics teachers in facing an merdeka curriculum in terms of the learning process and the responses of mathematics teachers.

## B. METHODS

Qualitative research with case studies was conducted at SMA Panjura Malang on mathematics subject teachers. The research instrument is the author himself with the help of documentation in the form of audio and visual. Visual documentation was carried out during direct observation at the research location. This documentation is in the form of photos, notes, and other documents. While audio documentation was obtained by researchers through deep interviews by recording dialogues or conversations with research subjects. The subject of the study was a mathematics teacher. The researcher used a list of interview questions as a guide. At the time of the interview, the deep interview technique does not only focus on questions that are already available, but it is very possible for new questions to arise according to the information needs of the subject to be explored more deeply. This really needs to be done to obtain more comprehensive information on the readiness of teachers to implement the mathematics learning process in the merdeka curriculum. The interview question guidelines are adjusted to the research objectives which are presented in table 1 as follows:

**Table 1 : Interview question guide**

No	Question
1.	What do you know about the Merdeka curriculum?
2.	How is the implementation of the Merdeka curriculum at your school?
3.	What steps are you trying to take as a teacher/school party regarding an merdeka curriculum?
4.	What is your opinion about the Merdeka curriculum?
5.	Does the Merdeka curriculum complicate the Education process?
6.	How is the involvement/participation of students in learning in the era of the merdeka curriculum?
7.	What are the advantages of this kulum? (compared to the previous curriculum)

The data processing of the interview results was carried out using descriptive techniques. This data analysis is inductive by using the Miles and Huberman model, namely the interactive model. Activities in this data analysis are data collection, data reduction, data display, and then ends with verification or drawing conclusions (conclusions). Data reduction is the process of selecting, simplifying, abstracting, and transforming raw data obtained during research activities in the field. The data reduction of this research was carried out by collecting the results of interview notes with informants, results and documentation results. Data reduction is done by coding, so that the basic data in the raw data can be known. So that the data can provide a clear picture and make it easier for researchers to analyze, interpret, and draw conclusions.

## C. RESULT & DISCUSSION

Teacher readiness can be interpreted broadly that the teacher is ready to carry out a program in his main task to be held. This teacher readiness occurs because of behavior or attitudes that can respond well to their professional obligations and are carried out with certain techniques. The readiness of teachers to face the Merdeka curriculum can be seen from their competence in mastering their fields and being relevant to the achievement of their professional goals. Of course, it cannot be separated from external reasons that support this readiness, such as strong enthusiasm and determination as well as the facilities provided by the supporting unit of reason (Rosidah et al., 2021).

We present the results of our research on a case study at Panjura High School in a descriptive interpretation of the results of interviews with school principals and teachers in responding to curriculum changes, as well as through direct observation. The case studies we obtained show that there are several aspects that form the basis for responding to curriculum changes, namely the

implementation of an merdeka curriculum. The most crucial thing is a careful and systematic planning.

The existence of a neat plan can at least neutralize or reduce some of the problems that will later be faced so that the learning process in the classroom runs consistently and the learning objectives are achieved perfectly. This plan is not made to look modest, but is structured and directed in carrying out learning activities in the classroom. That is the importance of a plan in realizing effective and efficient learning.

This planning can be started from an understanding related to the Independent Curriculum. The implementation of the Independent Curriculum is presented in table 2 as follows:

**Table 2 : Table 2: Implementation of the Independent Curriculum**

Level	Pilhan Level	Penjelasan
1.	Independent Learning	Applying the Independent Curriculum several parts and principles of the Independent Curriculum, <b>without changing the curriculum</b>
2.	Independent Change	Implementing the Independent Curriculum by <b>using the teaching tools that have been provided</b>
3.	Independent Sharing	Implementing the Independent Curriculum by <b>developing their own various teaching tools</b>

The current position of SMA Panjura is to apply the Merdeka Curriculum level 1, which is at the Independent Learning stage. Panjura High School is currently implementing the principle of an merdeka curriculum which is combined with the previous education unit curriculum, both the emergency curriculum and the project-based 2013 curriculum.

Therefore, the understanding of mathematics teachers at Panjura High School towards the implementation of an merdeka curriculum is in the fairly good category. This can be proven from the response that explains that the Merdeka curriculum is a term for freedom of learning but is still maintained and directed because there are applicable norms. In line with the presentation of the Panjura High School principal that in fact the Merdeka Curriculum was not much different from before, only changes in the terms used such as, for example, Core Competencies changed to Learning Outcomes (CP) and added projects that collaborated with several subjects. A distinctive feature of the merdeka curriculum is that there are opportunities for students who are free to choose three of the four specialization subjects according to the majors taken, while Specialization Mathematics is combined with Compulsory Mathematics. The term "freedom" in this study means that students are given the freedom to learn and understand knowledge according to their respective interests.

The results of the research that we obtained show that in the preparation stage for implementation, teachers make material studies and plan learning activities in order to achieve learning objectives. With the learning objectives presented to students, they will be able to find out the targets that must be completed and applied in class so that students understand why the material needs to be studied and understood. (Imrotin & Sari, 2022). Of course the presentation of this goal is correlated with contextual knowledge, not just theoretical. In order to prepare for the implementation of the merdeka curriculum at SMA Panjura at the beginning of the introduction of the implementation of the merdeka curriculum, the teacher attended workshops and similar activities organized by the Mathematics MGMP. The activity includes training in the formation of learning tools from Learning Outcomes (CP), Learning Objectives, into Learning Objectives and in the final stage, namely the preparation of 9 teaching modules for Class 10 Semester 1 in a period of 18 weeks. This activity which is held in the Mathematics MGMP later all teachers can easily understand and explore the perception of what the Merdeka curriculum looks like and there is no information gap about the Merdeka curriculum. Teachers are expected to be able to understand what material competency achievements need to be understood by students with effective time in completing collaborative project tasks between teachers and students.

The implementation of the learning that we obtained during the observation did not fully implement the criteria for independent learning. However, SMA Panjura puts more emphasis on the skills and characteristics of the students' academics. Each student has their own learning tendencies

so that the Independent Learning Program believes in this. Teachers try to understand the characteristics and levels of students' diverse abilities and then serve as reinforcement for students in the development of their reasoning. Because based on the facts, the model and learning style in the learning process carried out by the teacher is still considered all students are the same with the same strategy. This is still far from an indicator of independent learning and can cause discomfort. For students, it can even cause stress. Another factor that occurs is that teachers often act dictator by giving emphasis to students to be able to master all subjects. With the existence of an merdeka curriculum, teachers are expected to create a learning atmosphere by being more directive rather than demanding students so that conditions are free but accountable.

The independent learning program is not only carried out offline, but can be combined online according to conditions. Considering that the implementation of learning activities currently does not have limitations in space and time. Therefore, this independent learning program runs with the important role of teachers who take part in the implementation of the Merdeka curriculum. Independent learning education emphasizes students to practice the ability to analyze a problem with critical reasoning. This is needed for students to explore information and later be able to analyze and find solutions to these problems systematically and accurately.

Based on the results of the analysis on the learning process that took place in several classes at SMA Panjura, it started with a preliminary activity, namely appreception. Where this activity is carried out before carrying out the main activity. In this session the teacher is obliged to attract students' attention so that learning runs more focused on what is conveyed while providing information related to the learning objectives to be achieved (Satria & Kusumah, 2019). Not only that, the appreciation that is raised at the beginning of learning can make it easier for students to prepare mentally to start learning. Technically, this appreciation is done by starting to read a prayer, linking previously studied material, introducing teaching aids or learning videos that will be used, and conveying the benefits of knowledge in the context of everyday life. This is the most important role for the teacher as a facilitator to make students motivated to learn and prepare students both mentally and mentally in participating in learning.

In the core activities, the teacher strives to guide, direct, and accompany the learning process so that it goes according to plan. According to the definition of independent learning, teachers and students are the main characters in learning activities in the classroom. More specifically, students can not only decide the answer through what is conveyed by the teacher, but students and teachers collaborate to determine and solve a problem without having to wait for the answer given by the teacher.

Furthermore, in the closing activity, students are expected to be able to draw conclusions from what they have learned in the learning process. This conclusion is intended so that students are able to convey the final argument from the results of the explanation that has been described previously. Submission of this conclusion can appear in two ways, namely inductive and deductive. This conclusion occurs when students begin to solve problems.

Therefore, teachers at Panjura High School can be said to be ready with all changes to the existing curriculum. Likewise, the students in facing the Merdeka curriculum, especially in mathematics subjects which definitely require the role of the teacher in the application of mathematics in everyday life, although quite a lot of material delivery has changed, one example of which is absolute values are not taught in grade 10 but still strived to remain submitted in the following semester at any time issued in the assessment later.

The response of the mathematics teacher at SMA Panjura regarding the Implementation of the Merdeka Curriculum was to agree, because after all the curriculum was changed due to the adjustment of the needs of the existing era. If you do not accept the existing educational changes, you must be prepared to face backwardness. Curriculum changes definitely require a lot of consideration so as not to burden both teachers and students. The systematic change in the curriculum from the previous one did not experience significant changes so that it was not too burdensome to prepare the curriculum to be used.

Not only that, the positive impact of this merdeka curriculum is the creation of a Pancasila Student Profile which is formed based on the vision and mission of the Ministry of Education and Culture which is a manifestation of the globalization of Indonesian students as students who have

universal and civilized knowledge in accordance with Pancasila. This category of Pancasila etiquette includes faith, fear of God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Juliani & Bastian, 2021). For Panjura High School, it is a good thing to form superior human resources and has implications for the formation of the nation's morals so that they are more mature to be ready to enter a better society. According to the statement Rusnaini et al, (2021) that the value of Pancasila is not just to be understood, but the thing that must be considered is its implementation in everyday life both in the family, community, educational unit, and world of work.

In terms of the complexity of the implementation of the Merdeka curriculum for mathematics teachers at Panjura High School, it can be seen at the beginning because something new sometimes still feels foreign, especially having to bring up literacy habituation activities for students who were previously unfamiliar. Not only that, in terms of administration, such as the learning device model, it will change even though it does not occur significantly. In addition, with the impact of online learning that is vulnerable to approaches with students who are lacking so that the formation of student character is also hampered. However, this certainly does not hinder the education system at Panjura High School, because along with the direction and sharing of information with fellow teachers in order to adjust perceptions about the Implementation of the Merdeka curriculum, it turns out that the school has implemented some of the specified activities, such as student character building and project work. has been applied when the school held certain events.

The involvement/participation of Panjura High School students in learning in the merdeka curriculum era is that with project assignments, students are required to be active. This can be seen in the tendency of students' interest in learning apart from mathematics and other subjects. This curriculum makes it easier for teachers to see and support students' learning potential, both academic and non-academic. Students are also given the freedom to have discussions with the teacher or with peers in accordance with the direction and supervision of the teacher without being limited by space and time. There is no specific schedule for students to conduct discussion forums because the exchange of opinions is present when the time is needed. Meanwhile, the discussion forum between one teacher and another related to the development of the Panjura High School project invited resource persons from SMA Negeri 7 Malang to become an understanding of how it was implemented.

The advantage of this curriculum over the previous ones for SMA Panjura is that students are given the freedom of expression through the development of the project. Students better understand the important role of mathematics in everyday life and not present in a theory. And students are more accustomed to doing something systematically by applying mathematics in a contextual way. Coupled with the implementation of the Pancasila Student Profile, students' behavioral competencies are in accordance with Pancasila values such as religious behavior, cooperation, tolerance, independence, critical and creative thinking. Students are more happy and enjoy the learning process. As an example of the doubletrack D program, students show their work from several events held at the school consisting of physiotherapy, photography, entrepreneurship and other artistic performances. So that the value of the implementation of the Merdeka curriculum has been partially implemented.

This is very influential for Indonesia's educational solutions, which previously also experienced a decline in the formation of student characteristics so that this became the main demand from the community. The formation of this character occurs when classroom learning is taking place so that the government's focus is to prepare and develop teachers who are independent learners. This statement is strong enough to refute the term "change ministers, change policies" because after all, Pak Nadiem prioritizes a series of driving teachers who are more important than just changing the curriculum or budget. The teacher's move is the main foundation for persuading learning in an innovative and creative way. (Mulyasa, 2021)

#### **D. CONCLUSION**

A case study conducted at SMA Panjura Malang related to readiness in implementing an merdeka curriculum shows that the school has a fairly good readiness in terms of the Implementation of the Merdeka Curriculum level 1. This can be proven from the preparation process by holding

workshops, preparing teaching modules, teaching linking mathematics in contextual life, opening up free time to provide opportunities for students to discuss, to grow the character of the Pancasila Youth Profile who previously experienced problems due to learning loss. The challenge experienced by teachers in this curriculum lies at the beginning of its implementation because it is still in the process of habituation. In preparing this curriculum, students participate in demonstrating their talents and interest in learning through project assignments. In classroom learning, the teacher begins with appreciative activities, then continues with the teacher's role as a facilitator and stimulates students about the importance of the material learned in daily life through discussion.

## REFERENCES

- Afista, Y., Priyono, A., & Huda, S. A. A. (2020). Analisis Kesiapan Guru Pai Dalam Menyongsong Kebijakan Merdeka Belajar (Studi Kasus Di Mtsn 9 Madiun). *Journal of Education and Management Studies*, 3(6), 53–60.
- Angga, Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini. (2021). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar. *Jurnal Basicedu*, 5(4), 2541–2549. <https://doi.org/10.31004/basicedu.v5i4.1230>
- Assiddiqi, D. R., & Soeryanto. (2021). Peluang Menurunnya Capaian Hasil Belajar (Learning Loss) dan aAlternatif Solusinya: Kajian Kasus Pembelajaran Online di Era Pandemi covid-19 Jurusan Teknik Mesin UNESA. *Jurnal Pendidikan Teknik Mesin*, 10(3), 47–45.
- Ayundasari, L. (2022). Implementasi Pendekatan Multidimensional Dalam Pembelajaran Sejarah Kurikulum Merdeka. *Sejarah Dan Budaya: Jurnal Sejarah, Budaya, Dan Pengajarannya*, 1(2), 1–60. <https://doi.org/10.17977/um020v13i22019p>
- Dakir, H. (2010). *Perencanaan dan pengembangan kurikulum*. Rineka Cipta.
- Decree of the Minister of Education and Culture Number 719. (2020). Pedoman Pelaksanaan Kurikulum pada Satuan Pendidikan dalam Kondisi Khusus. In *Www.Kemdikbud.Go.Id* (Issue 022651). <https://www.kemdikbud.go.id/main/blog/2020/08/kemendikbud-terbitkan-kurikulum-darurat-pada-satuan-pendidikan-dalam-kondisi-khusus>
- Imrotin, & Sari, I. N. (2022). Kesiapan Guru Bahasa Indonesia Sekolah Menengah Kejuruan ( SMK ) dalam Menghadapi Program Merdeka Belajar. *JGI: Jurnal Guru Indonesia*, 2(1). <https://doi.org/10.51817/jgi.v2i1.184>
- Jatira, Y., & S, N. (2021). Fenomena Stress dan Pembiasaan Belajar Daring dimasa Pandemi Covid-19. *Edukatif: Jurnal Ilmu Pendidikan*, 3(1), 35–43. <https://doi.org/10.31004/edukatif.v3i1.187>
- Juliani, A. J., & Bastian, A. (2021). *Pendidikan Karakter Sebagai Upaya Wujudkan Pelajar Pancasila*. 257–265.
- Kemendikbud. (2021). *Kemendikbud Luncurkan Merdeka Belajar Episode 7: Program Sekolah Penggerak*. 01 Februari 2021. <https://www.kemdikbud.go.id/main/blog/2021/02/kemendikbud-luncurkan-merdeka-belajar-episode-7-program-sekolah-penggerak>
- Male, H., Murniarti, E., Simatupang, M. S., & Siregar, J. (2020). Attitude OF Undergraduate Student's towards Online Learning during Covid-19 Pandemic. *PalArch's Journal of Archaeology of Egypt/ Egyptology*, 17(4), 1628–1637.
- Manik, H., Sihite, A. C. B., Sianturi, F., Panjaitan, S., & Hutauruk, A. J. B. (2022). Tantangan Menjadi Guru Matematika dengan Kurikulum Merdeka Belajar di Masa Pandemi Omicron Covid-19. *UmmaspuL.E-Journal.Id*, 6(1), 328–332. <https://ummaspuL.e-journal.id/maspuLjr/article/view/3048>
- Mulyasa, H. . (2021). *Menjadi Guru Penggerak Merdeka Belajar*. Bumi Aksara.
- Noza, A. Z. (2022). Kesiapan Guru dalam Implementasi Kurikulum Merdeka Belajar. *Kompasiana.Com*, 1. <https://www.kompasiana.com/aufazakian0630/62a1bd252098ab6c3265f015/kesiapan-guru-dalam-implementasi-kurikulum-merdeka-belajar>
- Rahayu, E. Y., Nurjati, N., & Khabib, S. (2022). Kesiapan Profesionalisme Guru Bahasa Inggris SMK Dalam Implementasi Kurikulum Merdeka. *"Menuju Indonesia Bangkit Dan Tangguh Melalui Riset Dan Pengabdian Berbasis Teknologi" Kesiapan*, April, 1473–1484.
- Redaksi. (2022). *Kurikulum Merdeka Jadi Jawaban untuk Atasi Krisis Pembelajaran*.



- Lpmpjatim.Kemdikbud.Go.Id. <https://lpmpjatim.kemdikbud.go.id/site/detailpost/kurikulum-merdeka-jadi-jawaban-untuk-atasi-krisis-pembelajaran>
- Rofiq, A. A., & Arifin, Z. (2021). Implementasi Kurikulum Darurat Madrasah di MAN I Kota Kediri Ahmad. *Indonesian Journal of Humanities and Social Sciences*, 2(2), 137–148.
- Rosidah, C. T., Pramulia, P., & Susiloningsih, W. (2021). Analisis Kesiapan Guru Mengimplementasikan Asesmen. *Jurnal Pendidikan Dasar*, Vol 12 No(1), 87–103.
- Rusnaini, R., Raharjo, R., Suryaningsih, A., & Noventari, W. (2021). Intensifikasi Profil Pelajar Pancasila dan Implikasinya Terhadap Ketahanan Pribadi Siswa. *Jurnal Ketahanan Nasional*, 27(2), 230. <https://doi.org/10.22146/jkn.67613>
- Saleh, M. (2020). Merdeka Belajar di Tengah Pandemi Covid-19. *Prosiding Seminar Nasional Hardiknas*, 1(1), 51–56.
- Satria, I., & Kusumah, R. G. T. (2019). Analisis Keterkaitan Motivasi Dan Apersepsi Terhadap Hasil Belajar IPS. *Indonesian Journal of Social Science Education (IJSSE)*, 1(1), 114–123.
- Septiana, A. R., & Hanafi, M. (2022). Pemantapan Kesiapan Guru dan Pelatihan Literasi Digital pada Implementasi Kurikulum Merdeka. 1(3), 380–385.
- Setianingsih, Y. (2022). Inilah Jumlah Sekolah yang Telah Menerapkan Kurikulum Merdeka. Pasjabar.Com. <https://pasjabar.com/2022/02/14/inilah-jumlah-sekolah-yang-telah-menerapkan-kurikulum-merdeka/>
- Wahyudin. (2014). *Managemen Kurikulum*. Remaja Rosda Karya.