Edupedia: Jurnal Studi Pendidikan dan Pedagogi Islam
Vol. 9, No. 1, Juli 2024 | pp. 71-81
p-ISSN: 2252-8164 | e-ISSN: 2580-0884 |
https://journal.ibrahimy.ac.id/index.php/edupedia | DOI: 10.35316/edupedia.v9i1.4602

READINESS ANALYSIS OF MERDEKA CURRICULUM IMPLE MENTATION IN MADRASAH IBTIDAIYAH BALI

Received: 2024-02-06 | **Revised:** 2024-06-29 | **Accepted:** 2024-06-13

Article Info

Author(s):
Rusmayani[1]*
Badi'atussolihah[2]

* *Author's Email Correspondence:*
rusmayani@staidenpasar.ac.id

Affiliation:
[1]STAI Denpasar Bali, Angsoka Cargo Permai Street, I No.12, Denpasar 80111, Bali
[2]Asia Pasific University Malaysia, Teknologi Strret 5, Taman Teknologi Malaysia, 57000 Kuala Lumpur, Malaysia

Abstract

Merdeka curriculum is one solution to overcome post-pandemic learning problems. In its implementation, the merdeka curriculum in madrasah is adjusted to the readiness of madrasah in their respective regions. The aim of this research is to describe the readiness of Madrasah Ibtidaiyah in implementing the merdeka curriculum. This research is descriptive qualitative, with location in 9 madrasahs in Denpasar City, 2 madrasahs in Tabanan Regency, and an madrasah in Gianyar Regency. Data was collected by interviews and then presented descriptively. The research results found that 1). 8 MIS and 1 MIN in Denpasar City, 1 MIS in Gianyar Regency and 2 MIS in Tabanan Regency have implemented the Merdeka Curriculum starting in the 2023/2024 academic year, for MIN the implementation has been at all levels, however for MIS there are still several levels that still use K13, 2). Teachers have received training/workshops/and socialization with different intensities, thus influencing the level of readiness of teachers in implementing the Merdeka curriculum, 3). Library learning resources according to the Merdeka Curriculum and activity supplements are inadequate and need to be improved.

Keywords: *Merdeka Curriculum, Readiness, Madrasah Ibtidaiyah*

© 2024 THE AUTHOR(S). This article distributed under a Creative Commons Attribution-ShareAlike 4.0 International license. https://creativecommons.org/licenses/by-sa/4.0/

INTRODUCTION

The curriculum is an important part of the teaching and learning process in formal education units in madrasas. The curriculum makes the teaching and learning process take place systematically. The aims of education consistently change with the times. The changes that occur certainly have an impact on the development of education in Indonesia. The curriculum in Indonesia is on its way through various processes of change and improvement. In 2019, the Minister of Education, Culture, Research and Technology, Nadiem Anwar Makarim, changed the 2013 curriculum *kurtilas* to a Merdeka Curriculum or Merdeka Belajar. Freedom to learn here means freedom of thought and freedom to innovate (Vhalery et al, 2022, p. 114).

The Merdeka Curriculum provides guidance for educators in providing options that are useful in building character, growing and developing students' courage in thinking critically,

creatively and innovatively. The important point of the Merdeka Curriculum is the strengthening of the Pancasila student profile, which is carried out by holding learning activities oriented towards the formation of characters who love the country and have a humanitarian spirit. In madrasas there is the addition of *rahmatan lil alamin* as an Islamic characteristic (Kementerian Agama RI, 2019, p. 30).

The two main mandates of the curriculum carried out by madrasas are providing students with various competencies and appropriate life skills. So, students can overcome and face the challenges that exist in their time. The second mandate is to pass on cultural character and noble values with the aim that the role of the nation's next generation will not be separated from the cultural roots, religious values and noble values of the nation. In its implementation, these two mandates involve a curriculum that must always develop dynamically to respond to the demands of the times. Therefore, the curriculum in madrasas should not only focus on what knowledge students must master, but also what is no less important is equipping students with a multitude of competencies and life skills that are useful in responding to ever-changing situations (Kemenag, 2022, p. 69).

The implementation of the independent curriculum, in the learning process is centered on students, where teachers have quite a big obligation to achieve changes in students in the educational process. The results of research regarding the Merdeka Curriculum conducted by (Noor et al., 2023, p. 91) that the implementation of the Merdeka Curriculum in Islamic religious education learning is still difficult for educators, especially in determining the right theme/content for P5 activities that suit students' interests and talents. Then the results of similar research show that the majority of teachers still feel they are not ready to implement the Merdeka Curriculum (Fathiha & Achadi, 2023, p. 79) and the implementation of the Merdeka Curriculum is still not optimal because it is still at the stage of adapting to the school environment (Oktaviani & Ramayanti, 2023, p. 66).

By the changes to the curriculum, school readiness becomes a fundamental aspect that must be considered, which includes the readiness of educators and adequate infrastructure to support its implementation (Puspitasari et al., 2018, p. 19). The implementation of the Merdeka Curriculum in madrasas is adjusted to the readiness of madrasas in their respective regions. Of course, one madrasah and another madrasah have their own differences and perspectives on implementing an independent curriculum. The stages and processes for starting them are not the same. Madrasah Ibtidaiyah in the city of Denpasar at the start of the new academic year, namely 2023/2024, has only implemented a Merdeka Curriculum and only a few levels, which will then be continued the following year for all levels.

The Merdeka Curriculum will become the national curriculum in 2024, starting with a pilot project in 2022. Its implementation has challenge for Madrasahs Ibtidaiyah in Bali, especially in 3 districts, namely Denpasar, Tabanan and Gianyar. These three areas were used as research locus due to limited time and energy to cover all areas in Bali. According to the latest data, there are 87 MIS in Bali (T. S. D. P. Bali, 2022, p. 1) and 15 MIN in Bali (K. A. P. Bali, 2016, p. 1). Based on the background above, this research was conducted to obtain an overview and provide information to policy makers regarding 'Madrasahs' readiness. Ibtidaiyah in two districts and cities in implementing the independent curriculum as the national curriculum in 2024.

RESEARCH METHODS

This research is qualitative phenomenological, namely a method about symptoms or things that appear (Yusuf, 2016, p. 350), explain or reveal the meaning of concepts or experiential phenomena based on awareness that occur in several individuals (Moleong, 2017, p. 17). Research locus nine MI in Denpasar City (State Ibtidaiyah Madrasah Denpasar (MIN), Instate Ibtidaiyah Madrasah (MIS) Al Ma'ruf, MIS Tawakal, MIS Hidayatullah, MIS Al-Miftah, MIS Al Hudi, MIS Al-Muhajirin, MIS Quba, and MI Al Kalam), 1 MI in the Regency Gianyar (MI 45 Gianyar), and 2 MI in Tabanan Regency (MI Maarif Tabanan, and MI Raudlotul Huffadz Tabanan).

Informants are determined purposively, namely determining informants with certain considerations (Quinn Patton, 2009, p. 81). The informants in this research were the headmaster and PAI teachers. Data was collected by interviews and then analyzed using the stages of data reduction, data display and verification. This research aims to describe school readiness in implementing the Merdeka curriculum in terms of teacher readiness and infrastructure. Furthermore, the results of this research can be used as material to provide input to education policy makers in madrasas in Bali to be able to make continuous improvements and upgrades.

FINDINGS AND DISCUSSION

The findings regarding the implementation of the Merdeka Curriculum in MI, both MIN and MIS in Denpasar City, Tabanan Regency and Gianyar Regency based on the following indicators are merdeka curriculum implementation in madrasahs, merdeka curriculum training for teachers, teacher's understanding of the merdeka curriculum.

Merdeka Curriculum Implementation in Madrasahs

Madrasahs in Denpasar City, both private (MIS) and state (MIN), have implemented the Merdeka Curriculum since the beginning of the 2023/2024 academic year, the implementation

varies by school depending on school readiness, such as grade levels 1, 2, 4 and 5 for MIS Al-Ma 'ruf, MIS Tawakal, and MIS Al Hudy, while MIS Al-Muhajirin grades 3 to 6, MIS Hidayatullah, MI Al-Kalam and MIS Quba are applied grades 1 and 4, MIS Al-Miftah grades 4 and 5, and MIN Denpasar is implemented simultaneously at all grade levels from grades 1, 2, 3, 4, 5, and 6. and in 2024 it will enter its second year of implementation. This is different from one of the madrasas in Gianyar Regency, namely MI 45 Gianyar, the Merdeka Curriculum has been implemented in grades 1, 2, 4 and 5, grades 3 and 6 are still using the 2013 curriculum. MI 45 Gianyar has also just implemented the Merdeka Curriculum in the new academic year this, namely 2023/2024. Likewise, MI in Tabanan, namely MI Al Ma'arif Tabanan, also applies a Merdeka Curriculum in grades 1, 2, 4 and 5 according to the table below.

Tabel 1. Grade Merdeka Curriculum Implementation

	Grade					
School	**I**	**II**	**III**	**IV**	**V**	**VI**
MIN Denpasar	√	√	√	√	√	√
MIS Al Ma'ruf	√	√		√	√	
MIS Tawakal	√	√		√	√	
MIS Hidayatullah	√			√		
MIS Al-Miftah				√	√	
MIS Al Hudi	√	√		√	√	
MIS Al-Muhajirin			√	√	√	√
MIS Quba	√			√		
MI Al Kalam	√			√		
MI Maarif Tabanan	√	√		√	√	
MI Raudlotul Huffadz Tabanan	√	√				
MI 45 Gianyar	√	√		√	√	

Merdeka Curriculum Training for Teachers

Madrasahs Ibtidaiyah teachers, both MIN and MIS, have received training/workshops/socialization regarding the independent curriculum, but with different intensities, whether organized by the school, other schools, the Denpasar Religious Education and Training Center, the local Ministry of Religion Office, the local Education Office or learning independently via the internet. However, for private madrasas such as MIS Al Hudi, the application of the Merdeka Curriculum cannot be implemented directly (implementation takes longer and more

gradually than at MIN) this is because the Merdeka Curriculum training from the Denpasar Religious Education and Training Center or the Education Office prioritizes state schools. During the training, the material studied compiling: 1). CP (learning achievements), 2). TP (learning objectives), 3). ATP (learning objective flow), 4). Teaching Module, the teaching module includes assessment of attitudes, intellectuals and creativity or practice.

Several teachers took the initiative to further improve their competencies related to IKM, namely by taking part in online workshops on smart accounts, discussing with fellow teachers at school and colleagues from several other schools that have implemented an independent curriculum, such as driving schools or state madrasas in the city of Denpasar, as the teacher did. - teachers such as at MIS Al Ma'ruf and MI Al Kalam, teachers at MIS Tawakal took part in the IKM socialization organized by SD Public School, and the school held Madrasa Inclusion socialization which brought in resource persons from psychologists and the Bali Regional Police.

Like MIS 45 Gianyar, the teachers took part in training with the theme "Implementation of the Independent Curriculum" which was carried out by one driving teacher from SMP N 1 Ubud and 1 training held by the Ministry of Religion of Gianyar Regency, to deepen the teacher's understanding of the ins and outs of Ins and outs of the Independent Curriculum, the principal bought a learning CD about the Independent Curriculum. Teachers at MI Al Ma'arif Tabanan attended training four times, one of which was training carried out directly by the school twice by inviting resource persons from the Denpasar Religious Education and Training Center. In contrast to MI Raudlotul Huffadz Tabanan, this madrasa was only established in 2023 so it only has two classes, namely classes 1 and 2 and the Merdeka curriculum has been implemented. Teachers at MI Raudlotul Huffadz have only attended training once held by the Denpasar Religious Education and Training Center.

Teacher's Understanding of the Merdeka Curriculum

The majority of teachers stated that they had sufficient understanding of the Merdeka curriculum, both its characteristics, the preparation of modules and the assessment process. Teacher preparation in teaching students by determining CP, TP, and ATP first and then compiling teaching modules by observing, imitating, and modifying existing teaching modules. Most of the madrasa teachers in Denpasar, seven out of nine schools, said they were ready to implement the Merdeka curriculum because they had taken part in Merdeka curriculum training/workshops either organized by the school, the Denpasar Religious Education and Training Center, the local Religious Office, or held by penggerak schools. However, here were two schools which stated that they were not ready enough, such as some of the teachers at MIS Al-Muhajirin because they felt they had not

taken part in the training. Likewise, MIS Quba also stated that the understanding of the Merdeka curriculum obtained was not optimal. Teachers are required to be able to follow changes in curriculum policies that have been determined by the government so that teachers must be able to compile and use learning tools including teaching modules as a form of teacher competency (Primary et al., 2024, p. 7), teaching modules also make it easier for teachers to carry out their learning (Kemendikbudristek, 2022, p. 1).

Teachers at MI 45 Gianyar also said that teacher readiness in implementing the Merdeka curriculum was lacking due to the lack of training provided by the Ministry of Religion, especially in the Gianyar area. And the training that was attended was limited to socialization, there was no technical guidance that specifically discussed training in making teaching tools, this is different with MI Maarif Tabanan, which stated that it was ready to implement the Merdeka curriculum because it had received workshops with sufficient intensity, namely four times. as well as independently participating in an independent workshop on preparing Merdeka Curriculum teaching tools which was held at STAI Denpasar with resource persons who were also from the Denpasar Religious Education and Training Center, as well as training on implementing the Merdeka curriculum which was attended online.

The facilities and infrastructure at MIS and MIN in Denpasar City, MI Maarif Tabanan, and MI Raudlotul Huffadz Tabanan, as well as MI 45 Gianyar are adequate to support the learning process, such as those at MIN Denpasar, namely projectors, Labs. Computer, science lab, UKS, classrooms, teacher and education staff rooms, library, prayer room, hall, bathroom, kitchen, yard and parking lot. Not much different from private madrasas such as MIS Al-Hudi, it also has supporting facilities and infrastructure such as classrooms, computer labs, science labs, libraries, school gardens and prayer rooms, this is in line with those owned by MIS Quba and MIS Al-Muhajirin, madrasas it has a limited number of projectors, a school garden, but supporting books are still lacking. However, library learning resources according to the independent curriculum, such as textbooks and student books for the Merdeka Curriculum and activity supplements, are inadequate

An In-Depth Analysis and Comprehensive Interpretation of the Independent Curriculum Implemented in Balis' School

The Merdeka Curriculum is implemented in madrasahs in accordance with the Decree of the Minister of Religion Number 347 of 2022 concerning Guidelines for Implementing the Merdeka Curriculum in madrasahs (Kementerian Agama RI, 2019, p. 6), where the implementation is adapted to the learning needs of the madrasahs and strengthens Islamic religious education and

Arabic which are the characteristics of the madrasahs (Rindawan et al., 2023, p. 13). The implementation of the Merdeka Curriculum in madrasas will be implemented in stages starting in the 2022/2023 academic year. In table 1, it can be seen that MIN has implemented the curriculum at all levels compared to MIS, because Private Madrasahs Ibtidaiyah (MIS) are given the opportunity to choose to implement it in whole or in part according to the school's capabilities (Direktorat KSKK Madrasah kementerian Agama, 2022, p. 6).

Eight MIS in Denpasar City, 1 MIS in Klungkung Regency, and 2 MIS in Tabanan Regency have implemented the Merdeka curriculum starting in the 2023/2024 academic year, but not at all levels, in line with research taking madrasas in Blitar City as a focus, which showed that 65% of sources stated that the curriculum was independent. implemented in madrasas, the pilot project madrasahs has implemented an Merdeka Curriculum for grades 1 and 4. The implementation is in accordance with implementation guidelines that are understood by teachers. As many as 25% of interviewees stated that the guidelines were not implemented properly because they were still adapting to the madrasa environment. Meanwhile, 10% stated that the Merdeka Curriculum had not been implemented in madrasas, this was because several private madrasas had not implemented the Merdeka Curriculum (Akhmadi et al., 2023, p. 14). The Merdeka Curriculum as an effort to restore learning can run well if madrasa leaders and teachers are truly ready to understand the curriculum, both in terms of intracurricular learning and co-curricular learning (Ramah Suti, 2023, p.15).

The eight MIS in Denpasar City, 1 MIS in Klungkung Regency, and 2 MIS in Tabanan Regency have received training or workshops or socialization about the Merdeka curriculum with different intensities thus influencing the level of readiness in these schools in implementing it, such as in MIS 45 Gianyar, teacher -the teacher took part in training carried out by one driving teacher from SMP N 1 Ubud and 1 training held by the Ministry of Religion of Gianyar Regency so he felt that he did not understand the ins and outs of the independent curriculum. Increasing teacher understanding can also be done through mentoring by other teachers who have more competent abilities, who are active through independent training guided by the Merdeka Curriculum module provided at PMM. Furthermore, the increase in teacher competency coincided with the transformation of the Randugunting 6 Public Elementary School in Tegal City into a penggerak school (Marheni et al., 2023, p. 4).

In line with the results of research which states that teachers at SMK Negeri 1 Pangkep took part in independent learning curriculum training, and collaborated with other teachers as a solution to increase understanding of the independent learning curriculum, especially in preparing

teaching modules(Amalia Nur, Arifin Jamaludin, 2023, p. 71). Teachers can learn independently on the platforms that have been provided, whether through the Ministry of Religion's website or the Merdeka Mengajar Platform (PMM), but virtual face-to-face learning is still considered to have weaknesses because it is one-way, so there needs to be a learning community that involves driving teachers as the tutor, or the school holds a workshop inviting driving teachers to accompany the madrasahs in studying and compiling the main documents in the Independent Curriculum, such as the Madrasah Operational Curriculum (KOM) document, learning organization documents, learning planning, and also teaching module documents, both intracurricular teaching modules. as well as project modules.

This method has been implemented in the Ministry of Education and Culture's Penggerak School program, where each Mobilizing School is accompanied by a facilitator intensively for a certain period of time. This strategy can also be adopted by madrasahs independently by utilizing existing resources such as madrasa supervisors, teachers or school principals who have previously implemented the Independent Curriculum (Hidayati, 2023, p. 301). So that socialization or workshops do not only wait for invitations from local training centers, but madrasah move actively to prepare their teachers.

The infrastructure available at the school which is the research locus is sufficient and meets the minimum standards required in the SNP, namely having classrooms, library rooms, science laboratories, leadership rooms, teachers' rooms, places of worship, UKS rooms, latrines, warehouses, circulation rooms, and a place to play or exercise to support the learning process (Kementerian Pendidikan Nasional, 2007, p. 24). However, there are several madrasas that still lack projectors, but this shortage is not a big obstacle in implementing the Merdeka Curriculum because the infrastructure does not have an impact on the independent curriculum. The Merdeka Curriculum is a philosophy, not something that requires equipment (Asikin, 2022, p. 1). However, it cannot be ruled out that library learning resources according to the independent curriculum, such as textbooks and student books according to the Merdeka Curriculum and activity supplements, are still inadequate. The lack of reference materials in the implementation of the Merdeka curriculum is also felt by teachers at UPT SDN 6 Mengkendek, which has an impact on hampering the development of teaching modules that suit the subject matter and students' abilities (Alimuddin, 2023, p. 7).

CONCLUSION

Nine madrasas in Denpasar City consisting of eight MIS and one MIN, one MIS in Gianyar Regency and two MIS in Tabanan Regency have implemented the Merdeka Curriculum starting in

the 2023/2024 school year, for MIN the implementation has been at all levels, but for MIS there are still several levels who still use K13. Teachers have received training or workshops and outreach, whether organized by their school, other schools, the Denpasar Religious Education and Training Center, the local Religious Office or independently through the Merdeka Curriculum platform. The difference in intensity in participating in training or workshops and socialization of independent learning is followed by differences in the level of readiness of teachers in implementing the Merdeka Curriculum so that teachers who have less intensity of training or workshops and socialization then the school needs to hold independent training or workshops by bringing in resource person or local driving teacher to get assistance. Facilities and infrastructure are sufficient to support learning activities, but library learning resources according to the Merdeka Curriculum such as textbooks and student books for the Merdeka Curriculum and activity supplements are inadequate and need to be improved. It is recommended to conduct program evaluation research, an evaluation comparing the expectations of implementing the independent curriculum through its implementation guidelines with the reality that occurs in the field.

REFERENCES

Akhmadi, A., Diklat, B., & Surabaya, K. (2023). Implementasi Kurikulum Merdeka di Madrasah Ibtidaiyah. *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan*, *11*(1), 33–44. https://doi.org/10.36052/ANDRAGOGI.V11I1.310

Alimuddin, J. (2023). Implementasi Kurikulum Merdeka di Sekolah Dasar. *Jurnal Ilmiah KONTEKSTUAL*, *4*(02), 67–75. https://doi.org/10.46772/kontekstual.v4i02.995

Amalia Nur, Arifin Jamaludin, I. L. (2023). Problematika Implementasi kurikulum Merdeka Belajar (studi Kasus Pada Guru di SMK Negeri 1 Pangkep). *Journal of Education Social and Development E- ISSN: 2988-5558*, *Volume: 2,*(261), 261–267.

Asikin, N. M. (2022). *Nadiem: Kurikulum Merdeka Tak Berhubungan dengan Sarana dan Prasarana*. Jawapos.Com. https://www.jawapos.com/pendidikan/01380632/nadiem-kurikulum-merdeka-tak-berhubungan-dengan-sarana-dan-prasarana

Bali, K. A. P. (2016). *Data MIN se Bali*. Kanwilbali.Go.Id. https://bali.kemenag.go.id/provinsi/artikel/alamat-madrasah-se-bali

Bali, T. S. D. P. (2022). *Jumlah SD Negeri, Swasta, MI dan Guru per Kabupaten/Kota*. Disdikpora. Bali. https://balisatudata.baliprov.go.id/laporan/jumlah-sekolah-dasar-negeri-swasta-mi-dan-guru-per-kabupatenkota?year=2021

Direktorat KSKK Madrasah kementerian Agama. (2022). *Panduan Kurikulum Operasional Madrasah*. 107.

Fathiha, N., & Achadi, M. W. (2023). Analisis Kesiapan Penerapan Kurikulum Merdeka Belajar pada Mata Pelajaran SKI di MIN 4 Ponorogo. *Journal Islamic Pedagogia*, *3*(1), 54–63.

Hidayati, Z. (2023). Kebijakan Pokok Dan Strategi Implementasi Kurikulum Merdeka Di Madrasah Ibtidaiyah. *Prosiding SEMAI 2*, 299.

Kemenag, D. K. M. (2022). Panduan Implementasi Kurikulum Merdeka Pada Madrasah. *Direktorat KSKK Madrasah RI*, 4.

Kemendikbudristek. (2022). *Rancangan Modul Ajar*. Merdeka Mengajar Ruang Kolaborasi Kemendikbudristekdikti. https://pusatinformasi.kolaborasi.kemdikbud.go.id/hc/en-us/articles/5010388166041-Rancangan-Modul-Ajar#:~:text=Mempermudah%2C memperlancar%2C dan meningkatkan kualitas,pengorganisasian pembelajaran sesuai tujuan pembelajaran.

Kementerian Agama RI. (2019). *Pedoman Implementasi Kurikulum Merdeka pada Madrasah*.

Kementerian Pendidikan Nasional. (2007). Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 24 Tahun 2007 Tentang Standar Sarana dan Prasarana Untuk Sekolah Dasar/Madrasah Ibtidaiyah (SD/MI), Sekolah Menengah Pertama/Madrasah Tsanawiyah (SMP/MTS), dan Sekolah Menengah Atas/Madrasah A. *Salinan*, *235*, 245.

Marheni, E., Supriyanto, T., Program, A. J., Pendidikan Guru, S., Dasar, S., Pendidikan, I., & Psikologi, D. (2023). *ANALISIS IMPLEMENTASI KURIKULUM MERDEKA DI SEKOLAH PENGGERAK SD NEGERI RANDUGUNTING 6 KOTA TEGAL (Analisis of the Implementation of the Merdeka Curriculum in the Driving School of SD Negeri Randugunting 6 Tegal City)*. *5*(2), 48–59.

Moleong, L. J. (2017). *Metodologi penelitian kualitatif (Edisi Revisi)* (37th ed.). Rosdakarya.

Noor, I. H., Izzati, A., & Azani, M. Z. (2023). Implementasi Kurikulum Merdeka Pada Mata Pelajaran Pendidikan Agama Islam. *Iseedu: Journal of Islamic Educational Thoughts and Practices*, *7*(1), 30–47. https://doi.org/10.23917/iseedu.v7i1.22539

Oktaviani, S., & Ramayanti, F. (2023). Analisis Kesiapan Sekolah dalam Mengimplementasikan Kurikulum Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, *7*(3), 1454–1460. https://doi.org/10.31004/basicedu.v7i3.5156

Primary, M. A., Rahmat, Marlina, N., & Sulastri, F. (2024). Pengembangan modul ajar berbasis Kurikulum Merdeka sebagai bentuk peningkatan kompetensi guru dalam pengembangan profesi guru Bahasa Inggris SMP Kota Tasikmalaya. *Jurnal Pendidikan Dan Pengabdian Masyarakat*, *7*(1), 12–16.

Puspitasari, R., Rahmah, F. N., Nugroho, A. A., Khamidah, F. N., & Sutrimo, M. S. (2018). Analisis Kesiapan Sekolah Terhadap Perubahan Kurikulum. *Jurnal Idaarah*, *2*(2), 280–288.

Quinn Patton, M. (2009). *Metode Evaluasi Kualitatif, Penerjemah Budi Puspo Priyadi* (Kamdani (ed.); II). Pustaka Pelajar Offset.

Ramah Suti, R. M. (2023). *Analisis Kebijakan Implementasi Kurikulum Merdeka di Madrasah*. *1*(1).

Rindawan, R., Supriadin, S., & Muhsan, M. (2023). Evaluasi Manajemen Pembelajaran Madrasah Aliyah Manhalul Ma'arif Darek Menggunakan Evaluasi Model CIPP. *Jurnal Ilmiah Mandala Education*, *9*(1), 628–640. https://doi.org/10.58258/jime.v9i1.4698

Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur. *Research and Development Journal of Education*, *8*(1), 185. https://doi.org/10.30998/rdje.v8i1.11718

Yusuf, M. A. (2016). *Metode Penelitian Kuantitatif, Kualitatif \& Penelitian Gabungan*. Prenada Media. https://books.google.co.id/books?id=RnA-DwAAQBAJ