



---

## ANALYSIS OF FACTORS INHIBITING SCIENCE LEARNING IN THE IMPLEMENTATION OF THE KURIKULUM MERDEKA IN THE HIGH SCHOOLS IN PALEMBANG

Deby Noviyanti\*, Risa Pebriyanti, Ikhsan Pangestu, Saleh Hidayat, Wulandari Saputri, Meli Astriani  
*Biology Education Study Program, Postgraduate Program, Universitas Muhammadiyah Palembang  
Jl. Jenderal Ahmad Yani 13 Ulu, Palembang, South Sumatera 30263, Indonesia*  
\*Corresponding author: [debynoviyanti29@gmail.com](mailto:debynoviyanti29@gmail.com)

---

### ARTICLE INFO

#### Article history

Submission 2023-08-06  
Revision 2023-09-14  
Accepted 2023-10-30

#### Keywords:

Education  
Kurikulum Merdeka  
Obstacle factor

### ABSTRACT

*Education is an important sector in the development of a country. The progress of a nation is very dependent on the education system. To improve the quality of learning, many countries, including Indonesia, have adopted new curriculum, such as the Kurikulum Merdeka. The Kurikulum Merdeka gives students freedom in their learning and emphasizes the development of 21st-century skills. However, the application of this curriculum is faced with several inhibiting factors. This study aims to analyze the inhibiting factors in implementing the Kurikulum Merdeka at SMA Muhammadiyah 6 and SMA Aisyiyah 1 Palembang. This study uses a qualitative approach with data collection techniques in the form of interviews and information surveys. The results showed that the internal inhibiting factors for implementing the Kurikulum Merdeka came from the motivation, attitudes, and interests of the students. In addition, external inhibiting factors also come from parental support, principal leadership, school facilities, learning systems, learning materials, and teacher competence. It can be concluded that there are obstacles in all the indicators measured. With a deep understanding of these inhibiting factors, it is hoped that it can provide recommendations for the authorities and become a reference for schools in efforts to correct deficiencies and develop the Kurikulum Merdeka in the future.*

---

## INTRODUCTION

The progress of a nation is very dependent on the education system (Herdiansyah & Kurniati, 2020). To achieve better educational goals, many countries, including

Indonesia, have adopted a new curriculum that aims to improve the quality of learning (Iskandar et al., 2023). One of the curricula currently being introduced and implemented in Indonesia is the Kurikulum Merdeka (Ariga, 2022).

The Kurikulum Merdeka is an educational strategy that aims to enable students' independence and freedom in their learning (Asbari, 2023). One of the objectives of this curriculum is to focus on developing 21st century skills, namely communication skills, creativity, collaboration, and critical thinking (Rosmana et al., 2023). Students have the freedom to explore their interests and talents in this curriculum, and play an active role in the learning process (Supit et al., 2023).

Even though the Kurikulum Merdeka offers various potentials and benefits, its implementation does not always go smoothly. There are several inhibiting factors that need to be overcome so that this curriculum can be implemented effectively at all levels of education. According to Usman et al. (2023), obstacles to the implementation of learning from both internal and external factors will always exist during the learning process. Internal aspects include things such as the limitations of the students themselves, their basic skills, the way they see themselves, and their learning behavior. External barriers are barriers that students encounter from external sources, such as the environment, peers, teachers, and policies contained in school infrastructure, facilities, and the existing curriculum.

One of the main inhibiting factors is the established educational paradigm. Over the years, education has tended to promote a knowledge-centred teacher approach and an information-gathering-centred curriculum. This paradigm shift is a challenge, because it requires a shift in the way teachers teach and students learn (Ibrahim, 2022).

Teacher preparation is also a significant inhibiting factor. Teachers need to understand the philosophy and methodology of the Kurikulum Merdeka, and have sufficient skills and knowledge to implement it in the classroom. Adequate training and education are needed to prepare teachers to apply this curriculum properly

Lack of resources is also an obstacle in implementing the Kurikulum Merdeka (Mujab & Gumelar, 2023). Adequate infrastructure, such as classrooms equipped with modern technology, fast internet access, and adequate libraries, are needed to support independent and innovative learning (Widianto, 2021). In some areas, especially in rural or remote areas, the availability of these resources is still limited

The use of various evaluation methods is another difficulty in practicing the Kurikulum Merdeka. The evaluation used to implement the Kurikulum 2013 is in the form of an authentic assessment that provides a fairly comprehensive assessment of student development. It is not only the cognitive component that is the benchmark for the main assessment, but also the affective and psychomotor components. Furthermore, the Kurikulum Merdeka emphasizes formative assessment and various evaluation methods, which may be different from the traditional assessment approach in the Kurikulum 2013 which relies more on written exams (Firdaus et al., 2022). Changes in how assessments are conducted and how the results are used also require greater awareness and understanding.

In addition, policy and implementation challenges can also be constraining factors. Complex bureaucratic structures and complicated administrative procedures can make it difficult to adopt the Kurikulum Merdeka (Aisyah & Rahayu, 2021). Good coordination and collaboration is needed between various parties, including the government, educational institutions, teachers, and parents, to ensure that the implementation of the Kurikulum Merdeka runs smoothly (Swandari & Jemani, 2023).

It is very important for every party involved in the education sector to understand the obstacles that occur in the implementation of the Kurikulum Merdeka so as to improve the standard and quality of education itself. The Kurikulum Merdeka has the potential to play an important role in the advancement of better education in Indonesia if these obstacles are addressed and appropriate action is taken to overcome them. Therefore, the researcher conducted a study entitled "Analysis of Factors Inhibiting Science Learning in the Implementation of the Kurikulum Merdeka in the High Schools in Palembang" to examine the factors that hindered the implementation of the Kurikulum Merdeka at the senior high school level. This research is expected to be useful as a recommendation and reference for policy makers in senior high schools in an effort to correct deficiencies and develop the Kurikulum Merdeka in the future.

## **MATERIALS AND METHODS**

### ***Research Subject***

This research was conducted from May to June 2023 at SMA Muhammadiyah 6 Palembang and SMA Aisyiyah 1 Palembang. The reason for choosing the two schools as

research locations was because, based on the researcher's observations, there were still obstacles faced by teachers and students in the learning process with the Kurikulum Merdeka in the two schools. The samples were 4 teachers at SMA Muhammadiyah 6 Palembang and 4 teachers at SMA Aisyiyah 1 Palembang, where from each school the sample was one Vice Principal of Curriculum and the rest were Science teachers (Biology, Chemistry, and Physics who implemented the Kurikulum Merdeka). Initials and the position of the informant is in **Table 1** as follows.

**Tabel 1.** Informant data

No.	Informant's initials	Position
SMA Muhammadiyah 06 Palembang		
1.	WWG	Vice Principal of Curriculum
2.	MS	Teacher
3.	AZ	Teacher
4.	SA	Teacher
SMA Aisyiyah 1 Palembang		
5.	HT	Vice Principal of Curriculum
6.	IS	Teacher
7.	RMS	Teacher
8.	FC	Teacher

### **Research instrument**

The research instrument used was an interview guide. The questions in this interview guide are open and closed questions. To find out the variable factors that hinder the implementation of the Kurikulum Merdeka, the authors adapted the factor indicators used in the previous study by Ibrahim (2022), where her research used eight indicators which were divided into two dimensions, namely internal factors and and external factors. These indicators are presented in **Table 2** as follows.

**Tabel 2.** Interview guide sheet grid

No.	Dimensions	Indikator	No. Item
1.	Internal factors	1. Student Motivation	1, 2, and 3
		2. Attitude of Learners	4, 5, and 6
		3. Student Interests	7, 8, and 9
2.	External Factors	1. Parental support	10, 11 and 12
		2. School Facilities	12 and 13
		3. Principal leadership	14
		4. Learning system	15, 16, 17, and 18
		5. Learning materials	19, 20, 21 and 22
		6. Teacher competence	23 and 24

Interviews were conducted directly at SMA Muhammadiyah 6 Palembang and SMA Aisyiyah 1 Palembang. Researchers interviewed informants based on an interview guide that had been prepared based on the indicators they wanted to measure.

Furthermore, researchers process and analyze data using data reduction, evidence and inferential techniques. Reduced data provides a clearer 'picture' and makes it easier to collect and search for the necessary data.

## **RESULTS AND DISCUSSION**

In this study, researchers took data from one Vice Principal of Curriculum and three Science Teachers who were at SMA Muhammadiyah 6 Palembang and SMA Aisyiyah 1 Palembang so that the total informants were eight people, with the initials WWG, MS, AZ, SA, HT, IS, RMS, and FC. The inhibiting factors faced by science subject teachers in the implementation of the Kurikulum Merdeka in the two High Schools that the author wants to know include internal and external factors. The description of the data obtained can be seen as follows.

### ***Internal Factors***

#### ***Student Motivation***

Based on the results of interviews, all informants said that students seemed to have learning motivation in participating in learning with the Kurikulum Merdeka both at SMA Muhammadiyah 6 Palembang and SMA Aisyiyah 1 Palembang. On average, informants said that students' motivation to learn came from teachers, parents, themselves, fun learning activities with peers, and the school environment. Informants who said the motivation of students was very high in participating in the Kurikulum Merdeka learning said that:

*"In carrying out teaching and learning activities based on the Kurikulum Merdeka, students are very enthusiastic in implementing P5 (The Pancasila Student Profile Strengthening Project)." (IS)*

So, it can be stated that the implementation of P5 is one of the factors considered by the teacher to be able to spur student motivation in learning. This is in line with the opinion of Rachmawati et al. (2022), that according to schools that have implemented P5, the Kurikulum Merdeka implemented by driving schools has a positive impact on students' learning motivation. This is because students must be able to increase their motivation in order to achieve a learning goal. The central theme of the curriculum

“Pancasila Student Profile” also has an impact on how well learning objectives are achieved.

However, based on the results of observations at SMA Aisyiyah 1 Palembang, there are still obstacles, namely the low learning motivation seen in some students when participating in learning with the Kurikulum Merdeka. When asked about this, the Vice Principal of Curriculum revealed that this was because teachers were still adapting to the Kurikulum Merdeka learning system, which had only been going on for one year. It is different from the answer of the Vice Principal of Curriculum at SMA Muhammadiyah 6 Palembang that:

*"Our high school has begun to adapt to implementing the Kurikulum Merdeka after using it for the past two semesters. New students and those who are going to class must undergo evaluation in the form of independent psychological tests, which provide information for teachers and schools in determining students' interests and talents and adapting the environment and teaching methods to suit their needs. This is the school's effort to increase student motivation to participate in learning activities based on the Kurikulum Merdeka." (WWG)*

Based on the explanation above, it can be seen that there is a slight difference between the motivation of students at SMA Muhammadiyah 6 Palembang and SMA Aisyiyah 1 Palembang, where at SMA Aisyiyah 1 Palembang the teacher is considered to be still adapting to the Kurikulum Merdeka which indirectly affects the high and low motivation of participants educate in learning.

#### *Attitude of Learners*

Based on the results of the interviews, in general, all informants stated that students had received lessons well at school. Most of the informants stated that there were still a few students who were undisciplined or unfocused during the lesson. The undisciplined/focused nature of some students is caused by several factors including arriving late to school, other activities outside the classroom, busy study schedules, students' lack of understanding of learning material, and inappropriate teacher teaching strategies. This is in line with the opinion of RMS, that:

*"There are students who are not disciplined both in the learning process and in terms of assignments, this is because students participate in various other activities outside of learning activities in class". (RMS)*

Regarding the lack of focus on students, SA also argues that:

*"Some students do not focus on learning because there are some students who do not understand the learning material." (SA)*

When asked for his opinion about what influences caused students to be undisciplined/focused when receiving lessons, there were various answers given by informants, one of which was HT who argued that:

*"There are several factors that cause students to be undisciplined and focus on learning, including: 1) the learning strategy applied by the teacher; 2) class atmosphere; and 3) the concentration of students." (HT)*

Discipline is one of the important factors in learning, this is in line with the opinion of Nurjannah et al. (2020), that in managing learning, discipline is an important factor. Without an awareness of the necessity to carry out predetermined rules, it is impossible for learning to reach the maximum target.

Overall, from the results of the interviews, it can be seen that at SMA Muhammadiyah 06 Palembang and SMA Aisyiyah 01 Palembang, there are still obstacles in terms of students' attitudes in learning, which can come from the students themselves, or are influenced by family and environmental upbringing. both home and school environments.

One solution that teachers can do to help students understand the material easily is to use 3D learning media that has a real appearance that will make it easier for students to remember and absorb the learning material delivered by the teacher. Learning media helps improve understanding, presents data in an interesting and reliable way, facilitates data interpretation, condenses information, generates student motivation and interest in learning (Permatasari et al., 2022).

#### Student Interests

Based on the results of the interviews, when asked whether the students understood and understood all the material explained by the teacher, some informants answered yes, while others answered not yet. Then when asked whether students could choose local content according to their interests, there were differences in answers between the 2 informants who were Vice Principal of Curriculum in their respective schools. According to WWG as Vice Principal of Curriculum at SMA Muhammadiyah 6 Palembang, students cannot choose local content according to their interests, he stated that:

*"In the Kurikulum Merdeka, students are given the choice to choose, but the Muhammadiyah school does not decide." (WWG)*

It is different from HT's statement as Vice Principal of Curriculum at SMA Aisyiyah 1 Palembang, that students can choose according to what is conceptualized in the Kurikulum Merdeka.

In a follow-up interview with informants at SMA Muhammadiyah 06 Palembang, he provided information that the assessment system for managing students' interests and talents was still in the design stage because the Kurikulum Merdeka had just been implemented at SMA Muhammadiyah 06 Palembang, so this became one of the obstacles in class management based on student interest. In short, there is no structure or method to classify children according to their skills and interests. Meanwhile, according to the data collected there were no obstacles in class management at SMA Aisyiyah 01 Palembang based on the talents and interests of students because the procedures and evaluation methods for selecting students' talents and interests ran smoothly. This is in line with HT's opinion which states that:

*"From the beginning, starting to implement the Kurikulum Merdeka, SMA Aisyiyah 1 Palembang, which is also a driving school, also focused on an assessment system to determine students' interests and talents, and thank God, it has gone well, even though there are obstacles along the way, the school is still able to overcome them." (HT)*

In connection with the interests of the students, the researcher also asked questions about whether or not the students understood and understood all the material explained by the teacher, in which more than half of the informants answered not yet. There are several responses to this statement, such as FC which argues that:

*"Students have not been able to understand and understand all the material explained by the teacher because there is some material that has a high level of difficulty, especially material that emphasizes analysis". (FC)*

The above statement is also in line with the opinion of AZ which states that:

*"Not all students are able to understand the material that the teacher explains because not all students immediately understand what is being taught by the teacher, this is due to the different abilities of students." (AZ)*



According to Muliani & Arusman (2022), the lack of students' attention during the teacher's explanation of learning material can contribute to students' poor understanding of the material. This can be avoided by creating a relaxed and comfortable learning environment in the classroom. When learning takes place in a relaxed and comfortable environment, students are more likely to pay attention and be able to manage pleasant situations to achieve lesson goals.

Students that take an interest in their studies are better able to see the connection between the material and themselves. Students will feel growth in themselves if they can see the outcomes of their learning experiences. They are also driven and enthusiastic about studying (Devi et al., 2022).

Based on some of the statements above, it can be concluded that there are several reasons why students cannot understand the learning material taught by their teachers, among others because the abilities of each student are different and the learning material is considered difficult. This will ultimately have an impact on the learning interests of students.

### ***External Factors***

#### ***Parental Support***

The success of students is influenced by the support of parents (Rosalina & Yamlean, 2021). Most of the parents of students in both schools are very supportive of their children's learning process. This support includes motivation, attention and encouragement for these children to study well. Parents participate in school activities, such as parent-teacher meetings, meetings with teachers, and support students' learning tasks and responsibilities. This agrees with Kriswati et al. (2023) that the role of parents in education is necessary to support children's academic success at school. It is known that several factors can influence a child's academic success, one of which is parental support, which is a form of parenting by giving attention and helping children learn.

Based on the results of the interviews, the majority stated that parental support was good enough in terms of student learning outcomes, and the same was the case with HT, which stated that:

*"Parents' support has been well seen in the processes and activities of students at school." (HT)*

Related to this, other respondents gave their views:

*"Parents' support is very important in student learning because it can influence the way they learn at school." (WWG)*

"Because parents are the main supporters of students in learning, apart from their teachers and friends." (MS)

Based on some of the statements above, it can be concluded that positive parental support influences students' academic achievement with motivation, attention, and encouragement to study well. Parental participation in school activities and support for students' learning tasks and responsibilities has a positive impact on their learning outcomes. The role of parents is very important in supporting children's academic success in school.

#### *Principal Leadership*

Leadership is a very important factor affecting achievement, because leadership is the most important activity through which organizational goals can be achieved. According to Siteni (2016), the principal is the most important factor in the process of achieving achievement. Thus, the principal is expected to be able to influence so that he can see that teaching is running smoothly.

An important role is held by the teacher component and the school principal in achieving educational goals. The teacher's actions can be affected by the principal's actions. Therefore, deep leadership from the principal can positively influence teacher actions, for example, by fostering a sense of self-confidence, loyalty, and motivation to carry out tasks optimally (Ningsih et al., 2020).

This is also in line with what was conveyed by SA and MS regarding the leadership of the school principal which stated that:

*"The principal always pays attention to the program and the progress of student learning outcomes every month." (SA)*

*"The school principal has duties that involve supervising the work and performance of teachers as well as providing all the necessary facilities to support an optimal learning process." (MS)*

Talking about the views expressed by RMS, they gave the following opinion:

*"Therefore, the principal always observes carefully and often inquires about the implementation of tasks and the achievements that have been achieved by the teachers." (RMS)*

Based on some of the statements above, it can be concluded that leadership is an important factor that influences achievement. The principal has a major role in achieving the goals of educational organizations. Good school principal leadership pays attention to the program and the progress of student learning outcomes on a regular basis, thereby contributing to good learning outcomes.

#### *Learning System*

Every learning process in schools must be interactive, inspiring, fun, challenging, and encourage active participation, with sufficient space for initiative, creativity, and independence to develop students' skills, interests, and physical and psychological development. According to Sanjani (2020), the teaching and learning process is a process that contains a series of actions or the basis for reciprocal relationships between teachers and students that occur in educational situations to achieve goals.

Based on the results of interviews at the SMA Muhammadiyah 6 Palembang, it was stated that most of the teachers, including MS, stated that the school had good learning motivation and that students also took part in learning activities with the Kurikulum Merdeka as they should. This also agrees with the answers from respondents from the RMS where the learning motivation of the students has started to increase, this can be seen from the enthusiasm of the students in the learning process. So it can be concluded that there is already a good learning system in accordance with the programs that have been achieved such as the Kurikulum Merdeka. This is particularly evident in the school environment. According to (Sujana, 2019), in the educational context, school is not only a place where students acquire knowledge and skills. More than that, schools also have an important role in shaping the intellectual and social development of students. Through a structured learning system, students are not only instilled with the values of knowledge but are also taught how to interact effectively in society.

This is also in line with what was conveyed by RMS as a class X and XI teacher at SMA Aisiyah 1 Palembang regarding the learning system, which states that:

*"The school employs a variety of learning methods: lively experiments and lectures, stimulating question and answer, illustrative demonstrations, and jigsaw." (RMS)*

Related to this, MS stated that:

*"Learning methods that are often used are experiments, study groups, peer tutors, jigsaws, or group discussions. The reason is that these learning methods can be applied to learning depending on each teacher and the material." (MS)*

Talking about the views regarding the learning system expressed by SA, where he served as a teacher for class X and XI students at SMA Aisyiyah 1 Palembang, gave the following opinion:

*"In the learning system, a variety of approaches are used: exposing lectures, illustrating demonstrations, and asking questions and answering them, encouraging interaction." (SA)*

Based on some of the statements above, it can be concluded that the learning system in schools has been implemented properly, which includes aspects that are interactive, inspiring, fun, and encourage the creativity of students. The teaching and learning process is integrated with the Kurikulum Merdeka, and this is proven to increase learning motivation and student enthusiasm for learning. This learning system serves as a means for developing students' skills, interests, and independence through systematic physical, psychological, and natural science development.

#### *School facilities*

In the process of teaching and learning in schools, facilities or infrastructure are a very important part because they can facilitate learning in schools. According to Chayani & Januardi, (2019), student space and learning outcomes are very closely related, especially at school, students are more active in learning, if the available space is well prepared and can help students in learning activities, then it can also help teachers in study. According to WWG, the results of interviews conducted at SMA Muhammadiyah 6 stated that:

*"School facilities are adequate and equipped with technical equipment that aims to facilitate the learning of school students." (WWG)*

Environmental factors at school are situations where children can interact with peers, explore their talents, and utilize adequate facilities to support the learning process. If school facilities are inadequate, this can have an impact on student learning development (Laia et al., 2022).

*"The school already has good facilities as well as active technology and extracurriculars, but there are a few damaged facilities that hinder the learning process at school a bit." (IS)*

Related to this, MS, gave their views:

*"The facilities at SMA Muhammadiyah 6 are complete so that students can receive lessons properly and comfortably. Each class is equipped with Infocus and air conditioning; complete books are available; adequate electricity supply is available; and there is free internet access and other facilities."*

Talking about the views regarding the learning system expressed by HT, where he served as Vice Principal of Curriculum at SMA Aisyiyah 1 Palembang, he gave the following opinion:

*"At SMA Aisyiyah 1 Palembang, students have access to facilities that really support their learning process. Classrooms are comfortable and equipped with technology, such as projectors, to help visualize material. The well-stocked library provides resources for research and understanding development. In addition, sports facilities and extracurricular spaces also encourage the development of students' potential in various fields." (HT)*

Based on the statements above, it can be concluded that both of the schools pay attention to school facilities. At SMA Muhammadiyah 6, the available facilities are adequate and equipped with technological facilities to help students learn smoothly. Meanwhile, at SMA Aisyiyah 1, although the facilities are good and active, there are some damaged ones that slightly hinder the learning process. Overall, school facilities in both places are an important part of facilitating learning.

#### *Teacher Competence*

On teacher competency indicators, researchers asked two questions in this regard. The first question relates to whether the teacher understands the Kurikulum Merdeka well, in which some teachers answer that they understand the Kurikulum Merdeka well. According to the teachers, this was because the teachers had received training regarding the implementation of the Kurikulum Merdeka and some teachers felt that the difference between the Kurikulum 2013 and the Kurikulum Merdeka was not too significant. This is in line with the opinion of MS which states that:

*"Broadly speaking, the material for the Kurikulum 2013 and the Kurikulum Merdeka are not much different, like the Kurikulum 2013 material in class XI which is also taught in the Kurikulum Merdeka." (MS)*

However, some other teachers were of the opinion that they only understood part of the Kurikulum Merdeka, even though they had received/participated in previous training. This is in line with FC's opinion which states that:

*"I don't understand the Kurikulum Merdeka perfectly because I feel that the training provided is lacking." (FC)*

Another question is related to teacher constraints in implementing the Kurikulum Merdeka. Based on several statements from informants, it is known that the obstacles faced by teachers in implementing the Kurikulum Merdeka include the incomplete supporting facilities, students not used to this curriculum, the teacher's lack of understanding of the Kurikulum Merdeka, and the many administrative processes that must be completed by the teacher. This is in line with the opinion of SA:

*"In the implementation of the Kurikulum Merdeka, there is so much administration that must be completed by teachers, more than the Kurikulum 2013." (SA)*

Based on the explanation above, it can be concluded that there are still obstacles related to teacher competence in implementing the Kurikulum Merdeka, both from the teacher himself and those from the surrounding environment, which ultimately have an impact on the smooth implementation of the Kurikulum Merdeka. According to Alfath et al. (2022), teachers play a role in the formation of superior and intelligent intellectual and spiritual resources so that they become one of the most important elements in the teaching and learning process. Teachers must be able to carry out their duties with full responsibility so that educational goals can run smoothly according to what is aspired to. The Minister of Education and Culture created an independent learning program as a way to improve the quality of education in Indonesia, where teachers must have pedagogical competence, personal competence, social competence and professional competence. to make it happen.

## CONCLUSION

Based on the analysis of internal and external factors as inhibiting factors for the implementation of the Kurikulum Merdeka at the high school level, it can be stated that there are still obstacles in all measurable indicators. The results of this study also show that the inhibiting factors for the implementation of the Kurikulum Merdeka in the two schools differ according to the climate and conditions in the schools.

## REFERENCES

- Aisyah, S., Noviyanti, E., & Triyanto, T. (2020). Bahan Ajar sebagai Bagian dalam Kajian Problematika Pembelajaran Bahasa Indonesia. *Jurnal Salaka: Jurnal Bahasa, Sastra, Dan Budaya Indonesia*, 2(1). <https://doi.org/https://doi.org/10.33751/jsalaka.v2i1.1838>
- Aisyah, S., & Rahayu, Y. M. (2021). *Pengelolaan Pendidikan*. Penerbit Lakeisha.
- Alfath, A., Azizah, F. N., & Setiabudi, D. I. (2022). Pengembangan Kompetensi Guru dalam Menyongsong Kurikulum Merdeka Belajar. *Jurnal Riset Sosial Humaniora Dan Pendidikan*, 1(2), 42–50. <https://doi.org/10.56444/SOSHUMDIK.V1I2.73>
- Ariga, S. (2022). Implementasi Kurikulum Merdeka Pasca Pandemi Covid-19. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, 2(2), 662–670. <https://doi.org/https://doi.org/10.56832/edu.v2i2.225>
- Asbari, R. A. F. (2023). Kurikulum Merdeka dan Keunggulannya dalam Penciptaan Perubahan di Dunia Pendidikan. *Jurnal Pendidikan Transformatif*, 2(1), 141–143. <https://doi.org/https://jupetra.org/index.php/jpt/article/view/136>
- Devi, E. S., Damayanti, E., Hamansah, H., Salahuddin, S., & Jamilah, J. (2022). Increasing Learning Interest Through Android-Based Word Square Learning Media. *Bioma : Jurnal Ilmiah Biologi*, 11(2), 238–248. <https://doi.org/10.26877/bioma.v11i2.10766>
- Firdaus, H., Laensadi, A. M., Matvayodha, G., Siagian, F. N., & Hasanah, I. A. (2022). Analisis Evaluasi Program Kurikulum 2013 dan Kurikulum Merdeka. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(4), 686–692. <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/5302>
- Harefa, D. (2020). Perbedaan Hasil Belajar Fisika Melalui Model Pembelajaran Problem Posing Dan Problem Solving Pada Siswa Kelas X-MIA SMA Swasta Kampus Telukdalam. *SINASIS (Seminar Nasional Sains)*, 1(1). <https://doi.org/https://doi.org/10.51673/jips.v1i2.365>
- Herdiansyah, D., & Kurniati, P. S. (2020). Pembangunan Sektor Pendidikan Sebagai Penunjang Indeks Pembangunan Manusia di Kota Bandung. *Jurnal Agregasi: Aksi Reformasi Government Dalam Demokrasi*, 8(1). <https://doi.org/https://doi.org/10.34010/agregasi.v8i1.2765>

- Ibrahim, N. L. (2022). *Identifikasi Faktor Penghambat Penerapan Kurikulum Merdeka Belajar pada Tingkat Sekolah Menengah Atas (Studi Kasus pada SMAN 1 Telaga Biru dan SMAN 3 Gorontalo)*. <https://doi.org/https://doi.org/10.51700/manajemen.v2i2.338>
- Iskandar, S., Rosmana, P. S., Apriliani, D., Husna, M., Azahra, R., & Zahra, V. N. (2023). Kurikulum Merdeka sebagai Upaya Mengatasi Learning Loss yang Terjadi di Indonesia. *Innovative: Journal Of Social Science Research*, 3(2), 3558–3568. <https://j-innovative.org/index.php/Innovative/article/view/741>
- Kriswati, M., Patmisari, P., & Hidayat, S. (2023). Pengaruh Motivasi Belajar dan Parent Involvement terhadap Sikap Mandiri Siswa sebagai Profil Pelajar Pancasila. *Edukatif: Jurnal Ilmu Pendidikan*, 5(3), 1270–1280. <https://doi.org/10.31004/EDUKATIF.V5I3.4854>
- Laia, Y., Sarumaha, M. S., & Laia, B. (2022). Bimbingan Konseling dalam Meningkatkan Kemandirian Belajar Siswa di SMA Negeri 3 Susua Tahun Pelajaran 2021/2022. *Counseling For All (Jurnal Bimbingan Dan Konseling)*, 2(1), 1–12. <https://doi.org/https://doi.org/10.22373/je.v3i1.1411>
- Mujab, S., & Gumelar, W. S. (2023). Analisis Implementasi Kurikulum Merdeka (Studi Kasus SMK Al Huda Kedungwungu Indramayu). *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(1), 1538–1545. <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/11166>
- Muliani, R. D., & Arusman. (2022). Faktor - Faktor yang Mempengaruhi Minat Belajar Peserta Didik. *Jurnal Riset Dan Pengabdian Masyarakat*, 2(2), 133–139. <https://doi.org/10.22373/JRPM.V2I2.1684>
- Ningsih, E. K., Fitria, H., & Fitriani, Y. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Konsep Diri Terhadap Kinerja Guru. *Journal of Education Research*, 1(2), 100–105. <https://doi.org/https://doi.org/10.37985/joe.v1i2.7>
- Nurjannah, E., Masudi, M., Baryanto, B., Deriwanto, D., & Karolina, A. (2020). Strategi Guru Mata Pelajaran Akidah Akhlak dalam Meningkatkan Kedisiplinan Belajar Siswa. *Journal of Education and Instruction (JOEAI)*, 3(2), 159–171. <https://doi.org/10.31539/JOEAI.V3I2.1381>
- Permatasari, M. I., Pratiwi, I., Angraini Ahza Sazwita, R., & Fuad Saifuddin, M. (2022). BioDigital Human: Media Pembelajaran di Era New Normal. *Bioma : Jurnal Ilmiah Biologi*, 11(1), 50–60. <https://doi.org/10.26877/bioma.v11i1.9723>
- Rachmawati, N., Marini, A., Nafiah, M., & Nurasih, I. (2022). Proyek Penguatan Profil Pelajar Pancasila dalam Impelementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3613–3625. <https://doi.org/10.31004/BASICEDU.V6I3.2714>
- Rosalina, E., & Yamlean, M. (2021). Pengaruh Dukungan Orang Tua Terhadap Prestasi Belajar Siswa Mata Pelajaran Ekonomi. *Jurnal Sosial Dan Sains*, 1(9), 1–2. <https://doi.org/https://doi.org/10.59188/jurnalsosains.v1i9.196>



- Rosmana, P. S., Iskandar, S., Kholida, A., Firdaus, D. N., Rakasiwi, N. P., & Melia, N. (2023). Korelasi Kurikulum Merdeka Belajar dengan Pembelajaran Abad-21. *Jurnal Pendidikan Tambusai*, 7(2), 3641–3649. <https://doi.org/https://jptam.org/index.php/jptam/article/view/6705>
- Sanjani, M. A. (2020). Tugas dan peranan guru dalam proses peningkatan belajar mengajar. *Serunai: Jurnal Ilmiah Ilmu Pendidikan*, 6(1), 35–42. <https://doi.org/https://doi.org/10.37755/sjip.v6i1.287>
- Sitani, L. (2016). Pengaruh Kepemimpinan Kepala Sekolah dan Kinerja Mengajar Guru Terhadap Prestasi Belajar Siswa. *Jurnal Santiaji Pendidikan (JSP)*, 6(2). <https://doi.org/https://doi.org/10.35316/jpii.v2i1.66>
- Sujana, I. W. C. (2019). Fungsi dan Tujuan Pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 29–39. <https://doi.org/https://doi.org/10.25078/aw.v4i1.927>
- Supit, D., Masinambow, D. A., Repi, H. K., Naharia, O., & Jacobus, S. N. H. (2023). Implementasi Kurikulum Merdeka Belajar di SMP Negeri 1 Talawaan. *Madani: Jurnal Ilmiah Multidisiplin*, 1(5). <https://garuda.kemdikbud.go.id/documents/detail/3533115>
- Swandari, N., & Jemani, A. (2023). Mitra Implementasi Kurikulum Merdeka pada Madrasah dan Problematikanya. *PROGRESSA: Journal of Islamic Religious Instruction*, 7(1), 102–120. <https://doi.org/https://doi.org/10.32616/pgr.v7.1.439.102-120>
- Usman, U., Lestari, I. D., Astuti, S. H., Izanah, N., Wardani, R. A., Rahmah, A., & Purbasari, N. (2023). Analisis Hambatan Pembelajaran Biologi pada Pelaksanaan Kurikulum Merdeka. *Jurnal Riset Pendidikan Dan Pengajaran*, 2(1), 7–18. <https://doi.org/https://doi.org/10.55047/jrpp.v2i1.368>
- Widianto, E. (2021). Pemanfaatan Media Pembelajaran Berbasis Teknologi Informasi. *Journal of Education and Teaching*, 2(2), 213–224. <https://doi.org/https://doi.org/10.24014/jete.v2i2.11707>