

ASSISTANCE IN THE PREPARATION OF THE OPERATIONAL CURRICULUM FOR MADRASAH IBTIDAIYAH ON SUMBERGEMPOL DISTRICT IN 2024

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ABSTRACT

The purpose of this mentoring is to facilitate knowledge and direct practice in the preparation of the Madrasah Operational Curriculum (KOM) in elementary madrasahs in Sumbergempol District and ultimately there is an increase in knowledge and skills after carrying out this activity. This research activity in the form of community service research was carried out by the author and supervisor of the Sumbergempol District madrasah which was carried out from July 27 to August 16, 2024 with the target of assistance being 10 Elementary Madrasahs in Sumbergempol District, Tulungagung Regency with a total of 80 participants. The stages in this community service activity consist of the preparation, socialization, mentoring and evaluation stages. This training activity showed results in an increase in the understanding and skills of participants regarding the preparation of KOM which is proof that the entire material provided was successfully understood well by most of the training participants. Mastery of the training material can be seen from the increase in the pre-test and post-test given, where the average pre-test score was 65, increasing in the post-test to 95. In terms of psychomotor abilities, the increase can be proven from the success of the participants in compiling their respective Madrasah Operational Curriculum (KOM) which will later be used in their Madrasah, and their opinions about this activity show real benefits by producing a product in the form of a Madrasah Operational Curriculum (KOM).

ABSTRAK

Tujuan pendampingan ini adalah untuk memfasilitasi pengetahuan dan praktek secara langsung dalam penyusunan Kurikulum Operasional Madrasah (KOM) di madrasah ibtidaiyah Kecamatan Sumbergempol dan pada akhirnya terjadi peningkatan pengetahuan serta keterampilan setelah melaksanakan kegiatan ini. Kegiatan penelitian ini berupa penelitian pengabdian ini dilaksanakan oleh penulis sekaligus pengawas madrasah Kecamatan Sumbergempol yang dilaksanakan mulai 27 Juli-16 Agustus 2024 dengan sasaran dampingan adalah 10 Madrasah Ibtidaiyah di Kecamatan Sumbergempol Kabupaten Tulungagung dengan jumlah 80 Peserta seluruhnya. Tahapan dalam kegiatan pengabdian ini terdiri dari tahap persiapan, sosialisasi, pendampingan dan evaluasi. Kegiatan pelatihan ini menunjukkan hasil adanya peningkatan pada pemahaman dan keterampilan peserta mengenai penyusunan KOM yang menjadi bukti bahwa keseluruhan materi yang diberikan berhasil dipahami dengan baik oleh sebagian besar peserta pelatihan. Penguasaan terhadap materi pelatihan dapat terlihat dari peningkatan pre-test dan post-test yang diberikan, dimana rata-rata skor pretest adalah 65 meningkat pada posttest menjadi 95. Pada aspek kemampuan psikomotor, peningkatan dapat dibuktikan dari keberhasilan peserta menyusun Kurikulum Operasional Madrasah (KOM) masing-masing yang nantinya akan dipakai di Madrasah mereka, dan pendapat terhadap mereka tentang kegiatan ini menunjukkan kebermanfaatannya yang nyata dengan menghasilkan produk berupa Kurikulum Operasional Madrasah (KOM).

Keyword: Assistance, Preparation, Operational Curriculum, Madrasah Ibtidaiyah

1. INTRODUCTION

Curriculum changes in Indonesia reflect ongoing efforts to improve the quality of education and adapt to changing times and the needs of society. Each change brings a new focus and a more relevant approach, from the simple 1947 Curriculum to the competency-based 2013 Curriculum¹. The latest change, the Merdeka Curriculum, was introduced to provide schools and teachers with greater flexibility in managing the learning process, with an emphasis on independent learning, character development, and critical thinking skills.² However, the change in curriculum from the 2013 Curriculum to the Merdeka Curriculum has caused panic among teachers, especially in Madrasah Ibtidaiyah. Madrasah Ibtidaiyah teachers are panicking because of the emergence of new terms and concepts in the curriculum. So that Madrasah Ibtidaiyah teachers will be asked to learn and redevelop the Madrasah Operational Curriculum. This is felt to be difficult by the teachers in Madrasah Ibtidaiyah.

In fact, the curriculum change to the Independent Curriculum in Indonesia was carried out with the aim of improving the quality of education and adapting to increasingly dynamic developments. This curriculum is designed to provide teachers with more freedom in managing more relevant and contextual learning for students. With this approach, it is hoped that students can be more active and creative in learning, develop critical thinking skills, and have strong characters. In addition, the Independent Curriculum also emphasizes the importance of mastering digital technology and soft skills that are greatly needed in the era of globalization and society 5.0.³ This change is expected to be able to answer the challenges of education in the future, preparing a younger generation that is more competitive, adaptive, and ready to face global changes and challenges.

The preparation of the Madrasah Operational Curriculum within the framework of the Independent Curriculum has a very important role in advancing the quality of education in Indonesia. The Independent Curriculum emphasizes independent learning, deep understanding, and character development of students in line with the values of the Pancasila Rahmatan lil'Alamin Student Profile.⁴ With a well-prepared operational curriculum, Madrasahs can adjust learning materials according to the needs and potential of students and their local context. This allows for the creation of a learning environment that is more flexible, inclusive, and adaptive to changes in the times. In addition, the preparation of a good curriculum also ensures that the learning process can run systematically and in a directed manner, so that educational goals can be achieved effectively and efficiently.⁵ Ultimately, a well-planned operational curriculum will help Madrasah produce graduates who are not only academically intelligent but also have

¹ Reffy Ananda Rizki and Lulu Fahkrunisa, "Evaluation of Implementation of Independent Curriculum," *Journal of Curriculum and Pedagogic Studies (JCPS)*, vol. 1, 2022, <https://e-journal.lp2m.uinjambi.ac.id/ojs/index.php/jcps>.

² Restu Rahayu et al., "Implementasi Kurikulum Merdeka Belajar Di Sekolah Penggerak," *Jurnal Basicedu* 6, no. 4 (May 22, 2022): 6313–19, <https://doi.org/10.31004/basicedu.v6i4.3237>.

³ Bonnie Amelia Dean et al., "Career Development Learning in the Curriculum: What Is an Academic's Role?," *The Journal of Teaching and Learning for Graduate Employability* 13, no. 1 (2022), <https://ojs.deakin.edu.au/index.php/jtlge/>.

⁴ Ahmad Teguh Purnawanto, "Implementasi Profil Pelajar Pancasila Dalam Pembelajaran Kurikulum Merdeka," *Jurnal Ilmiah Pedagogy* 21, no. 1 (2022).

⁵ I Komang Wahyu Wiguna, Made Adi Nugraha Tristaningrat, and Sekolah Tinggi Agama Hindu Negeri Mpu Kuturan Singaraja, "Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar," *Edukasi: Jurnal Pendidikan Dasar* 3, no. 1 (2022): 17–26, <http://jurnal.stahnmpukuturan.ac.id/index.php/edukasi>.

strong characters and are ready to face global challenges. The purpose of mentoring in the preparation of the Madrasah Operational Curriculum in the Independent Curriculum is to ensure that each madrasah can develop a curriculum that is relevant,⁶ contextual, and responsive to the needs of students and their surroundings. This mentoring aims to provide technical support and guidance to madrasah teachers and staff in designing and implementing a curriculum that is in accordance with the principles of the Independent Curriculum, which emphasizes independent learning, deep understanding, and strengthening character in accordance with the values of the Pancasila Rahmatan lil Alamin Student Profile. In addition, this mentoring also aims to increase the capacity of madrasahs in implementing innovative and effective learning approaches, developing authentic assessments, and conducting continuous evaluations. With comprehensive mentoring, it is hoped that madrasahs can create a more adaptive and inclusive learning environment, and be able to produce graduates who are ready to face global challenges with superior knowledge, skills, and character.

2. LITERATURE REVIEW

Independent Curriculum is a curriculum that uses varied learning, where subject matter will be optimized so that students have enough time to strengthen their abilities and deepen concepts. Independent Curriculum is one part of the effort to restore learning, especially the learning crisis during the pandemic. Independent Curriculum is a learning design that provides opportunities for students to learn in a relaxed, fun, calm, and stress-free way to show their talents. Curriculum development is carried out periodically in accordance with the development of science, information, technology, and the needs of the times. Teachers have the freedom to choose several teaching tools so that learning can be aligned with students' interests and learning needs. Independent Curriculum provides opportunities for teachers to be more flexible in developing learning tools and provides freedom for students to adjust their learning needs and interests. The key to the success of implementing the Independent Curriculum is from the principal and teachers who have the will to make changes. The principal as a leader must be able to change the mindset of human resources in the school to make changes, so that the Independent Curriculum can be implemented. Based on the description above, it can be concluded that the Independent Curriculum provides teachers with the opportunity to have more freedom in developing learning tools and provides students with the freedom to adjust their learning needs and interests.

This study was studied using the theory of liberation education presented by Paulo Freire. Liberation education can be interpreted as a process of humanizing humans through awareness in freeing themselves from oppression dominated by the ruling group.⁷ The purpose of liberation education itself has the meaning that education can be carried out freely, where teachers and students must be able to humanize humans.⁸ Freire positions teachers as partners of students based on aspects of democracy and humanity. All students can basically act actively, be responsible and do, or to be

⁶ Istiyati Mahmudah, "Pendampingan Penyusunan Kurikulum Operasional Madrasah Di MIS Nahdlatul Ulama," *SWARNA: Jurnal Pengabdian Kepada Masyarakat* 2, no. 8 (August 18, 2023): 873–79, <https://doi.org/10.55681/swarna.v2i8.798>.

⁷ Novayanti Sopia Rukmana, "Implementation of the Independent Curriculum Policy: Challenges and Opportunities for Teachers and Students," *Celebes Journal of Elementary Education* 1, no. 1 (2023): 66–73.

⁸ Aqila Nurfadila et al., "Problems in the Implementation of Independent Curriculum (IC) A Case Study at SMAN 1 Masbagik in Academic Year 2022/2023," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 3 (August 14, 2023): 1620–30, <https://doi.org/10.29303/jipp.v8i3.1471>.

themselves. When associated with the concept of liberation education presented by Freire, the Independent Curriculum can be used as one way to realize the goals of the concept of liberation education.

The independent learning curriculum is a new policy initiated and established in 2019 by the Minister of Education.⁹ The idea of independent learning is basically a desire for students not to feel difficulty in learning. Not only students but also teachers should not be burdened. So campuses or schools must immediately prepare to adjust to the curriculum changes that occur.¹⁰ Implementing an independent curriculum means implementing an independent curriculum in learning.¹¹ The madrasah, both the head of the madrasah, teachers and students must prepare themselves. The head of the madrasah prepares the madrasah operational curriculum (KOM) which is then used as a basis for implementing the independent curriculum.

3. METHODS

This research activity is a community service research that has a qualitative approach¹² with a post-positive paradigm¹³ implemented by the author who works as a madrasah supervisor which was implemented from July 27 to August 16, 2024 with the target of assistance being 10 Elementary Madrasahs in Sumbergempol District, including: 1. MI Riyadlotul Uqul, 2. MI Podorejo, 3. MI Hidayatul Mubtadi'in, 4. MI PSM, 5. MI Nurul Islam, 6. MI Bendiljati 7. MI Roudlotul Ulum, 8. MI Darul Ulum, 9. MI Nahdlatul Ulama Terpadu, 10. MI Muhammadiyah, 11. MI Jabalkat, 12. MI Wachid Hasyim with a total number of participants of 80 people. The stages in this community service activity consist of:

a. Preparation

This stage is the initial stage that is carried out including the following activities: (1) identifying the needs of teachers by conducting interviews and direct surveys to the assisted Madrasahs. This is needed to see the extent of the teachers' initial knowledge to be adjusted to create materials in the mentoring activities; (2) forming a team, speakers and materials that will be explained in the mentoring activities; (3) compiling a rundown, materials and methods to be used; (4) compiling pre-test and post-test questions.

b. Socialization

This activity is carried out before mentoring by providing an overview of the independent curriculum, the reasons for the changes, and the importance of this Independent Curriculum must be implemented.

c. Mentoring

⁹ Diding Nurdin, Uum Murfiah, and Arip Amin, "Assistance with the Implementation of the Independent Curriculum in Building Pancasila Student Profiles for School Principals and Driving Teachers Pendampingan Implementasi Kurikulum Merdeka (IKM) Dalam Membangun Profil Pelajar Pancasila Bagi Kepala Sekolah Dan Guru Penggerak," *DINAMISIA: Jurnal Pengabdian Kepada Masyarakat* 7, no. 6 (2023): 1769–78, <https://doi.org/10.31849/dinamisia.v7i6.17384>.

¹⁰ Noik Cahya Baity, Ghufronudin Ghufronudin, and Yosafat Hermawan Trinugraha, "The Implementasi Kurikulum Merdeka Dalam Proses Pembelajaran Di SMA Negeri 3 Surakarta," *PAKAR Pendidikan* 21, no. 2 (July 24, 2023): 191–202, <https://doi.org/10.24036/pakar.v21i2.397>.

¹¹ Hasanah Faiqoh Maulidah et al., "Teacher Assistance in The Development of Merdeka Curriculum Learning Devices," *Communautaire: Journal of Community Service* 2, no. 2 (2023): 98–107.

¹² Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education* (New York: Allyn & Bacon Boston, 1997).

¹³ John W Creswell, *RESEARCH DESIGN Qualitative, Quantitative, and Mixed Methods Approaches SECOND EDITION* (California: Sage Publications, 2010).

This activity begins with mentoring teachers in compiling the Madrasah Operational Curriculum (KOM) with material on the systematics that must be present in the Madrasah Operational Curriculum; examples of good and correct Madrasah Operational Curriculum; and finally assisting teachers in compiling the KOM for each madrasah.

d. Evaluation

The results of the mentoring activities were then evaluated by the author by looking at the results of the pre-test and post-test¹⁴ of teachers' knowledge of the Madrasah Operational Curriculum (KOM) as well as comments from teachers after this mentoring activity to find out how useful this activity was for all teachers.

4. RESULT AND DISCUSSION

4.1 Preparation

Before carrying out the mentoring activities, the research team first conducted interviews and direct observations at the Madrasah to obtain initial knowledge regarding the needs of the assisted objects, namely teachers at the Elementary Madrasah. The findings at this stage showed that teachers' knowledge of the Independent Curriculum was still very lacking because they had only attended workshops on the Independent Curriculum several times. Moreover, the workshop activities were only about the material related to the Independent Curriculum, while teachers needed to get implementative examples and forms of mentoring and direction to compile the Madrasah Operational Curriculum (KOM). For this reason, the researcher conducted an FGD with the community service team to compile materials, determine speakers and create examples of the Madrasah Operational Curriculum (KOM) to be given to teachers according to their needs. The systematic material of the Madrasah Operational Curriculum that will be given to teachers in 10 MIs, Sumbergempol District, Tulungagung Regency is as follows: First, the operational curriculum has at least 4 Main Components, 2 components are reviewed every 4-5 years and 2 components are reviewed every 1 year. The main components reviewed every 4-5 years are: characteristics of educational units and vision, mission, and objectives. The components reviewed annually are: Organization of Learning and Learning Planning. Second, Characteristics of Educational Units. From the context analysis, a picture is obtained regarding the characteristics of educational units, including students, educators, education personnel, and socio-culture. (In the previous curriculum, context analysis was based on the achievement of 8 national education standards. This means that Madrasahs are accustomed to analyzing the characteristics of their Madrasahs).

Third, vision, mission, and objectives. Vision describes how students become subjects in the long-term goals of the educational unit and the values that are aimed at based on the results of the analysis of the characteristics of the educational unit. Values that underlie the implementation of learning so that students can achieve the profile of Pancasila and Rahmatan lil 'Alamin students that refer to the Graduate Competency Standards. The mission answers how the educational unit achieves the vision. Important values that are prioritized during the mission. The final goal of the educational unit curriculum that has an impact on students. Objectives describe important stages (milestones) and are in line with the mission.

Fourth, the strategy of the educational unit to achieve educational goals. Competencies/characteristics that are the characteristics of graduates of an

¹⁴ Sugiyono, *Metode Penelitian & Pengembangan* (Bandung: Alfabeta, 2015).

educational unit and are in line with the profile of Pancasila and Islam Rahmatan lil 'Alamin students. Learning organization is the way educational units organize curriculum content in a time span and learning load, as well as how to manage learning to support Learning Outcomes (CP) and the Pancasila and Islam rahmatan lil 'alamin Student Profile which refers to the Graduate Competency Standards. Intracurricular contains content or subjects and other additional content if any (such as mulok). The Pancasila and Islam rahmatan lil 'alamin student profile strengthening project explains the management of projects that refer to the Pancasila student profile in the academic year. The Pancasila student profile strengthening project is designed separately from intracurricular. Extracurricular. Extracurricular activities as a forum to develop the potential, talents, interests, abilities, personality, cooperation, and independence of students optimally.



Figure 1. Provision of Material on the Independent Curriculum

The last is learning planning covering the scope of the educational unit and the scope of the class. Learning plans for the scope of the educational unit. such as the preparation of learning achievements (determined by the government), a complete learning objective flow with a big picture of the assessment and learning resources that include intracurricular activities and Pancasila student profile strengthening projects, and planning priority programs for educational units. Learning plans for the scope of the class, such as learning implementation plans or teaching modules, teaching tools.

4.2 Socialization and Mentoring

The next stage of the implementation of community service activities is the socialization activity by first explaining the theories in the Merdeka Curriculum. This activity aims to provide teachers with an initial overview of changes in the Curriculum and the importance of studying these changes. So that teachers have an initial overview of the importance of this activity being carried out.

After providing the material, the researcher then provided material on compiling the Madrasah Operational Curriculum (KOM) by providing examples and dividing groups according to their respective madrasahs. So in this activity, teachers were divided into 10 groups to start compiling the framework of the

Madrasah Operational Curriculum according to the character of their respective Madrasahs which had been prepared by the community service team.



Figure 2 Assistance in the Preparation of Madrasah Operational Curriculum

After the group discussion of each Madrasah group, the group representatives then briefly explained the results of filling in the KOM that they had completed. The next activity is the follow-up action plan from the service team for the Madrasah Ibtidaiyah teachers. This RTL activity is that teachers are given the task of completing the KOM for each Madrasah for 1 month to then be checked by the researcher for the results of the KOM compilation.

4.3 Evaluation

The last stage is by analyzing the results of the pre-test and post-test given by the researcher to be filled in by all mentoring participants. Mastery of the training material can be seen from the increase in the pre-test and post-test given, where the average pre-test score was 65, increasing in the post-test to 95. In terms of psychomotor abilities, the increase can be proven from the success of the participants in compiling their respective Madrasah Operational Curriculum (KOM) which will later be used in their Madrasah, and their opinions about this activity show real benefits by producing a product in the form of a Madrasah Operational Curriculum (KOM)

4.4 Discussion

Madrasah Operational Curriculum (KOM) in the Independent Curriculum is a guide designed to help madrasahs prepare and implement a curriculum that is in accordance with the principles of the Independent Curriculum, namely flexibility, relevance, and focus on character development.¹⁵ The Independent Curriculum provides autonomy to madrasahs¹⁶ to adjust the curriculum to the needs and potential of students and the local context. This theory emphasizes the importance

¹⁵ Pinky Permatasari et al., "Implementation of the Independent Curriculum in Improving the Quality of Education in SMA Negeri 1 Belitang III," *Sciencetechno: Journal of Science and Technology* 2, no. 2 (August 22, 2023): 125–35, <https://doi.org/10.55849/sciencetechno.v2i2.164>.

¹⁶ Istiyati Mahmudah, "Pendampingan Penyusunan Kurikulum Operasional Madrasah Di MIS Nahdlatul Ulama," *SWARNA: Jurnal Pengabdian Kepada Masyarakat* 2, no. 8 (August 18, 2023): 873–79, <https://doi.org/10.55681/swarna.v2i8.798>.

of the role of teachers, the learning environment, and learning approaches in creating a holistic and adaptive learning experience.¹⁷ The Madrasah Operational Curriculum in the Independent Curriculum is rooted in several philosophical foundations, namely (1) Humanism: Emphasizing the development of human potential as a whole, both intellectually, emotionally, and spiritually. (2) Constructivism: Students build knowledge through direct experience and social interaction. (3) Contextual Relevance: The curriculum must be relevant to the needs of students and the local context, and be able to answer the challenges of the times.¹⁸

Some basic principles that serve as guidelines in the preparation of KOM are: (1) Learning Independence: Providing space for students to learn independently and be responsible for their learning process. (2) Character Development: Integrating the values of the Pancasila Student Profile into every aspect of learning. (3) Flexibility: Providing flexibility in learning methods and materials, adjusted to the needs and potential of students. (4) Student-Centered Learning: Encouraging student-centered learning by paying attention to their needs, interests, and learning styles. The Madrasah Operational Curriculum includes several main components, namely:¹⁹ (1) Madrasah Vision and Mission. A clear vision and mission that are in line with the principles of the Independent Curriculum. (2) Curriculum Structure. Division of subjects, time allocation, and extracurricular activities that support the holistic development of students. (3) Learning Achievements (CP). Specific, measurable, and relevant learning objectives to the needs of students. (4) Teaching Modules. Detailed planning of the learning methods, strategies, and media used. (5) Authentic Assessment. Assessment that covers various aspects of students' abilities, including knowledge, skills, and attitudes.

Teacher mentoring and professional development are essential components in the successful implementation of KOM with various activities such as: training programs to improve teachers' understanding and skills in implementing the Independent Curriculum;²⁰ a community of practitioners by establishing a learning community for teachers to share good practices and innovations in learning; supervision and monitoring with ongoing mentoring by experts to ensure that the implementation of the curriculum goes according to plan.

5. CONCLUSION

This training activity showed results in an increase in the understanding and skills of participants regarding the preparation of KOM which is proof that the entire material provided was successfully understood well by most of the training participants. Mastery of the training material can be seen from the increase in the pre-test and post-test given,

¹⁷ Ismiyati et al., "Peningkatan Kompetensi Guru Melalui Pendampingan Penyusunan Perencanaan Pembelajaran Berbasis Kurikulum Merdeka," *JURPIKAT (Jurnal Pengabdian Kepada Masyarakat)* 5, no. 2 (April 17, 2024): 416–31, <https://doi.org/10.37339/jurpikat.v5i2.1689>.

¹⁸ Tyasmiami Citrawati, "The Independent Curriculum Approach in Supporting Independent Learning for Inclusive Students in Elementary Schools," *Widyagogik*, no. 3 (2024), <https://doi.org/10.21107/Widyagogik/v11i3.26448>.

¹⁹ Muhammad Dwi Santoso et al., "Adaptation Of Independent Learning Curriculum In The Implementation Of Learning In Class IVA Al Falah Assalam Elementary School," *El Midad : Jurnal Jurusan PGMI* 15, no. 1 (2023): 110–24, <http://journal.uinmataram.ac.id/index.php/>.

²⁰ Chontina Siahaan et al., "The Impact and Benefits of the Independent Curriculum Learning Independent Campus during Online Learning in the COVID-19 Period," *Tadbir : Jurnal Studi Manajemen Pendidikan* 7, no. 1 (January 18, 2023): 47, <https://doi.org/10.29240/jsmp.v7i1.5567>.

where the average pre-test score was 65, increasing in the post-test to 95. In terms of psychomotor abilities, the increase can be proven from the success of the participants in compiling their respective Madrasah Operational Curriculum (KOM) which will later be used in their Madrasah, and their opinions about this activity show real benefits by producing a product in the form of a Madrasah Operational Curriculum (KOM).

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