



ANALYSIS IMPLEMENTATION OF ‘KURIKULUM MERDEKA’ AND ‘PROJECT PENGUATAN PROFIL PELAJAR PANCASILA’ IN HIGH SCHOOLS (Case Study at SMK TI Bali Global Denpasar)

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ABSTRACT

This research was conducted because of the policy regarding the curriculum, namely the implementation of an Kurikulum Merdeka which focuses on students' abilities/character. So researchers are interested in studying the implementation of the Kurikulum Merdeka and the implementation of the Project for Strengthening the Pancasila Student Profile at SMK TI Bali Global Denpasar. This research uses a qualitative method with a descriptive approach. This research method aims to describe, interpret, and understand phenomena or events that are occurring in the field. The sources of informants in this research were school supervisors, principals, deputy principals and teachers. From the results of observations, interviews and documentation carried out at SMK TI Bali Global Denpasar, the Kurikulum Merdeka has been implemented well even though there are several obstacles. However, schools and educators have tried to implement the Kurikulum Merdeka as well as possible in accordance with the goals to be achieved. In implementing the Project for Strengthening the Pancasila Student Profile at SMK TI Bali Global Denpasar, it was divided into three cycles. Each cycle students carry out projects with different themes. So that in one academic year, students take part in three projects which have been carried out well. Meanwhile, the obstacles to implementation are internal factors, namely learning planning and time management. External factor barriers are student heterogeneity, infrastructure, and the role of parents.

Keywords: Analysis, Implementation, Kurikulum Merdeka, Project Penguatan Profil Pelajar Pancasila

INTRODUCTION

The Covid-19 pandemic in Indonesia has had a lot of impact on changes in various sectors, one of which is the education sector. The Covid-19 pandemic period is a special condition that causes learning delays that vary in students' competency achievement. Apart from that, many national and international studies state that Indonesia has also been

experiencing a learning crisis for a long time. One of the efforts made to overcome existing problems is to launch an Kurikulum Merdeka (Khoirurrijal, 2022).

Learning Loss is the loss of students' academic abilities, knowledge, or skills due to not attending face-to-face school for too long. Learning loss is a decrease in a child's ability in terms of education, both in knowledge and skills. The reduction in

students' abilities can be seen from the results of measurements in the previous learning year. To overcome differences in students' competency attainment as a result of the current learning crisis, a learning recovery policy is needed within a certain period of time, where the Kurikulum Merdeka is one effort to overcome this problem. In the Kurikulum Merdeka, the concept of "Freedom to Learn" is prioritized. The curriculum plays an important role in the educational process and is continuously updated to be in line with the progress of society. The focus is on students, society, and the subjects to be taught. Therefore, it is very important to view curriculum renewal or development as a necessary response to changing societal demands, ensuring that the curriculum remains relevant and applicable (Marisa, 2021).

According to J.P. Miller and W. Seller (1985), curriculum implementation involves the inclusion of changes that need to be considered for implementation in the curriculum. The introduction of innovative curriculum development will have an impact on interactions between individuals in the classroom, institutions responsible for educators, and the educational unit where the innovation is implemented.

As time goes by from 2022 to 2024, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) provides three curriculum options that can be implemented by educational units, namely the 2013 curriculum, emergency curriculum and prototype curriculum. The emergency curriculum is a simplification of curriculum 13 which began to be implemented in 2020 during the Covid-19 pandemic. The prototype curriculum is a competency-based curriculum. This was done because to restore learning due to Covid-19, the government implemented project-based learning (Wiguna *et al.*, 2022). Then in the end there was a change in the curriculum

and a new curriculum emerged, namely Kurikulum Merdeka.

The policy for developing the 2013 Revised Curriculum to the Kurikulum Merdeka is based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 dated 10 February concerning Guidelines for Implementing the Curriculum in the Context of Learning Recovery, including the following: 1) In the context of recovery (learning loss) that occurs in special conditions. Education units need to develop a curriculum with the principle of diversification in accordance with the conditions of the education unit, regional potential, and students. 2) For educational units designated as implementers of the Driving School Program and Center of Excellence Vocational High School Program, the curriculum used refers to the Kurikulum Merdeka and fulfills teacher workload and linearity in accordance with this Ministerial Decree. 3) The Kurikulum Merdeka will come into effect in the 2022/2023 academic year.

The differences between the Kurikulum Merdeka and the 2013 Curriculum are for the 2013 Curriculum, the basic framework of this curriculum has a main foundation, namely the objectives of the National Education Standards. Meanwhile, in the Kurikulum Merdeka, namely, the basic framework for this curriculum has a main design, namely developing the profile of Pancasila students and students. The Pancasila Student Profile is a concrete form of implementation of the Kurikulum Merdeka concept currently being implemented. The aim is to support the quality of education in Indonesia related to character cultivation (Trijaka, 2021).

The Pancasila Student Profile is packaged under the name of the Pancasila Student Profile Strengthening Project (P5). This project activity provides opportunities for all students to explore, assess, interpret, synthesize, and produce information on

various forms of learning outcomes. The learning carried out through the Strengthening the Pancasila Student Profile (P5) Project provides a new face to today's education, providing learning that seems more modern and more innovative and practical. In this activity, students are able to identify and apply their knowledge and skills to produce a product. In the Strengthening Pancasila Student Profile (P5) Project activity, each educational institution unit has a project coordinator and facilitator who is supervised by the homeroom teacher or teacher in that phase. There are seven themes of the Pancasila Student Profile Project, including; (1) Sustainable Lifestyle (SD-SMA/SMK), (2) Local Wisdom (SD-SMA/SMK), (3) Bhineka Tunggal Ika (SD-SMA/SMK), (4) Build Your Body and Soul (SMP - SMA/SMK), (5) Voice of Democracy (SMP-SMA/SMK), (6) Engineering and Technology to Develop the Republic of Indonesia (SD-SMA/SMK), and (7) Entrepreneurship (SD-SMA/SMK). (Wijayanti et al., 2022).

This research aims to analyze the implementation of the independent learning curriculum at Bali Global Denpasar IT Vocational School. Apart from that, this research will also explain the implementation of the Project for Strengthening the Pancasila Student Profile (P5) at SMK TI Bali Global Denpasar as a manifestation of the implementation of the Kurikulum Merdeka. The independent learning curriculum policy will also be explained based on previous research that has been carried out. Thus, it is hoped that this article can provide a more comprehensive understanding of the implementation of the independent learning curriculum and its contribution to learning at Bali Global Denpasar IT Vocational School.

METHOD

This research uses a qualitative method with a descriptive approach. This

research method aims to describe, interpret and understand phenomena or events that are occurring in the field, so as to produce a complete and detailed picture of the problem (Sugiyono, 2021). Data in qualitative research includes detailed descriptions of situations or events, direct opinions from sources who are experienced and experts in their fields, as well as documents presented as a result of observations (Yusuf, 2021). Data collection techniques were carried out using observation, interviews and documentation studies to collect data from participants involved in the implementation of the Kurikulum Merdeka and the activities of the Pancasila Student Profile Strengthening Project (P5) at SMK TI Bali Global Denpasar, such as students, teachers and heads school.

This research used 20 teacher respondents and 30 students. The interview consisted of 12 questions to teachers and 10 questions to students, regarding the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMK TI Bali Global Denpasar as a form of implementation of Kurikulum Merdeka. Data analysis is carried out by reading, understanding, interpreting, and combining data that has been collected from various sources. Data analysis was carried out by classification, reduction, presentation and drawing conclusions.

RESULTS AND DISCUSSION

Implementation of the Kurikulum Merdeka

Curriculum implementation is the process of implementing a learning plan that has been designed into practice in the classroom or other learning environment. Curriculum implementation involves preparation, teaching and evaluation processes that must be carried out by teachers and other educational staff. In order for the implementation of the independent learning curriculum to run in

accordance with the school's plans, cooperation from all elements concerned is needed in implementing the independent learning curriculum. Based on the results of research and data analysis, there are 3 stages in implementing the Kurikulum Merdeka at SMK TI Bali Global Denpasar, including:

1. Planning

Planning is an initial process carried out by teachers before it is applied to students by adapting the curriculum that has just been implemented, namely the Kurikulum Merdeka. The Kurikulum Merdeka and the previous Curriculum are not much different from the creation of the planning system.

Planning means determining what will be implemented as explained by Terry (1993) in (Sholeh, 2007) that planning is determining the work that must be carried out by the group to achieve the goals outlined. Planning includes decision making activities. This requires the ability to visualize and look ahead to formulate a pattern of action for the future. Thus, it can be stated that planning occupies the earliest position of a series of management functions (Sholeh, 2007). Planning is a systematic process in making decisions about actions to be taken in the future (Yusra, Zulkarnain and Sofino, 2021).

However, in making plans, the main obstacles that are often faced in implementing the Kurikulum Merdeka include a lack of understanding of the curriculum, and difficulties in applying creative and innovative learning methods. There are changes in designing learning from the previous curriculum to an Kurikulum Merdeka which makes it difficult for teachers. In implementing the Kurikulum Merdeka, teachers must design learning according to students' needs by looking at the conditions and circumstances in the surrounding environment. This is in line with the research results stated by (Miladiah, Sugandi and Sulastini 2023) that

the preparations that must be made include carrying out an initial objective analysis regarding what material or content the teacher must teach to students in the learning process. The preparations in question include a. Curriculum socialization b. The planning for the independent learning curriculum implemented at SMK TI Bali Global Denpasar refers to Permendikbud guidelines number 56 of 2022 and number 262 c. The preparation of the independent learning curriculum involves all teachers, stakeholders, curriculum developers and community representatives d. Forming a facilitation team for P5 learning e. Preparing LKPD (Student Worksheets) f. Develop project modules, create a timeline, and create a work plan. This series of preparatory activities was carried out before implementing P5 activities which were carried out independently.

The planning carried out by the school started with introducing the Kurikulum Merdeka to all school members. The initial step taken by the school was socialization regarding the implementation of the Kurikulum Merdeka by attending supervisors at the Denpasar City and Provincial levels, as presenters and providing direction to teachers to improve the competence and quality of education in the Kurikulum Merdeka and attend educational training. After it is felt that the socialization has been realized well, then in implementing the Kurikulum Merdeka, training is needed so that teachers can understand the concept of the Kurikulum Merdeka technically theoretically well and correctly.

After this introduction, the process continues with studying the mechanisms for implementing the Kurikulum Merdeka as well as training for educators so they can implement the Kurikulum Merdeka optimally. Therefore, the school held in-house training (IHT) for 5 days by inviting curriculum experts. From the IHT results, teachers must prepare and compile

Learning Outcomes (CP) along with the Learning Objectives Flow (ATP) and the material to be taught and the Pancasila Student Profile Strengthening Project module. After that, the teacher can prepare learning tools. Finally, teachers must understand the principles of assessment or assessment of Kurikulum Merdeka learning so that learning objectives can be achieved and measured well.

Overall, the Kurikulum Merdeka provides a more adaptive and relevant learning approach, allows students to develop their potential, and creates a positive learning atmosphere. This is in line with the main goal of education to improve the quality and learning outcomes of students. This is in line with research conducted by Iwan Ramadhan (2023) entitled "Curriculum Migration: Curriculum 2013 Towards an Independent Curriculum at Kapuas Private High School, Pontianak". The results of the research show that the independent curriculum has been implemented in class and students' talents in project-shaped assignments.

2. Implementation

Based on the results of the researcher's observations, the Kurikulum Merdeka was implemented at SMK TI Bali Global Denpasar in the Odd Semester of the 2023/2024 Academic Year. Therefore, the implementation is still gradual, namely only for class X students, while for classes XI and In this Kurikulum Merdeka, the learning process is designed to be more enjoyable for students, teachers and parents (Saleh, 2020).

From the results of observations, interviews and documentation carried out at SMK TI Bali Global Denpasar, the Kurikulum Merdeka has been implemented well even though there are several obstacles. However, schools and educators have tried to implement the Kurikulum Merdeka as well as possible in accordance with the goals to be achieved. In the implementation process, learning is divided

into two, namely intracurricular learning and co-curricular learning (P5).

The school's desired achievements are in accordance with the government's expected regulations, namely that the curriculum is independent of the students' perspective and the teacher's perspective to organize the delivery of learning to students objectively, not too pressured by certain material. Children are given the opportunity to complete the curriculum and teachers are also given the opportunity to Innovating the curriculum they must implement, basically what the institution wants is to be better than before.

The implementation of the independent learning curriculum emphasizes character development and student competency, as well as being more flexible and focused on essential material in learning. The learning carried out is project-based in developing soft skills and character according to the Pancasila student profile (Nurhasanah et al, 2022). Educators need to make efforts to adapt learning strategies to suit students' learning needs. However, for some educators, carrying out differentiated learning is not a simple thing to do. Some educators experience challenges due to limited time to design different learning based on the individual needs of students. Others have difficulty grouping students based on readiness because of the large number of students. Understanding these challenges, educators should adapt to the readiness of educators and the conditions faced by educators.

3. Evaluation

The evaluation stage or Teaching and Learning Activity Assessment (KBM) is a term that is often attached to the results of learning evaluations which are based on learning outcome indicators and focus on students. Evaluation is a process of considering a thing or symptom by using certain qualitative benchmarks, for example good-not-good, strong-weak, adequate-inadequate, high-low, and so on. Evaluation

in the Independent Learning Curriculum, called assessment, is an activity that is planned and carried out continuously, assessment activities are carried out at the beginning, during the learning process, and at the end of learning. The assessment is divided into three, namely, diagnostic assessment, formative assessment, and summative assessment.

A diagnostic assessment is an assessment carried out at the beginning to evaluate students' strengths and weaknesses before starting learning by asking students several questions related to the material to be studied so that I can determine the strategies that will be used according to the students' abilities. Formative assessments are carried out during the learning process, with the aim of providing feedback and guidance for students in improving their understanding and skills. Formative assessments also help teachers identify student learning needs and adapt more effective teaching methods. Summative assessments are carried out at the end of the learning process, such as end of semester or school year exams, with the aim of measuring student achievement of the competencies set out in the curriculum.

In its implementation, teachers find it difficult because in the teaching module, at the beginning of learning there must be a diagnostic test, KKM is eliminated so teachers find it difficult to benchmark student success, in learning assessment there are two report cards, namely the academic assessment report and the project assessment report, this makes teachers must add more time.

Implementation of the Project Penguatan Profil Pelajar Pancasila (P5)

One of the Kurikulum Merdeka concepts is implementing the Pancasila Student Profile Strengthening Project (P5). Implementation of this project outside of subject time. So the Project for Strengthening the Profile of Pancasila Students is allocated around 30% of the

total JP per year. This project aims to strengthen character and develop competence in solving problems in various conditions as well as showing responsibility and concern for surrounding issues (Satria et al., 2022).

The Strengthening Pancasila Student Profile Project provides opportunities for students to explore knowledge, develop skills, and strengthen the development of the six dimensions of the Pancasila student profile. Through this project, students could study in depth important themes or issues such as sustainable lifestyles, tolerance, mental health, culture, entrepreneurship, technology and democratic life. This project trains students to take real action in response to these issues according to their development and learning stages. It is also hoped that this strengthening project can inspire students to make contributions and impacts on society and the surrounding environment (Kemendibudristek, 2022)

The implementation of the Project for Strengthening the Pancasila Student Profile at SMK TI Bali Global Denpasar is divided into three cycles. Each cycle students carry out projects with different themes. So that in one academic year, students take part in three predetermined projects. The three projects are; "Local Wisdom" (Theme 1), "Sustainable Lifestyle" (Theme 2) and "Employment" (Theme 3). These three themes were then developed into three topics. The sustainable lifestyle theme was developed into the "Wisely Managing Plastic Waste" project, the local wisdom theme was developed into the "Traditional Dance and Traditional Games as National Cultural Wealth" project, and the work theme was developed into the "MSME Visits in the Surrounding Environment" project.

In implementing P5, SMK TI Bali Global Denpasar formed a P5 implementation team consisting of five coordinators and twelve facilitators. Each coordinator is responsible for two groups. The distribution of facilitators is adjusted to

the characteristics of the subjects and themes chosen. So in the first cycle there were five facilitators for each theme. The time allocation for the project to strengthen the Pancasila student profile is adjusted to the number of project hours for each subject, namely one lesson hour. So, the total is 486 hours or 180 hours per project theme. All students are required to take part in three projects in one academic year.

The assessment of the Project for Strengthening the Profile of Pancasila Students at SMK TI Bali Global Denpasar is divided into two categories, namely, assessment during the project implementation process and assessment of project results carried out by students. The process assessment is carried out by the project facilitator (supervising teacher), while the assessment of project results is carried out by the examining teacher.

Assessment at the project implementation process stage consists of two things, namely student collaboration and student communication. The project facilitator makes observations of students while carrying out the project. Observation instruments were provided by the project coordinator. Assessment of project results is carried out by examiners. The assessment instruments are adjusted to the dimensions of the Pancasila student profile that have been previously determined for each project theme. Students who have participated in all the Strengthening Pancasila Student Profile project activities will receive a project report card. Report cards are distributed after students complete the project. Project report cards are different from learning achievement reports.

Theme 1 of the Teaching Module for the Project for Strengthening the Profile of Pancasila Students (P5) has the theme of Local Wisdom entitled "Exploration of Cultural Traditions by Performing Traditional Indonesian Dance. The fading of traditional values that apply in contemporary society made us choose this theme so that the customs that have been in

force up to now can remain sustainable amidst the rapid flow of information from outside. The aim of preparing this teaching module is to make it easier for teachers to guide students during the Strengthening Pancasila Profile Project activities, so that these activities can run well.



Figure 1. P5 Work Title

Theme 2 of the Project Module Strengthening Pancasila Student Profiles (P5) has the theme Sustainable Lifestyle with the title Creativity in Processing Inorganic Waste. SMK TI Bali Global Denpasar in particular wants to provide its students with an understanding of how to manage waste so that it becomes useful and can even become a source of income. In the Project for Strengthening the Profile of Pancasila Students (P5), this learning is cross-disciplinary in observing and thinking about solutions to problems in the surrounding environment to strengthen various competencies in the profile of Pancasila students. In this project, the theme Sustainable Lifestyle was chosen with the title "Creativity in Processing Inorganic Waste". In this project, several stages will be carried out, including: (1) Introduction Stage, (2) Contextualization Stage, (3) Action Stage and, (4) Stage Reflection.

Based on the dimensions and elements of the Pancasila Student Profile and with the theme "Sustainable Lifestyle" with the title "Creativity in Processing

Inorganic Waste". It is hoped that it can make students understand and be aware of the dangers of waste if it is not managed properly and be able to manage waste so that it has economic value. In this project, several stages will be carried out, including (1) Introduction and waste sorting stage, in the introduction stage material will be delivered related to understanding what waste is, types of waste, dangers of waste, how to manage waste so that it is useful and has economic value. (2) Contextualization Stage, at this stage students are first invited to collect rubbish in the surrounding environment as well as sort rubbish according to its type. (3) Action stage, at this stage students can produce a project from the collected waste materials and make a poster with the theme "Inorganic Waste Processing Creativity" (4) Reflection stage, is the final stage where students reflect together on the activities carried out. has been implemented and assesses the extent of students' understanding of how to process waste.



Figure 2. Poster of P5 results

Theme 3 of the Project Module Strengthening the Profile of Pancasila Students (P5) has the theme of Employment, a project with the topic "Getting to Know the World of Work" is expected to be able to find out more about how to work, discipline and work rules.

Students are also expected not to consider industrial visits as recreation, but to consider industrial visits as a means of learning by visiting the industry directly and seeing the sequences of work processes in the industry.

After the introduction process, students are expected to realize what they can do and carry out research and action at the action stage. At this stage, students are expected to experience a process from not knowing about the world of work to knowing. Then you can carry it out until you are able to produce products from your experience in the world of work. The teacher will accompany, monitor, and evaluate this process as the result of this project. Students are expected to have explored and developed their potential to understand the scope and characteristics of work in accordance with their expertise program. The stages start from self-introduction, strengthening competence, implementation to getting results in the form of reports and presentations at the end of this project.



Figure 3. Activities to Get to Know the World of Work

This is based on the dimensions of the Pancasila Student Profile, namely, having faith, being devoted to God Almighty and having noble character, working together, being independent, reasoning critically and being creative. Thus, after carrying out this project, students are expected to be able to work well during practice in the school

environment and in practical field work (PKL) activities and during practice.

In implementing the independent learning curriculum to strengthen the Pancasila student profile, the researchers found, there were several important activities carried out. First, students are expected to prepare a real action report (proposal) as part of project learning. Second, documentation in the form of photos and videos is also important to record the process and results of learning activities. Next, the institution will make a final report which includes all student project results for one year. This report will provide a comprehensive picture of student progress and achievements. Apart from that, reports are also submitted to the student's parents as a form of report card, which provides information about the student's overall development. Finally, evaluation and follow-up are carried out to evaluate the success of curriculum implementation and identify areas that need to be corrected or improved. This will provide a foundation for further curriculum development and ensure the effectiveness of the independent learning curriculum. Learning through the implementation of P5 not only provides opportunities for students to develop various general competencies, but also so that students have sensitivity to the surrounding environment (Puslitjakdibud, 2021).

Obstacles In Implementing the Kurikulum Merdeka

In this research there are 2 factors that become obstacles, namely internal factors, and external factors. The internal factors that become obstacles in its implementation are:

1. Learning Planning

Planning learning is something that must be done by an educator to ensure the learning process runs smoothly. In implementing the Kurikulum Merdeka implemented at SMK TI Bali Global

Denpasar, teachers experienced obstacles in planning learning. Because teachers are still used to using lesson plans, they are not used to using or creating teaching modules. Research conducted by Maulida (2022) shows the same thing, where teachers are still not able to develop teaching modules optimally, this is because there are still many teachers who do not really understand the techniques for compiling and developing teaching modules, especially in this curriculum. In the Kurikulum Merdeka that has been implemented, teachers at SMK TI Bali Global Denpasar have participated in a series of workshops, in terms of understanding, each teacher has a different level of understanding, this indicates that kumer is not fully understood by every teacher, even though The Kurikulum Merdeka is flexible. In fact, Ningsih (2022) states that the teaching modules in this curriculum refer to learning plans where the teaching modules are also adapted to the needs of students.

2. Time Management

Managing learning time is indeed one of the factors that hinders teachers by paying attention to the amount of material that student's study in other subjects. Lack of time to study and look for materials to make products that suit students' abilities/character. Developing learning procedures, namely preparing diverse content according to students' learning styles. Then, teachers may need more time to study again to be more adaptive to the expected changing demands. Because the activity agenda at school is quite busy and not all teachers are able to manage their time well. External factors that become obstacles in its implementation are:

1. Student Heterogeneity

The characteristics and learning styles of students are diverse, each individual. Students have different characteristics and learning styles. Students also find it difficult to understand the material presented by the teacher. This also

becomes a problem for teachers to use models or methods that suit the characteristics of students. Student heterogeneity in the classroom is related to students' level of understanding, students' thinking abilities, students' skills, learning styles, level of confidence, and level of concentration. Teachers have difficulty determining the learning and assessment models to use.

2. Facilities and Infrastructure

Initial survey results show that the facilities and learning devices in schools can support Kurikulum Merdeka-based learning. However, there are several productive lessons that still lack materials to create new learning products, requiring a lot of training and time to produce maximum results.

3. Role of Parents

Parents play an important role in supporting student learning. Parental attention can provide encouragement and motivation for children to study actively, because children need time, place and good conditions to study. Completion of the curriculum and learning hours are short, making it impossible for teachers to handle the burden of learning time themselves, so the role of parents is really needed because parents are partners at home.

CONCLUSION

Based on the results of the research and discussions that have been described regarding the implementation of the Kurikulum Merdeka and strengthening the profile of Pancasila students in senior high schools at SMK TI Bali Global for the 2023/2024 academic year, it can be concluded that it is running optimally. This is based on its implementation which has only been running for one semester, so its implementation is still in an ongoing process. However, with a better understanding of these factors and the implementation of appropriate strategies, such as adequate training and supportive

policy changes, improvements in implementation can be expected. Continuous evaluation and monitoring is also necessary to ensure the effectiveness of the measures taken and to continuously improve the overall quality of education.

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