

Analysis of Teacher's Ability in Setting Learning Objectives, Flow of Learning Objectives, And Modules in The Merdeka Curriculum

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Abstract. The purpose of this research is to determine the ability of subject teachers in developing learning tools in the independent curriculum. The results showed that as many as 40% of teachers were proficient and 60% of teachers were very proficient in carrying out or modifying learning objectives. As many as 40% are in the poor category, namely subject teachers who have not shown understanding in understanding the concept of teaching modules, and have not been able to modify teaching modules properly according to the goals, needs, and characteristics of the school. A total of 20% were in the sufficient category, namely, the subject teachers were quite good at understanding the concept of the teaching module, and were able to modify the teaching module following the objectives, needs, and characteristics of the school but still needed intensive guidance from resource persons. While 0% are in the advanced category, namely subject teachers understand the concept of teaching modules and are able to modify teaching modules properly according to the goals, needs, and characteristics of the school, but in some aspects, they still need resource guidance, for very advanced category 0% are subject teachers really understand the concept of teaching modules and can modify teaching modules properly according to the goals, needs and characteristics of the school independently.

Keywords: Learning Outcomes, Learning Objectives, Modules

1 Introduction

The Merdeka Curriculum is a curriculum with diverse intra-curricular learning where the content will be optimized so that students have enough time to explore concepts and strengthen competencies [1]. The Merdeka curriculum is one option to restore learning for educational units. Implementation of the Merdeka Curriculum is intended for Education Units that register to implement the Merdeka Curriculum and implementing Education Units of the Motivating School Program [2].

The implementation of the curriculum by the education unit must pay attention to the achievement of the competence of students in the education unit in special circumstances. To recover from learning loss that occurs in special conditions, the education unit or group of educational units needs to develop a curriculum with the principle of being verified in accordance with the conditions of the education unit, regional potential, and students [3]. The Education Unit designated as implementing the driving school program and the Central Vocational High School and Excellence program uses a curriculum that refers to the Merdeka

Curriculum and fulfills the teacher's workload and linearity. The implementation of the curriculum uses textbooks set by the leader of the main unit in charge of curriculum, and assessment.

Learning outcomes are learning competencies that must be achieved by students in each phase, starting from the Foundation Phase in Early Childhood Education Programs, for primary and secondary education, learning outcomes is prepared for each subject. Students with special needs with intellectual disabilities can use special education learning outcomes. Students with special needs without intellectual barriers use regular learning outcomes by applying the principles of curriculum modification. Learning outcomes for Early Childhood Education Programs, Primary School, Junior High School, Senior High School, Vocational High School, Excellent Elementary School, Excellent Junior High School, Excellent High School, Package A, Package B, and Package C are determined by the leader of the main unit in charge of curriculum, assessment, and books [4].

Learning Principles Learning is a process of interaction between students and educators and learning resources in a learning environment. The learning

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principles are as follows: a. learning is designed by considering the current stage of development and level of achievement of students, according to learning needs, as well as reflecting the characteristics and development of diverse students so that learning becomes meaningful and fun; b. learning is designed and implemented to build capacity to become lifelong learners; c. the learning process supports the development of competence and character of students holistically; d. relevant learning, namely learning that is designed according to the context, environment, and culture of students, and involves parents and the community as partners; and e. sustainable future-oriented learning. Assessment is a process of collecting and processing information to measure the achievement of student learning outcomes. The principles of the assessment are as follows: a. assessment is an integrated part of the learning process, learning facilitation, and providing holistic information, as feedback for educators, students, and parents/guardians to guide them in determining further learning strategies.

Phase-based learning is the application of learning principles according to the stage of learning achievement or also known as Teaching at the Right Level (teaching at the appropriate stage of achievement). The longer study time span in the Phase gives students the opportunity to really understand a concept and explore a skill, not just pursuing mastery of the material/teacher and content centered.

The reduction in material is a consequence of designing a curriculum that is more flexible and focuses on competence and character. The material presented must be essential, relevant to life, and meaningful for students. Pritchett and Beatty found that students who had difficulty understanding concepts in the early grades in elementary school also experienced difficulties at later levels. That is, the density of the subject matter has a long impact and students lose the opportunity to develop higher thinking skills

Each subject has elements that are different or the same as other subjects, depending on the characteristics of the subject itself. Each element has its own role and achievements to build knowledge, skills, or attitudes that are interconnected and mutually support each other to build one's competence in order to achieve learning outcomes in these subjects. These elements are generally not hierarchical.

Learning Outcomes is expressed in the form of a paragraph/narrative containing the competencies (key units of knowledge, skills, and attitudes) that students need to achieve at the end of a phase. Learning outcomes is given by the government and cannot be changed. Each educational unit is given the freedom to determine the School Operational Curriculum, Learning Objectives and Learning Objectives Flow, and Teaching Modules based on learning outcomes. taking into account the uniqueness, potential, and context of the school, as well as the abilities of students and teachers [5].

Educators and educational units can use a variety of strategies and approaches to develop learning objectives and flow of learning objectives. Educators and

educational units can use a variety of strategies and approaches to develop learning objectives and flow of learning objectives.

In compiling learning objectives, flow of learning objectives and the reference module is learning outcomes. Learning Outcomes has been determined by the central government. Meanwhile, learning objectives and flow of learning objectives are arranged by educational units according to the characteristics and abilities of these students. In the first year driving schools that implement the Merdeka Curriculum, especially the driving schools, the preparation of modules can be made by modifying the provided modules or arranging their own according to the characteristics of the school and the abilities of students.

The modules are arranged based on the ability level of students from each level so that in one level it is possible to have more than one module at one learning objectives or flow of learning objectives. This is due to the fact that the modules are arranged based on the students' abilities. Before learning a diagnostic test is held and at the time of the formative learning process and the completion of the learning process a summative test is given.

The Merdeka Curriculum is a curriculum that is applied in the second year at the first mover school and the first year at the second mover school 2. At the 2nd mover school, this curriculum is given to level E (grade X) and this curriculum is still new so that the Education unit implementing the Merdeka curriculum needs training. The training was conducted through Learning Committee Training and then continued with In-House Training (IHT).

Because this curriculum is new, there are teachers who have difficulty in compiling learning tools, especially learning objectives, flow of learning objectives and modules, so it is necessary to analyze the teacher's ability to develop learning objectives, flow of learning objectives and Modules [6]. Curriculum changes will be quickly adapted if principals and teachers have the will to make changes [7]. The curriculum a good curriculum will be able to direct and become a reference for subject teachers in designing and implementing learning [8]. The curriculum can run well if the teacher is able to make the teaching and learning process a success based on the applicable curriculum.

2 Research Method

This research method is descriptive and quantitative. The instrument used is a worksheet for preparing learning tools. The research place is at YPPK Sentani High School and the research subject is a subject teacher. The teacher formulates learning objectives and learning objectives from learning outcomes, then the results are assessed based on the rubric of table 1. From these results, the percentage of teachers according to the category of the rubric is obtained.

Table 1. Rubric for preparation of learning outcomes, learning objectives, flow of learning objectives

Aspect	Start Growing	Develop	Proficient	Very Proficient
	1	2	3	4
Identify core materials (content) and skills (competencies) mentioned in learning outcomes sentences	Participants mention 1-2 content and competencies written in learning outcomes sentences	Participants make minor modifications (only 1-2 words) to the learning of objectives sentence	Participants are able to mention all (100%) content (core material) and competencies in learning outcomes	Participants are able to mention all (100%) content (core material) and competencies in learning outcomes
Make or modify the learning objectives sentence by incorporating elements from the results of the learning outcome analysis	Participants make minor modifications (only 1-2 words) to the learning objectives kalimat sentence	Participants make modifications to the learning objectives and enter the results of the learning outcome analysis	Participants formulate their own learning objectives sentences by entering the results of the learning outcome analysis	Participants formulate learning objectives sentences in detail and are able to present an overview of the general process flow
Identify, include the Profil Pelajar Pancasila (P3) and school characteristics as elements that influence the preparation flow of learning objectives	Participants compose flow of learning objectives from the given learning objectives sentences, and have not included P3 elements or school characteristics in them.	Participants are able to enter only one element, P3 or school characteristics in the flow of learning objectives formula	Participants are able to identify the P3 dimension that corresponds to each learning objectives sentence in the flow of learning objectives formula	Participants are able to determine the dimensions of the Pancasila Student Profile with the appropriate school characteristics/context with the learning objectives sentence in the flow of learning objectives formulation

Likewise, the teacher's ability to compose modules and rubrics in table 2.

Table 2. Module scoring rubric

Aspect	Less	Enough	Proficient	Very proficient
	1	2	3	4
Understanding in modifying Teaching Modules	Have not shown understanding in understanding the concept of teaching modules, and have not been able to modify teaching modules properly according to the goals, needs and characteristics of the school.	Good enough in understanding the concept of teaching modules, and able to modify teaching modules according to the goals, needs and characteristics of the school but still requires resource guidance secara intensif.	Understand the concept of teaching modules, and be able to modify teaching modules properly according to the goals, needs and characteristics of the school but in some aspects still require guidance narasumber.	Very understand the concept of teaching modules and can modify teaching modules properly according to the goals, needs and characteristics of the school independently.

3 Result and Discussions

3.1 Research Result

This research is Senior High School YPPK Sentani. YPPK Sentani High School is one of the schools participating in Driving School 2. Schools participating in the driving school are required to use the Independent Curriculum. KS and several teachers who have attended the Learning Committee Training will conduct implementation training in the education unit (In-House Training/IHT). The driving school program is a program that encourages the education unit process to improve student outcomes holistically both from the aspect of cognitive competence (literacy), and numeracy) as well

as non-cognitive (character) to realize the profile of Pancasila students [2].

Learning Outcomes is the ultimate goal in each phase of student learning. Learning achievement is the minimum competency that must be achieved by students for each subject. Learning outcomes is given by the government and cannot be changed. Education units are given the flexibility to determine/modify School Operational Curriculum, Learning Objectives and Learning Objectives Flow and Teaching Modules based on learning outcomes.

By knowing the ultimate goal of learning, teachers can design Learning Objectives and Learning Objectives, assessments, learning activities, and instructions that are appropriate, meaningful, relevant to students' conditions, and effective in achieving these goals. Each educational unit is given the freedom to determine the School's Operational Curriculum, Learning Objectives and Learning Objectives Flow, and Teaching Modules based on learning outcomes taking into account the uniqueness, potential, and context of the school, as well as the abilities of students and teachers. Table 1 is the rubric for the preparation of learning outcomes., Learning Objectives, Learning Objectives Flow and Pancasila Student Profiles.

From the results of the IHT, there are as many as 10 subjects who have collected their work. From the 10th, analyzed every aspect. In the first aspect, identifying the core materials (content) and skills (competencies) mentioned in PERMENDIKBUD Number 008/H/KR/2022 concerning. Learning outcomes in Early Childhood Education, Elementary Education Levels, and Secondary Education Levels in the Independent Curriculum.

Table 3. Results of identification of content and competency materials

No.	Subjects	Aspect Criteria
1	Indonesian	Very Proficien
2	English	Proficien
3	Biology	Proficien
4	Economy	Very Proficien
5	Geography	Proficien
6	Physics	Proficien
7	Chemical	Proficien
8	Mathematics	Very Proficien
9	Local content	Proficien
10	PKN	Proficien

In the second aspect, making or modifying the Learning Objectives sentence by incorporating elements from the results of the learning outcomes analysis is shown in the following table:

Table 4. Making or modifying the Learning Objectives sentence from the results of the learning outcomes analysis

No.	Subjects	Aspect Criteria
1	Indonesian	Very Proficien
2	English	Proficien
3	Biology	Very Proficien
4	Economy	Very Proficien
5	Geography	Very Proficien
6	Physics	Proficien
7	Chemical	Very Proficien
8	Mathematics	Very Proficien
9	Local content	Proficien
10	Civic education	Proficien

In the third aspect, identifying, including the Profil Pelajar Pancasila (P3) and school characteristics as elements that influence the preparation of flow learning objectives are as follows.

Table 5 Identifying, entering the Profil Pelajar Pancasila (P3) and school characteristics.

No.	Subjects	Aspect Criteria
1	Indonesian	Develop
2	English	Start Growing
3	Biology	Start Growing
4	Economy	Start Growing
5	Geography	Develop
6	Physics	Start Growing
7	Chemical	Start Growing
8	Mathematics	Start Growing
9	Local content	PDevelop
10	Civic education	Start Growing

Based on the results of the analysis of the module that has been prepared by the subject teacher, then:

Table 6 The results of the module assessment based on the criteria from the rubric

No.	Subjects	Aspect Criteria
1	Indonesian	Less
2	English	Less
3	Biology	Enough
4	Economy	Less
5	Geography	Proficien
6	Physics	Proficien

7	Chemical	Enough
8	Mathematics	Proficien
9	Local content	Enough
10	Civic education	Proficien

3.2 Discussion

Learning Objectives, consist of competence and content. Competence is an ability that includes attitudes, knowledge, and skills that can be demonstrated by students, while content is a core science of the main concepts.

Learning Objectives Flow Criteria: 1) Describe the sequence of competency development that must be mastered, 2) Learning Objectives Flow in 1 phase describes the scope and stages of linear learning, 3) Learning Objectives Flow in all phases describes the scope and stages of inter-phase learning. Formulate Learning Objectives and Learning Objectives Flow from learning outcomes sentences. The Learning Objectives formulation refers to the competence and content of the learning outcomes. The formulation of the Learning Objectives sentence can take references from various sources to be an important note for the Principal/Teacher to be able to understand the sentence. Identify the dimensions of the Pancasila Student Profile that can be related to the competencies to be achieved. Based on the results of the study, 70% of proficient teachers and 30% of teachers were able to identify the core materials (content) and skills (competencies) mentioned in the learning outcomes sentence. Teachers are very easy to determine content and skills in learning outcomes because every teacher is experienced in teaching. This is what predicts if there is a change in the curriculum, teachers learn quickly and adapt to curriculum changes that will be implemented. Determination. Formulating the sentence of learning objectives and the flow of learning objectives from learning outcomes focused on phase E. The implementation of the Independent Curriculum for the first-year driving schools was carried out in phase E. The phase provided flexibility and justice for teachers and students to adjust the learning design to the stages of development, abilities, interests, and interests. context, and student learning speed. To side with children and guide them to the strength of their natural learning objectives must pay attention to the stage of child development [9].

In the second aspect, the subject teacher makes or modifies the Learning Objectives sentence by incorporating elements from the results of the learning outcomes analysis. From the results of the study that 40% of teachers are proficient and 60% of teachers are very proficient in doing or modifying learning objectives. Teachers and schools use various strategies and approaches in developing learning objectives and the flow of learning objectives and teaching modules based on learning outcomes considering the uniqueness, potential, and context of the school, as well as the abilities of students and teachers. Of the 10 subjects, the objectives and the flow of learning objectives have been arranged according to the abilities and characteristics of students at Senior High School YPPK Sentani.

In the third aspect, the teacher can identify, and enter the Profil Pelajar Pancasila (P3) and school characteristics as elements that influence the preparation of Learning Objectives Flow. The profile of Pancasila students. In the Independent Curriculum, the ultimate goal is the Pancasila Student Profile. This final goal is then reduced to a sentence of learning outcomes (which is divided into several phases), then detailed into learning objectives and learning objectives before entering the design process. In identifying the dimensions of the Pancasila Student Profile that can be related to the competencies to be achieved.

The profile of Pancasila students consists of believing and being devoted to God Almighty and having noble character, global diversity, cooperation, creativity, critical reasoning, and independence [10]. With the profile of Pancasila students, it is hoped that they will be able to change students to be dedicated and innovative in the curriculum for independent learning [11].

Based on the results of the formulation of learning objectives and the flow of learning objectives from the learning outcomes that have been prepared by the subject teacher, no subject teacher is able to arrange the flow of learning objectives associated with the six components of the Pancasila student profile as shown in

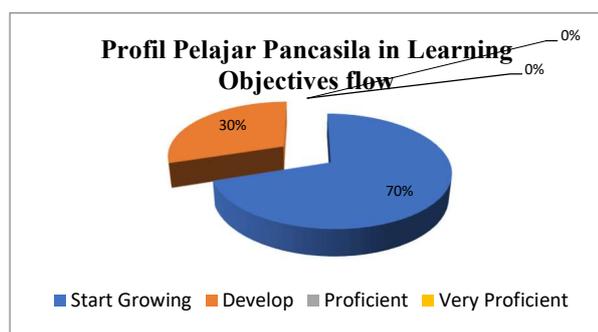


Fig.1 Preparation of the Profil Pelajar Pancasila on

3.3 Learning Objectives Flow

Based on Figure 1. Subject teachers have not compiled a profile of Pancasila students on Learning Objectives Flow, which is 70% (Have not shown understanding in understanding the concept of teaching modules, and have not been able to modify teaching modules properly according to the goals, needs, and characteristics of the school). (Meanwhile, 30% of subject teachers have been able to compile a profile of Pancasila students, which are quite good at understanding the concept of teaching modules, and able to modify teaching modules according to the goals, needs, and characteristics of the school but still require intensive resource guidance. This is because teachers are not familiar with Developing a flow of learning objectives by implementing the Pancasila student profile so they still really need guidance from resource persons.

The flow of learning objectives becomes the basis for educators to develop lesson plans or teaching modules. Educators have the flexibility to develop their teaching modules and select and modify available teaching modules according to the context, needs, and

characteristics of students. In general, teaching modules have three main components, namely: 1) learning objectives, 2) Learning steps or Learning Activities, and 3) Learning Assessment.

Educators are allowed if they want to develop teaching modules with additional components outside of the mandatory components. References for Modification of Teaching Module Techniques: 1) Set learning objectives based on learning outcomes and Learning Objectives Flow according to student characteristics, curriculum; and student profiles of Pancasila. 2) Develop learning designs; do, and reflect effective learning activities. 3) The learning process supports the development of the competence and character of students holistically. 4) Learning is designed according to the context, environment, and culture of students, and involves parents and the community as partners. 5) Sustainable future-oriented learning.

Things to consider when choosing teaching modules to be modified: 1) Is it in line with the plan that was made during the preparation of the Learning Objectives Flow? 2) Is it suitable for the conditions and characteristics of the students? 3) Are the facilities and infrastructure available at the school? 4) Is there anything that needs to be modified or can it be modified?

What to Pay Attention to in Determining the Assessment Early learning assessments can be carried out to identify the learning needs of students, and the results are used to design learning according to the stage of student achievement. Educators can carry out initial learning assessments as needed, for example at the beginning of the school year, at the beginning of the semester, before starting the scope of material (can be 1 or several Learning Objectives), or before preparing teaching modules independently. Thus, the initial assessment of learning does not need to be carried out every time you start face-to-face.

Assessment at the beginning of learning is expected not to burden educators or educational units. However, if the educator or educational unit has the ability, it can complete additional data by conducting non-cognitive assessments which include, learning readiness, interests, learning profile, family background, growth history, etc [12].

Learning Assessment: 1) Determine learning objectives (according to the dimensional developmental flow). 2) Design indicators (ensure the depth of goals, create indicators that cover aspects of cognition, attitudes, and skills) 3) Develop assessment strategies 4) Prepare to measure tools or instruments (rubrics) . 5) prepare instructions or guides for students (Worksheets). 6) Processing the results of the assessment and evidence of student achievement to make inferences (conclusions) regarding the achievement of students towards learning objectives. 7) Prepare report cards.

What Must Be Considered In Choosing Teaching Materials 1) Teaching materials are varied. It can be in the form of printed teaching materials and non-printed teaching materials. 2) Adjust the books provided with Learning Objectives Flow, and the needs and characteristics of each school. 3) Develop teaching

materials to make learning activities more meaningful and varied. 4) The book provided by the government is only one of the alternative teaching materials, teachers are allowed to develop and add other relevant teaching materials.

Other important things that must be considered when creating a teaching module are; "Adjusting the scope of learning readiness, interest, and level of mastery of student competencies [13].

Students who have not mastered the prerequisite competencies or are not ready to study in a material scope, are given the opportunity to study lower-level competencies or with simpler material scopes. Students who are ready to learn are given the opportunity to study the entire scope of the material with appropriate assignments. Students who have a high level of mastery can be asked to complete tasks with a higher level of difficulty or challenging.

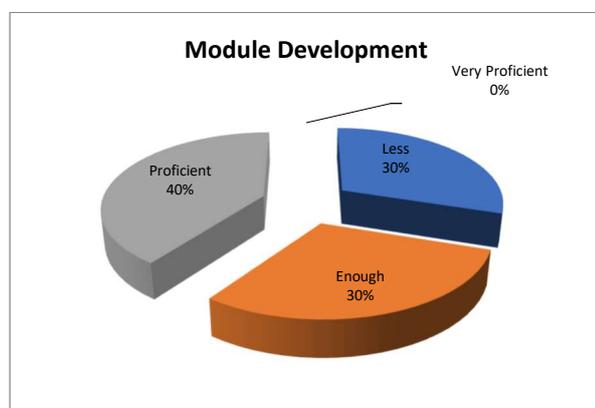


Fig.2 Preparation of Teaching Module

Based on the results of the study that 40% of subject teachers were in the poor category, namely subject teachers had not shown understanding in understanding the concept of teaching modules, and had not been able to modify teaching modules properly according to the objectives, needs and characteristics of the school. A total of 20% were in the sufficient category, namely the subject teachers were quite good at understanding the concept of the teaching module, and were able to modify the teaching module in accordance with the objectives, needs and characteristics of the school but still needed intensive guidance from resource persons. While 0% in the advanced category, namely the MA subject teacher understands the concept of the teaching module, and is able to modify the teaching module properly according to the goals, needs and characteristics of the school, but in some aspects, it still requires resource guidance. The lesson really understands the concept of the teaching module and can modify the teaching module properly according to the goals, needs and characteristics of the school independently.

In the Indonesian language subject with the flow of learning objectives that student's study in depth the text of the observation report through various learning activities and students document the observations made to make it more meaningful in the form of an objective observation report. In student activities in learning in the module activities presented by the teacher, they use the Grasshopper Orchid animal. At Lake Sentani there is

Lohan Fish which is used as an observation. So from this the teaching module has not shown capable of modifying the teaching module properly according to the goals, needs and characteristics of the school, namely the less category.

The English module is still in the poor category, because descriptive text is a text that aims to explain, describe, or describe something. This thing can take the form of anything, be it animals, objects, locations, and so on. In this module, the beginning of learning the picture shown is Raja Ampat, even though there is Lake Sentani which is close to the school location, it can be made in English descriptions. This means that it is not in accordance with the characteristics of the school. Or you can make an example to describe the school environment in English. And what is learned is the structure of descriptive text

Descriptive text has two structures, namely identification (introduction) and description (elaboration). Identification (introduction) contains an introduction or explanation of the main character to be described. This section is located in the first paragraph. Characters can be people, objects, places, or events. In the Description (description)

The description section contains a clear and specific explanation of the characteristics, traits, habits or other matters relating to the object to be described. From the explanation above, subject teachers should prepare learning materials starting with the surrounding environment.

In the subject of Biology, it is correct to describe species diversity, namely by making examples of types of mangoes, although Sentani does not produce mangoes, the examples are clearer in the diversity between long beans, peanuts, peas, chickpeas, green beans and Chinese bananas which are included in Fabaceae family. The Sentani area is not an agricultural area, but the community tends to sell more. However, the diversity in the ecosystem only presents an image by not explaining the description of the image in which area. It should be possible to make an example on the Sentani lake, the beach in Jaya Pura or the mountainous area in Sentani.

In the Economics subject, the category is still lacking, because it makes pictures on Reading Materials with pictures of Jongke Market in Solo. The question drawn is to ask students to look at the environment around you and reflect based on your observations and experiences, do humans always try to meet their needs every day? Farmers work in their fields and gardens, farmers take care of their livestock all the time, parents work every day, why do they do it? Sentani area of the original population is selling. Why not include local community activities especially in meeting needs. It is better to make a picture of a market in Sentai or Jayapura. Because the material is how humans meet the material and it is better to relate the material to the environmental life of students in meeting their needs.

In the Geography subject, the teaching modules are proficient because they really understand the concept of teaching modules and can modify the teaching modules properly according to the goals, needs and characteristics of the school independently. The teacher

does apperception by asking questions that begin with pictures to remind students about the importance of learning geography, for example in the case study of banjir bandang in Jayapura Regency. But the core material in analyzing the image should be modifying the image according to the surrounding environment, such as market images, it is better to use market images in Sentani or Jayapura. Not yet fully characteristic of the school environment, meaning that it still requires resource person assistance.

In Physics subject, the teaching module is in accordance with the characteristics of the school, namely in the measurements carried out by measuring the diameter of the bottle cap, the length of the bottle, and the thickness of the notebook so that it is in the advanced category.

In the chemistry folder, the category is because the material is an introduction to laboratory equipment and their functions, whether they have practiced or read in reference books/from the internet. Understanding of work safety in the laboratory. Should bring students into the school laboratory, explain the laboratory equipment available in the school laboratory and add a learning video about the tools that are not available and explain about safety in the laboratory [14].

In the mathematics subject, they are proficient, can arrange material according to the characteristics of students [15]. For local content subjects in the sufficient category, the student worksheet should make an example of Entrepreneurs in the Sentani area. In the civic education folder, it is already in the advanced category.

4 Conclusion

In the preparation of the Independent Curriculum learning tools, the subject teachers are proficient and even very proficient in making elements and formulating learning objectives from learning outcomes that have been set by the government. However, in preparing the flow of learning objectives by paying attention to the profile of Pancasila students, the teacher's abilities are still in the undeveloped and developing stage. In the preparation of the module, most subject teachers have not considered the environment and characteristics of students.

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