

TEACHERS' PERSPECTIVE ON INDEPENDENT CURRICULUM AT MADRASAH TSANAWIYAH NEGERI 1 PONOROGO

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ABSTRACT

Independent curriculum is the newest curriculum launched by the Minister of Education, Nadiem Makarim. As a new policy, it certainly raises a perspective from various parties including from teachers. This research was designed in the form of qualitative research and took the research location at MTsN 1 Ponorogo in this case, the data collection methods used were interviews, observation, and documentation. As for the data analysis techniques used are content analysis and thematic analysis. From the research it can be found that the results of the implementation of the independent curriculum include intra-curricular learning and Pancasila student projects, the teacher's perspective states that teachers agree with this curriculum because it gives teachers freedom in teaching and provides innovation in learning activities and the problems faced by teachers include difficulties in understanding the development of teaching modules and project modules, the prohibition of using mobile phones for students as a support for the implementation of learning activities and limited facilities in implementing Pancasila student projects.

Keywords: Teachers Perspective, Independent Curriculum, Madrasah, Intra-curricular Learning, P5RA

ABSTRAK

Kurikulum mandiri merupakan kurikulum terbaru yang diluncurkan oleh Menteri Pendidikan Nasional, Nadiem Makarim. Sebagai sebuah kebijakan baru, tentunya memunculkan perspektif dari berbagai pihak termasuk dari para guru. Penelitian ini dirancang dalam bentuk penelitian kualitatif dan mengambil lokasi penelitian di MTsN 1 Ponorogo dalam hal ini metode pengumpulan data yang digunakan adalah wawancara, observasi, dan dokumentasi. Adapun teknik analisis data yang digunakan adalah analisis isi dan analisis tematik. Dari penelitian dapat diketahui bahwa hasil penerapan kurikulum mandiri meliputi pembelajaran intrakurikuler dan proyek siswa pancasila, perspektif guru menyatakan bahwa guru setuju dengan kurikulum ini karena memberikan kebebasan guru dalam mengajar dan memberikan inovasi dalam kegiatan pembelajaran. dan permasalahan yang dihadapi guru antara lain kesulitan dalam memahami pengembangan modul ajar dan modul proyek, larangan penggunaan handphone bagi siswa sebagai penunjang pelaksanaan kegiatan pembelajaran dan keterbatasan fasilitas dalam pelaksanaan proyek siswa pancasila.

Kata Kunci: Sudut Pandang Guru, Kurikulum Mandiei, Madrasah, Pembelajaran Intra-kurikuler, P5RA

Introduction

The minister of education and culture has been trying to develop education in Indonesia. One of the efforts made by the government in developing education in Indonesia is to develop the existing curriculum. In its latest policy, the Ministry of Education and Culture established a new policy, namely an independent curriculum. In this case the ministry of religion also issued a policy in the ministry of religion decree number 347 of 2022 concerning guidelines for the implementation of the independent curriculum in madrasahs. Of course, the existence of a new policy will bring up an opinion or perspective from various parties, including teachers.

According to the Cambridge Learner's Dictionary perspective is a certain way of looking at something that depends on one's experience and personality or considering something by thinking about a situation or problem in a wise and reasonable way. In this case it can be concluded that humans will always have a point of view in regards for every experience or problem which is then used to understand something. The same is true for the importance of the teacher's perspective on the new policy of the Ministry of Education in the independent curriculum policy. perspectives expressed by various parties, especially teachers, are very important in developing an independent curriculum. Moreover, its current status is a new policy which has just been implemented in schools.

The meaning of the Independent Curriculum is a curriculum with diverse learning and also focuses on essential content in order for students to have enough time to explore concepts and strengthen their application competencies aimed at training independence in thinking for both educators and students (Abdul Muin, dkk., 2022). Then it can be concluded that the concept of independent learning is an education that focuses on the principle of independence. Freedom here means giving freedom to every human being, both students and teachers have their own freedom in choosing topics, methods and learning tools according to the wishes of students. Because the purpose of this curriculum is to provide learning where students will have sufficient time to deepen concepts and strengthen their competence.

Independent curriculum has two main structures in implementing the curriculum in madrasas, namely intra-curricular learning and strengthening the profile of Pancasila students and students of rahmatan lil'alamin. Intra-curricular learning according to Zuhairi (1993) is an activity carried out in schools or madrasah with time allotments in accordance with the program structure and activities carried out face-to-face and scheduled, the aim is to achieve the minimum goals of each subject. For that it can be said that intracurricular learning is the same as learning in general in the classroom.

Something that is unique from the independent curriculum at madrasah is the presence of project-based co-curricular activities, namely strengthening the profile of Pancasila students and the profile of Rahmatan Lil Alamin students. Based on KMA number 347 of 2022 Pancasila students are students who have a mindset, attitude and behavior that reflects the noble values of Pancasila and upholds tolerance for the sake of realizing national unity and integrity. While the profile of rahmatan lil alamin students is a profile of Pancasila students in madrasah who are able to realize insight, understanding, and taffaquh fiddin behavior as the characteristics of religious competence in madrasah, and are able to play a role in society as a moderate figure, useful in the midst of diverse community life and contribute actively in maintaining the integrity and glory of the Indonesian state and nation.

Of course, this is not a research that has never been done before. The same research was conducted by Anita Kusuma Pertiwi and Ririn Pusparini (2021) in their research entitled "Vocational High School English Teachers' Perspectives On "Freedom Learning" Curriculum", the aim of this research is how teachers' perspectives on the Merdeka Learning curriculum in terms of its concept and lesson plan. The findings showed that the implementation of a one-page lesson plan (RPP 1 sheet) had not met the expectations of Merdeka Learning. What was being stated by participants was different from what was being told during the interview and this affected the final result. However, all participants fully support the implementation of this new curriculum. From the previous research, it can be found that this research has a novelty, namely focusing on the teacher's perspective on the independent curriculum structure, namely intra-curricular learning and strengthening profiles of Pancasila students and students of rahmatan lil'alamin.

Based on the data obtained by the researchers in the pre-research, the researchers found that MTsN 1 Ponorogo is one of the madrasas in Ponorogo that has implemented the Independent Curriculum as a learning curriculum. Therefore, researchers are interested and

curious to investigate further about the Perspective of English Teachers on the Implementation of the Independent Learning Curriculum, especially in intra-curricular learning activities and the implementation of projects to strengthen the Pancasila student profile in MTsN 1 Ponorogo which aims to find out everything in its implementation such as lesson plans, methodologies, teaching techniques, and assessment processes so that they can be used as important information for schools and the government regarding the teacher's perspective and the obstacles faced in implementing this new policy.

Research methods

This research is descriptive research using qualitative methods. This research was conducted at MTsN 1 Ponorogo in the even semester of the 2022/2023 academic year. In collecting data, the researcher used three instruments, namely documentation in the form of the teaching module and project module, observation of the learning atmosphere, and interviews with the teachers. The data was evaluated using qualitative analysis techniques and described in full according to the results. There are four procedures in this study including: 1) Planning, Includes preparation of research plans, selection, fields of research locations, operational permits, observations, preparation of instruments, and matters related to research ethics, 2) Application, Involves research preparation, entering the field, and interacting with subjects while the data is being collected, 3) Data Analysis, This involves data analysis, observing the results of the data obtained and doing validity, 4) Research Report.

Findings

MTsN 1 Ponorogo is one of the public madrasah schools in Ponorogo which has implemented a new policy to implement this independent curriculum. In the process of implementing it, it is necessary to have preparations made by schools to carry out this independent curriculum. The preparations made were participating in training workshops for teachers in seminars on the implementation of the independent curriculum held by the ministry of religion itself, while the activities carried out by schools were conducting workshops to increase teachers' understanding of the independent curriculum policy and providing training to teachers in making teaching tools for learning.

Independent curriculum has two structures which are the main activities of the curriculum, namely intra-curricular learning and the project to strengthen the profile of Pancasila students and the profile of students of rahmatan lil'alamiin. Both have been implemented at MTsN 1 Ponorogo according to applicable regulations. The results of the interviews found that the MTSN had carried out intra-curricular learning as usual, whereas in the project to strengthen the student profile of Pancasila and Rahmatan Lil'alamin which should have been implemented by inserting subjects at MTsN 1 Ponorogo, the implementation was included in its own learning hours and had its own instructor. This is because madrasah are still in the learning phase in implementing this independent curriculum, especially in the project to strengthen the Pancasila student profile so that its implementation must be done carefully and not haphazardly.

Intra-curricular learning has stages or steps in its execution, namely planning which includes teaching materials, teaching modules, and learning media, the development of learning implementation that pays attention to how the strategy is used and what activities are carried out, and the last is evaluation or assessment for students to see the extent to which students' understanding of the material being taught.

Whereas in the implementation of strengthening the Pancasila student profile based on the results of the implementation interviews based on the modules made. for the first project at MTsN 1 ponorogo itself, namely making batik with the theme of ponorogo batik, where in this case it is expected that students can get to know the culture in the area around them.

This project to strengthen the profile of Pancasila students takes 20-30% of the total hours of study for 1 year. The time allocation for each project to strengthen the Pancasila Student Profile does not have to be the same. One project can be carried out with a longer duration of time than other projects. In terms of implementation of time management, projects can be implemented separately or integrated with other project-based learning.

Implementation of the project begins with an introduction to the values contained in the project being carried out, if it is then the children process batik starting from making patterns, choosing patterns and cutting them in groups and making them to produce products. In this case the product is only the end of the learning process, the most important thing is the processes that go through. So that in this case it is more concerned with how the values contained in Pancasila can be socialized in the process of making a project. In his own opinion, even though the implementation is in the form of a group, it is still an individual value. The assessment made is in the form of a rubric and included in the report card. This assessment is carried out not only at the end of the project, but from the beginning of the project, particularly by observing how the students' character is in this project. Because in this project the most important thing is how to build student character according to Pancasila and rahmatan lilalamin.

In this case, as a new policy that has just been implemented at MTsN 1 Ponrogo, of course, many have their own perspective on implementing this curriculum. Perspective is a way of looking at and how to behave towards a problem or event or activity. So from this perspective it is hoped that it can be used as a reference to improve the curriculum according to learning needs.

Based on interviews that have been conducted with educators at MTsN 1 Ponorogo, it can be concluded that this perspective on implementing the independent curriculum has its own advantages and disadvantages. The advantage is the freedom in teaching students because there is no deadline in teaching, meaning that the lessons are carried out as much as possible so that students also understand more deeply and there are no specific limitations on the number of hours of lessons for each chapter. In addition, the teacher is also given the freedom to find sources of material, both from books, the internet, etc. In addition to intra-curricular learning, the advantages is in implementing this curriculum, especially in the project to strengthen Pancasila students, have a prominent advantage, namely building student characteristics that are in accordance with religion and Pancasila. Besides that, it also adds to the skills of both educators and students because this endeavor is a project-based activity. In addition to the advantages of implementing this independent curriculum there are also disadvantages felt by educators including the difficulty in understanding and developing both teaching modules and project modules where some of the aspects contained therein are difficult for educators to understand, the difficulty of educators in designing learning because they have to adapt to different abilities of students.

As a new policy that has just been implemented in madrasah, it certainly creates obstacles in its implementation. Likewise with the implementation of the independent curriculum at MTsN 1 Ponorogo. The main obstacles encountered were related to technological facilities for learning, teachers' difficulties in understanding teaching modules and project modules and the lack of funds needed to complete project activities.

Discussions

Based on the results of the study, the researcher divided it into three parts in discussing this research.

First discussion, the implementation of intra-curricular learning and strengthening the profile of Pancasila students and students of Rahmatan Lil'alamin. Intra-curricular activities are activities carried out and regulated by the curriculum and are inseparable from the teaching and learning process, this is reinforced by the ultimate which states that intra-

curricular activities are a series of learning activities that are contained and regulated by the curriculum given to students in the class as teaching and learning activities with the aim of improving students' academic abilities to suit educational goals.

As a learning activity, of course the teacher must make a learning design that is used as a reference in teaching and learning activities. In the independent curriculum itself, the learning plan that was previously called the lesson plan changed to a teaching module. As in decision of the minister of religion No. 347 of 2022, a teaching module is a document that contains learning objectives, steps, and media, as well as assessments needed in one unit/topic based on the flow of learning objectives. Based on in-depth analysis of data obtained in the field, namely in the form of teaching module documents, the development of teaching modules has several components which are then divided into three parts, namely general information, core components and attachments.

The implementation of the independent curriculum in intra-curricular activities has three steps in the implementation of intra-curricular learning, namely planning, implementation and assessment. Learning planning is an activity carried out by educators to design learning activities so that they run effectively and efficiently in achieving learning objectives. Planning is done to ensure that the teacher makes good and quality preparations before carrying out learning activities. There are four processes in learning planning, namely understanding learning outcomes, formulating learning objectives, compiling learning objectives from learning objectives, and designing learning (Anggraena, 2022).

Then, implementation of learning. The Merdeka curriculum emphasizes the importance of integrating learning with assessment, especially formative assessment as a learning cycle. The Principles of Learning and Assessment indicate the importance of developing learning strategies according to the stage of student learning achievement or also known as teaching at the right level (TaRL). This learning is done by providing learning materials that vary according to the understanding of students. In this case the learning carried out at MTsN 1 Ponorogo is based on the results of observations that have been made and also an in-depth understanding of the teaching modules, there are three stages in the implementation of learning, namely introduction, core and closing.

Last is assessment. Assessment is the process of collecting and processing information to determine learning needs, development and achievement of student learning outcomes. In gathering information as in the stages of implementing learning, values can be obtained when learning takes place with formative assessments and assessments carried out to assess student learning outcomes which are usually carried out at the end of learning, namely with summative assessments. After the data is collected, what is done next is to process the results of the data obtained. The data obtained here is not only quantitative data (in the form of numbers) but also in the form of qualitative data (observation results or rubrics). After the data is obtained, the results of the processing will be reported in the form of a report on learning outcomes. In addition to formative assessment, there is also a summative assessment. MTsN 1 Ponorogo itself in carrying out summative assessments is usually carried out daily tests every time you complete a chapter, midterm assessment and final semester assessment. Which then from the formative assessment and summative assessment is processed and used as a report on student learning outcomes.

Something that is unique from the independent curriculum in madrasas is the presence of project-based co-curricular activities, namely strengthening the profile of Pancasila students and the profile of Rahmatan Lil Alamin (P5RA) students. The Pancasila student profile is the character and abilities that are built in daily life and are lived in each individual student through the culture of the Education unit or intra-curricular learning. The Strengthening Pancasila Student Profile and Rahmatan LilAlamin Student Profile Projects are a means of giving students the opportunity to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from the surrounding

environment. This activity is carried out based on project-based learning, where the project is a series of activities to achieve a certain goal by examining and implementing a challenging theme. The project is designed so that students can investigate, solve problems, and make decisions.

Implementation of the Project to Strengthen Pancasila Student Profiles and Rahmatan Lil Alamin Student Profiles, can be carried out in 3 (three) forms, namely Co-curricular, Integrated, and Extracurricular. In this case MTsN 1 Ponorogo itself, the implementation of this P5RA is included in co-curricular activities. In order to develop an entrepreneurial attitude for students, as well as a form of introduction and increasing love for local culture, the first project the school carried out was making Ponorogo Batik. To carry out this project activity, a planning flow is needed to make the project successful.

The first step taken by the school is to create a team of project facilitators whose job is to assist students in their learning process. If the team has been formed then the team will design the theme, time allocation and dimensions. In this first project at MTSN 1 Ponorogo, the theme taken is batik and the time allocation required is 18x40 minutes or 10 meetings. While the dimensions designed include faith, piety to God Almighty, and have a noble character; global diversity (batik); mutual cooperation; and critical reasoning. The next thing to do is to compile project modules. The project module is a module that contains objectives, steps, learning media, and assessments needed to carry out the project. The components included in the project module are module profiles, objectives, activities and evaluations/assessments.

In the implementation of project-based learning, it is divided into three stages, there are initial stage which is reading books, watching videos, outing activities to arouse children's curiosity so that ideas arise, ideas for doing projects. In this case students are looking for information with the keywords Ponorogo cultural traditions or typical Ponorog batik. Then identify the names of Ponorogo batik through shapes, colors, etc. through the senses. In its implementation at MTSN 1 Ponorogo it took 5 meetings to be able to collect all the information about Ponorogo batik.

After initial stage comes the Development Stage, which is teacher/facilitator when students are doing activities including triggering questions. At this stage, the teacher accompanies the child in carrying out a series of processes. This activity is carried out by children to answer their curiosity and solve the problems they face. The teacher provides facility support and documents children's activities. In its implementation at MTSN 1 Ponorogo it took 3 meetings to be able to make batik directly, describe the results that had been made and showcase the results in the Ponorogo fashion exhibition at school.

Last is the Conclusion Stage, that is children's reflections, teacher reflections, assessments, ensuring the continuation of the positive culture of the project. new knowledge that children have acquired through project activities into everyday life. In this case the teaching module made by the MTSN 1 Ponorogo team used a formative assessment in the form of an evaluation of student profile attitudes, roles in discussions and groups which were written in a journal at each meeting. Besides that, it also uses this summative assessment in the form of reports on project results and products produced.

Second discussion, the teacher's perspective on the implementation of the independent curriculum includes the teacher's perspective on the implementation of intra-curricular learning and. The teacher's perspective on the implementation of inter-curricular learning based on the results of interviews, it can be concluded that the perspectives of the teachers on implementing the independent curriculum have almost the same perspective.

First, in the planning of learning the teacher argues that in making teaching modules, according to the teachers, they find it difficult to develop teaching modules. Some concepts are still not understood, for example in developing learning outcomes into learning objectives and the flow of learning objectives. In addition to learning outcomes, teachers also

have a little difficulty in determining learning methods where teachers must be able to provide optimal learning to students who have different understanding abilities. Apart from that, in developing teaching materials, according to the teachers, this makes it easier for teachers because they are free to take material from any source. Both from books, the internet, sources, etc. in this case the teacher finds it easier to develop teaching materials because access to learning resources is easier.

Furthermore, in the implementation of learning, both students and teachers are given freedom in carrying out learning, so that in making the module the teacher is not given a time limit in completing each chapter in learning. In this case the teacher believes that in practice it makes it very easy for teachers and students because it can provide an in-depth understanding of the material for students. But besides that, because in this independent curriculum the focus is on material content so that it can better understand and also seen from the differences in students' ability to understand the material, the learning must be done slowly so that students who have deficiencies in understanding the material can understand the material. well.

Lastly, regarding assessment, in the evaluation and assessment the teachers argued that there was nothing that distinguished them from previous assessments so that the assessment on this independent curriculum went as it should.

Meanwhile, the teacher's perspective on the implementation of the project to strengthen the profile of Pancasila students and Rahmatan Lilalamin students. As a new program in the independent curriculum, the perspective of these teachers is very important as a reference or reference for other schools to implement this program. In this case the teacher's perspective is seen from the stages of project implementation, namely the initial stage, the development stage and the conclusion stage.

In the initial stage the teacher argued that regarding the teacher's understanding of the project, the teachers had difficulty understanding the concept or purpose of holding this program. However, with workshops, seminars, and training teachers can understand this project well. Of course, some are still difficult to understand, for example in the development of project modules. The nature of this project module that is difficult for teachers to understand is how to determine the dimensions, elements, sub-elements and the value of rahmatan lilalamin. In this case the teacher's determination must also pay attention to the next project, because in this project it is hoped that the dimensions, elements and sub-elements can be connected between one project and the next.

Furthermore, in the development stage, namely in the implementation of the project, educators feel that this is a new experience for educators. In addition to increasing the skills of students, this project can also increase the skills of educators. In addition, the products produced by students can be extraordinary works. In developing it, educators feel that there are several obstacles, one of which is the lack of funds used in implementing the project. However, this is not an obstacle for not carrying out this project, this matter can of course be resolved by discussion from the team driving this project.

Last, at the conclusion stage, the teacher feels that there is nothing difficult at this stage. Because the assessment carried out is an assessment of the attitude of the students in each lesson the teacher will observe and write it down in a journal. In addition to assessing the attitude of the teacher, he will also assess the product results of the projects that have been made, in this case, of course, the team has prepared an assessment rubric to make it easier for educators to evaluate.

Third discussion, the problems faced by teachers and alternative solutions in implementing the independent curriculum in learning English. A new policy, which has just been announced and has just been implemented, of course there are problems faced by teachers. Both English teachers in the implementation of learning and educators of student projects who are implementing Pancasila student projects. Some of the problems faced by

teachers and the alternative solutions used are difficulties in understanding the concepts of teaching modules and project modules as well as the development of teaching modules and project modules. In this case, to broaden teachers' insight into the concept of independent learning, apart from attending seminars held by the government, schools also hold workshops outside of school. In this case the aim is for the teacher to be able to deepen the concept of independent learning, the concept of teaching modules and be able to make teaching modules properly. Besides that, it also provides a fresh atmosphere so that the brain can think better.

In addition, the obstacles faced are the lack of optimal use of technology in intra-curricular learners. To optimize the use of technology, schools ask teachers to be able to maximize the use of computer laboratories for learning. So that it can make it easier for both educators and students in teaching and learning activities in addition to attracting students' interest in learning. Another obstacle faced is the lack of media in implementing the Pancasila student project. In this case the obstacle in implementing the Pancasila profile project is the lack of funds or costs used in implementing the project, so that the media or tools used are not sufficient for students. Based on the results of the interviews, educators said this was not a major obstacle and would not hinder project implementation. The solution used is that schools budget costs to be able to support project implementation. So that this Pancasila student project can run better.

Conclusion

From the explanations above, the researcher can conclude: 1) Implementation of intra-curricular learning has three stages, namely assessment planning and assessment. While the implementation of the project to strengthen the Pancasila student profile includes three stages, namely the beginning, development and conclusion, 2) The teacher's perspective on intra-curricular learning based on learning independence makes it easier for both educators and students in implementing learning in this case because both students and teachers are given freedom in learning so that students are able to understand the material provided properly. In addition, in the implementation of P5RA, it can be concluded that the teacher's perspective is that this program is very good because it can increase students' skills, besides that it can also develop student attitudes that are in accordance with the profiles of Pancasila students and students of *Rahmatan Lilalamin*, and 3) some of the problems faced by teachers including teacher difficulties in understanding the concepts of teaching modules and project modules, less optimal use of technology and lack of facilities to support the implementation of the Pancasila project. Finally, the researcher hopes that this research can be useful for schools and can be developed by other researchers.

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