Analysis of the Role Teachers in Implementation Merdeka Curriculum in Primary School

Ahmad Yudi Saputra[1*], Faizi Anwar[2], Deny Susanti[3], Baiq Rizki Hidayati[4], M. Al Fadhil[5]

[134] Hamzanwadi University, Indonesia
[2] STKIP Hamzar, Indonesia
[5] Sultan Idris Education University, Malaysia
* e-mail: ahmadyudisaputra@hamzanwadi.ac.id

Abstract

This research aims for examine further the role of teachers in implementation curriculum Independence at State Elementary School 5 Selong as well as identify factor barriers faced by teachers in implementation curriculum This type of research uses study qualitative with method phenomenology for understand teacher experience in implement curriculum This, with focus on challenge empowerment digital technology. Research results show that implementation The Merdeka Curriculum is not yet evenly distributed across all classes, and there are limitation's ability digital technology becomes challenge main for teachers in its implementation. Teachers play a very important role as facilitators, guides, and innovators. as well as own a very significant role in implementation Merdeka Curriculum, which demands ability in teaching according to development student as well as contribution through the Merdeka Belajar platform. Observation shows that not yet all classes implement Curriculum Independent in effective, and some teachers, especially older ones, experience difficulty in utilise digital technology that supports curriculum said. Achievement or result of implementation from the Role of Teachers in Implementation Merdeka Curriculum in implementing P5.

Keywords: Role of teachers, curriculum merdeka, digital technology, phenomenology, education.

INTRODUCTION

Education is a very important activity for preparing children for face life in the future future. Education is not just learning about knowledge. but also, can practice someone's *skill* for reach his ideals. Every person have right for enjoy education. According to Kurniawan (2017: 26), education is diverting values, knowledge, experience and skills to generation young as a business the older generation in prepare function life the next generation, both physically and also spiritual. While according to Trahati (2015: 11), education is an activity carried out by humans in a way conscious and programmed use build good personality and develop abilities or talents that exist within an individual human to achieve specific goals or targets in undergo life.

Education in Indonesia has experienced sufficient development large, including appropriate curriculum reforms development of the times and needs society. According to Setyorini et, al., (2023) along with development of the times of change curriculum is very necessary, because education will always move going to improvements, both for educators and also participant educate. In line with Indriani et, al., (2023) curriculum changed in a way sustainable, adapted to the development of children in their time. The development of the curriculum in Indonesia is based on history has been recorded as much as eleven times changes. Starting in 1947 which was called the learning plan, at that time this curriculum was new introduced in 1950 in the post-independence. Then refined in 1952, called the learning plan unraveled. In 1964 the curriculum returns refined and referred to as the Education plan.

In 1968 was curriculum First When the era of the new order new, intended for replace the more political 1964 curriculum. Then in 1975 it was better known as the Lesson Plan for each discussion unit. In 1984 it used curriculum with the CBSA model, namely the Active Student Learning Method. In 1994 it was updated by combining two curricula previously from 1975 and 1984. However, this curriculum turned out to be less effective. so that make student feel difficulty in learning. Then in 2004 it was changed again to become curriculum based on competency (BK), in 2006 was changed return become School Level Curriculum (KTSP), and in 2013 it became KTSP. This year's curriculum often referred to as K13 or the 2013 curriculum. Then not long ago the government return change curriculum 2022 with set curriculum Merdeka.

Some experts' education has provided their views on the Merdeka Curriculum and its importance analyze This policy is from perspective theoretical study. According to Darmawan and Winataputra (2020), the Merdeka Curriculum seeks to for strengthen independence students and facilitate student-centered learning with emphasis empowerment and development skills 21st century. In addition, according to Riyanto's opinion (2019), the Merdeka Curriculum aims to for to free student from shackles curriculum that is too theoretical and promotional learning that is more contextual and relevant to life real.

Development This curriculum makes teachers become deep spearhead implementation curriculum Merdeka, so that existence role as well as function a teacher is included in a very significant factor. A teacher is a person who is respected and imitated. Because a teacher is a person who has mastery in the field of knowledge, skills and expertise he has acquired through training and education certain (Sidiq, 2018). The Merdeka Curriculum demands a educator own role to teach students at different levels achievement as well as development. On the side other than that, teachers also have to contribute by working on the Merdeka platform to learn, share and update through learning Merdeka through the Merdeka Belajar platform.

Fact in field show that in SDN 5 Selong experience change curriculum, but not all classes experience changes only classes I, II, III, IV and VI use it curriculum independence. According to Instructions Ministry of Education, Culture, Research and Technology, schools will start implementation curriculum Merdeka on July 18. Starting from the 2022/2023 academic year. Howeve, not all students feel it directly Merdeka curriculum. Because, its implementation Still gradually in certain classes the birth of The Merdeka Curriculum is continuation and refinement from existing curriculum previous. Implementation curriculum Merdeka expected can provide space for students for creative, thinking critically, developing their interests and talents, as well as equip them with relevant skills for face challenge 21st century. According to Fitriyah & Wardani (2022) curriculum Merdeka aiming for teach student skills 21st century which includes ability think critical, creativity, communication, and collaboration.

Based on from several views and results of observations carried out, especially at SDN 5 Selong it is clear that in operate A curriculum ability The principal and teachers are very important school success. Moreover, there are changes K13 curriculum becomes curriculum Merdeka. Implementation curriculum Merdeka become a new model in implement leader as well as a teacher who can bring changes to school. However facts that researchers found in the field, there are some problems that happen a t S D N 5 S e l o n g which is in line with the problems that will be researcher careful, namely Still not yet effective implementation curriculum Merdeka in a way

comprehensive, because not all classes use it directly curriculum independent, then also still a teacher difficulty moment implement curriculum Merdeka, there are several teachers, especially older teachers , who still Confused or trouble in apply curriculum independent This. Where there are challenges teacher's ability in empowerment facility technology digital based. As direction of learning process in curriculum Merdeka based on technology, then empowerment digital technology is the time to be done for each subject teacher lesson in service learning.

METHODS

This type of research uses study qualitative. According to Sugiyono (2020:9) method study qualitative is method research used for research on conditions natural objects, where researchers is as an instrument key, data collection techniques are carried out in a triangulation (combination), data analysis is inductiv, and research results qualitative emphasizes more meaning rather than generalization. According to Sugiyono (2020:105) stated that in a way general There are 4 (four) types of data collection techniques, namely observation, interviews, documentation and combination / triangulation (observation, interviews and observations).

As for the methods used in This research is phenomenology. Phenomenology understood as a way view thinking that emphasizes experience individual to reality social. In phenomenology, consciousness experience humans who have been through. Phenomenology used researcher For disclose meaning of concept or phenomenon experiences that are based on awareness that occurs in individuals. Then some studies other use phenomenology as an approach in his research such as (Patria & Salamah, 2022) using studies phenomenology for analyze influence socio-cultural in schools. In addition (Mahmudin, 2021) explains that approach phenomenology in studies Islam make an effort disclose meaning from a symptom so that symptom the can understood and applied in normative teachings, religious activities, institutions religion, traditions and symbols religious. phenomenology is also defined as the science of A differentiated phenomena from something that has happened, or a discipline of science that explains and classifies about phenomenon, or the study of phenomena (Alex Sobur, 2014). In this study, the researcher will be conducting data and information collection in a way in depth regarding how role Teacher in implement curriculum Merdeka in SDN 5 Selong.

Internal data collection instrument techniques This research was conducted using technique observation, interview, and documentation (Sugiono, 2020). The data sources used in This research is Triangulation source is for test credibility of the data carried out with method check data that has been obtained through some sources, Triangulation Technique is for test Data credibility is carried out in the following manner check data to the source that the same with different techniques. For example, data is obtained through interviews, then checked by observation, documentation or questionnaire, and Time Triangulation is method do check by interview, observation or other techniques in different times or situations, if the test results produce different data, then it is done in a manner repeatedly until more valid data is found (Sugiono, 2020). This study uses descriptive data analysis method qualitative namely by describing or providing description in a way thorough and detailed the object to be studied. Observation data analysis techniques used when study focus on behavior human, work process as well as when amount respondents observed No too Lots.

FINDING AND DISCUSSION

Finding
Observation

When any condition the role of the teacher is a very big thing the impact for push student in learning. Observation results show that the role of teachers in implementation curriculum Merdeka in primary schools is very important. Teachers function as facilitators who create an inclusive and enjoyable learning environment. And when the teacher gives assignments to students, the teacher does not forget to also provide books and worksheets. in the form of order, the question that will

be done students. With this, the teacher plays a role as a supportive facilitator student in the process of independent and collaborative learning. Example concrete how teachers facilitate interaction students and support diversity in class namely with make group discussion, which where the teacher divides student into several diverse groups based on background backgroun, abilities, and interest. In each group, students requested for to discuss Topic certain, encouraging them to each other exchange views and experiences.

In adapting learning materials for context local and interests, ranging from Teaching materials teachers usually use books and as teaching media teachers use video learning in class. Wrong One example the material that applied in the learning video namely the teacher plays a video using a laptop about " Changes" Form of Objects". Students are asked for notice How method change form objects. And later students will give a task or called LKPD, to measure how far is the ability student in watch the video that has been played. With this, teachers can also use discussion method, namely share student into several groups, and in each group later There is the representative who proceed forward for explain. Through matter the teachers can develop use technology where tool teacher helps such as laptops, from these laptops teachers can develop teaching media that can be used, for example through educational videos that utilize platforms such as YouTube or special learning videos for explaining difficult concepts understood.

The teacher makes several assessments formative and giving constructive feedback for progress student later. Teachers usually do evaluation through several methods varied assessment and use various techniques such as observation, project assignments, games roles and discussions. 1) Techniques through observations are carried out, for example, observations skills social, namely observe interaction students group activities such as abilities communicate, cooperate, and solve conflict. 2) Observation of the learning process, namely observe method student follow learning such as participation in discussion, attention when the teacher explains, or how they do the assignment. 3) This practical activity is observing student moment carry out practical activities on science content, drawing, or playing tool music for assess their practical activities. 4) Observation moment presentation, namely evaluate ability student in convey information or results of their work in front of class, including clarity delivery, mastery material. 5) Evaluation extracurricular activities, where the teacher observes involvement student in extracurricular activities such as scouts or arts for evaluate their skills and interests outside the classroom. While example evaluation through technique game roles and discussions namely moment student requested for act out various role in A story, for example a simple drama about the environment. And later on, students will also will requested play role with the opponent its role, with that students will start discussing How will finish A story with his opponent.

Competence professional teachers also need to be needed developed through several training and other activities. The form of activity that is usually followed by teachers at SDN 5 Selong, namely teachers usually follow development activities curriculum, actively participating in KKG and Kombel activities, using the right technology in the field learning and following supportive training quality learning. Training that is usually followed for develop teacher professionalism including training use technology or application education, training leadership, training development curriculum, training ice breaking for learning, public speaking training, teacher certification program, training making learning media and so on. Usually training teachers held once a week for one semester, but when There is chance Again Teacher Also Can follow return depends need. And training the followed by all teachers at SDN 5 Selong. Usually, content Topic from the seminar namely about leadership, ice breaking, public speaking, applications education, use of AI and Canva. Use canva on second grade usually teachers make a kind of poster for make it easier for teachers to explain to students and usually teachers make sheet Work through canva to make it look more attractive. While AI uses include learning adaptive that adapts the material to abilities students, where learning takes place adaptive that is an approach that adapts materials and methods teaching according to needs, abilities and progress individual students. Using data and analysis, this system provides a more personalized learning experience, so student can learn at the

pace and in the way that is most effective for them. Schools usually invite competent resource person in his field in accordance seminar theme.

Interview with Teachers of SDN 5 Selong

Based on interview with Fathul Hadi, S,Pd . one day Saturday A p r i l 05, 2025 in room head school, researcher get Information about the Analysis of the Role of Teachers in Implementation Merdeka Curriculum.

Based on information the researcher found, that Mr. Fathul Hadi, S,Pd. as head school Already apply curriculum Merdeka at Selong State Elementary School 5 last school year new. The principal also say has given training to all Teacher through training and seminar education which held for Teacher in SDN 5 Selong. On the side other head school Also Already apply curriculum Merdeka learning through P5 activities (Project Strengthening Pancasila Student Profile) with objective for now each character from his students Alone. Matter main which drives the principle implements P5 activities (Project Strengthening Pancasila Student Profile) this is of course For increase level creativity students, skills, and also power think critical student as well as attitude not quite enough answer students and appropriate from vision school mission and to SDN 5 Selong extracurricular activities that is new only There is scouts and will added art g e n d a n g beleq.

In addition, researchers also conducted interview to Mrs. Teni Susilawati, S, Pd who is holding it eye lesson Mulok and SBDP. He said "This curriculum is more centered to students, so that in learning students can be more active, and students sued for look for know yourself about the content from the material. Added to that is the presence of P5 students emphasized that children reason critical and capable look for now the material itself and the teacher only acts as a facilitator , where the teacher provides direction and feedback to students and later students who will complete and search know "In addition , Mrs. Teni Susilawati, S,Pd as a teacher who holds eye lesson load Local (Mulok) and Arts, Culture and Crafts (SBDP) have started to organize activities for develop a learning plan that is interesting and relevant to the context local and provide space for students For express yourself through arts and crafts. Teaching skills such as drawing, crafts for example making pencil cases from cardboard and cloth flannel. And his work they will be enjoyed by each student who does it.

Next, the researcher interviewing Mr. Roni Kurniawan, S,Pd that is Teacher class 4A, he said "School given freedom wider for teachers to to design curriculum according to character students. Teachers are freed for make objective learning according to ability differentiated students according to level or phase. Teachers can finish objective learning to be relevant to needs individual students, so that each student can learn according to their abilities. Students are divided in groups or learning phases based on their abilities, such as beginner, intermediate and advanced. This allows teachers to develop appropriate strategies and methods for each group. In the development skills in a way gradually, teachers can to design objective directed learning student for develop in a way gradually, starting from skills base to more complex ones." Thus, this approach is purposeful for create effective and enjoyable learning experience for students as well as ensure every student get appropriate support for reach potential their best.

Then researcher interviewed Mrs. Nurhandayani, S,Pd, class 4B teacher. She said "before the teacher carries out learning activities, the teacher carries out initial assessment activities. The aim is to know ability students, and if the child is able in matter the assessment and then the teacher carries out learning activities according to ability students. And teachers have learning community for discuss with other teachers. To know knowledge base students, teachers can identify what is already known student about Topic Which will taught and adapt lesson plan with information from initial and subsequent assessments the teacher can adapt learning methods and materials to suit the needs and levels of students. Initial assessments help teachers identify areas where students may need more assistance or support." By doing initial assessment, teachers can create learning experience that more effective and supportive development student optimally.

Furthermore, the researcher also interviewed Mr. Jamaluddin, S,Pd . He said "The basic principal curriculum the first independence that is understanding, second that is how teachers implement it in learning activities every day and also how for increase interest students to be more active and creative. And the implementation of P5 is carried out once a week that is on day Saturday starts from O'clock beginning of learning until finish. In P5 teachers have their own agenda It means No especially 1 program only but depends on creativity homeroom teacher ".

Documentation

As for the method used researcher in obtain or collect data and information besides from observation, interview, researcher also obtained some documentation as support in collect data later selected and reviewed. This documentation serves For complete the information obtained in interview and observation previously. Researchers carry out checking documentation by viewing and studying archives that are considered necessary in research. Checking documentation available at the research location namely SDN 5 Selong in the District Selong , East Lombok Regency.

Discussion

Based on the data obtained through interviews and documentation with teacher about the Analysis of the Role of Teachers in Implementation Merdeka Curriculum at SDN 5 Selong are as follows:

Teacher as Facilitator

Teachers currently have to act as facilitators, which is intended to make the class livelier and more exciting. The role as a facilitator function to provide technical assistance, direction, or instructions to students (Ulfiatun Nikmah, 2018). According to Wina Sanjaya, the role of teachers as facilitators is that teachers play a role in providing services to facilitate students in the learning process activities (Sanjaya, 2018). Teachers as facilitators place more emphasis on the active learning process, where students involved directly in search knowledge and problem solving. They design activities that encourage exploration and problem solving , where the teacher provides direction and feedback to students and later students who will complete and search know yourself . When the teacher gives assignments to students, don't forget the teacher also provides books and sheets in the form of order the question that will be done student. Besides That, Also Teacher using LCD And laptop for more effective learning. With this, teachers play a role as a supportive facilitator student in the process of independent and collaborative learning.

Development Flexible Curriculum

Development flexible curriculum is to design curriculum that can tailored to needs, interests and context student as well as development of the times. Curriculum can change or modified for fulfil need various groups of students, both based on skills and background back and make more use of current technology. The complexity in the education process is not simple because it is related to learning, curriculum, professional education personnel, facilities, budget and so on (Sarte et al., 2021; Khasanah et al., 2022). Teachers are involved in development curriculum Which in accordance with need local and potential students. Teachers are freed for make objective learning according to ability differentiated students according to the level or phase. And before the teacher carries out learning activities, the teacher carries out initial assessment activities at SDN 5 Selong, the teacher adjusts the teaching materials according to the potential students and usually in curriculum independent teachers are asked use tool technologies such as LCD for explain. Example development flexible curriculum at SDN 5 Selong, namely:
1. Teacher use media alternative If happen blackout electricity
2. Giving teachers the freedom to use various teaching tools
3. Using technology to provide diverse learning resources

At SDN 5 Selong teachers usually use teaching tools such as teaching modules, textbooks, learning videos, comics educational and so on for support fluency in the teaching and learning process. Teachers use learning videos for make it easier deliver learning materials, also makes it easier participant educate understand context eye lessons. In addition, development curriculum can also be done through Implementation Merdeka Learning Curriculum Through P5 Activities (Project Strengthening Pancasila Student Profile) is carried out by paying attention to channel planning, implementation, and evaluation or assessment P5 (Project Strengthening Pancasila Student Profile). As for the head school and teachers make the design, the teachers at SDN 5 Selong also prepared things needed before implementation project. Planning is done starting from from theme, objectives, project activities, resources power and evaluation.

Implementation of Learning Methods Innovative

Teachers are expected use method innovative learning, such as discussion and learning methods based on project or collaborative, for increase involvement students, it is more centered to students, so that in learning students can be more active, and students sued for look for know yourself about the content of the material. Affirming that innovative learning includes six elements, namely; meaningful learning, application of knowledge, high-level thinking, curriculum based on standards, responsive to culture, and using authentic assessment (Haryono, 2015; Handrianto et al., 2021). Application method Learning Based on Broyek (Project-Based Learning), students invited to work on relevant projects with material lesson. For example, student make garden school or pharmacy live, there are students will learn about plants, growth processes and responsibilities answer environment. Or in the classroom students can be given project for now growth from type nuts. With this approach, students can be more actively involved and develop skills critical. While For discussion method, students requested for have a discussion with their group members. As the class 4A teacher did, the students have a discussion for find answer from the assignments or materials given by the teacher previously. After conducting a discussion, students will request One representative for to present answer from the results of discussions with group members previously.

Improvement Competence Professional

Improvement competence teacher professionalism refers to the efforts for increase knowledge, and teacher skills in run it. Professional teacher competence is one of the most important elements that must exist after students. If a teacher does not have a professional attitude, then the students who are educated will find it difficult to grow and develop properly. This is because teachers are one of the pillars for the State in terms of education. With professional and qualified teachers, they will be able to produce the next generation who are also qualified (M. Anwar, 2017; Anggraini et al., 2022). This can be done through various ways, such as 1) Increasing teacher competence through training And workshop related curriculum independent so that they capable apply principles new in a way effective, 2) Learning collaborative namely by forming learning community among teachers to share practice best , experience and sources power, 3) Further education encourage teachers to continue formal education, such as programs S2 or special certification in field certain, 4) Use technology in learning For increase digital skills and leverage tools modern education, 5) Mentoring and guidance, namely implementing a mentoring program where more experienced teachers guiding new teachers, 6) Participation in conferences and seminars namely attend educational events For get outlook new and intertwined network with other professionals in the field education.

And based on interview with Mr. Jamaluddin, S,Pd as a teacher at the elementary school say that teachers have received some training to do. However, the training received was not too in depth about the curriculum Merdeka but only limited to training. And usually, teachers who attended the seminar at that time then will share experience to the teacher who others. And for makes it easier for teachers to form learning community in groups for share experience. In

addition, there are also several teachers who do education continued, such as registering as a driving teacher and First Aid. It is hoped that with this competence professional teachers can Keep going increased, and that will impact positive on quality learning student.

Use Technology in Learning

Teachers are sued for utilise technology information in learning, good for deliver material and for manage interaction with students. Technology in education is a must in today's era. The development and widespread use of the internet has provided many benefits for life, including the world of education. There have been many technology-based tools that have been used in education such as presentation tools (powerpoint), educational videos, multimedia products, both conventional and interactive (Januszewski, et, al., 2013; Adam et al., 2022). Use of technology in learning in class can increase involvement students and enrich learning experiences in several ways, for example, learning videos, utilizing platforms such as YouTube for featuring educational videos that explain basic concepts, such as science or history in an engaging way.

Assessment Based Competence

The role of teachers in assessment is also changing, focusing on assessment formative which provides continuous feedback to student about progress they. Evaluation is a process of collecting data to determine to what extent, in what way, and how educational goals have been achieved (Arikunto, 2013; Banseng et al., 2021). Evaluation Can done with a number of assessments such as: 1) Approach Holistic, assessment No only evaluate aspect cognitive (knowledge), but also skills and attitudes students. This ensures that student rated in a way comprehensive including character and behavior; 2) Involvement students, can be seen from group or individual projects, presentations, portfolios of work and assessments practical. Where awareness and teacher readiness, many teachers are not yet fully understanding the concept of curriculum independence, which has an impact on implementation. And some teachers face challenge in adapt to a more flexible and innovative curriculum.

From the results of the discussion on so can take conclusion that teachers play a role and are responsible answer for make students are enthusiastic and motivated to learn. The role of teachers is very crucial in success curriculum independence. Required collaboration between teachers, schools, and government for create supportive learning environment more meaningful and appropriate learning student.

CONCLUSION

Teachers play a role crucial or teacher has a very important role in implementation curriculum that has been provided where teachers act as facilitators, guides, and innovators Development competence teacher through training and support are also very important for ensure success implementation this curriculum. Achievement or result of implementation from the Role of Teachers in Implementation Merdeka Curriculum at SDN 5 Selong , in implement curriculum This independence is still faced some obstacles. Although principal and teacher holding role important in success implementation curriculum, still There are teachers who have difficulty, especially those who are older, in understand and use Independent Curriculum in general effective. Challenge main issues faced is lack of empowerment digital technology that becomes the basis of the learning process in Independent Curriculum. The implementation that is not evenly distributed across all classes also adds to the complexity of this problem.

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