

ENGLISH TEACHERS' PERCEPTION OF ELT IN MERDEKA CURRICULUM AT SMKN DARUL ULUM MUNCAR ACADEMIC YEAR 2022/2023

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ABSTRACT

In 2020 Indonesia experienced the Covid-19 pandemic, resulting in a worsening learning crisis. The government issued an emergency curriculum policy. After running for one school year, the government found that using the emergency curriculum got better results than the previous curriculum. Moreover, in February 2022, the government began to apply the merdeka curriculum. This research aims to find out and provide information about English teachers' perceptions of the merdeka curriculum at SMKN Darul Ulum Muncar for the 2022/2023 academic year. In the merdeka curriculum, researcher focus on teaching modules and the Strengthening Pancasila Student Profile Project (P5). For data collection, researchers use quantitative methods. Then for the research model with a survey model, researchers distributed questionnaires to nine English teachers at SMKN Darul Ulum Muncar. Moreover, from this study, researchers found that the perception of English teachers towards the merdeka curriculum at SMKN Darul Ulum Muncar was categorized as very good. The overall average score of teachers indicates this is 79, which is included in the interval range score of $72 < X$, which means it is categorized as very good. In more detail, four teachers have good perceptions, and five other teachers have very good perceptions.

Keywords: Perception, ELT, Merdeka Curriculum

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BACKGROUND

According to Nafrin and Hudaidah (2021) from Notoadmojo (2012), the word education is etymologically absorbed from the Latin *Eductum*. *Eductum* consists of two words, *E* means development from the inside out or a little to a lot, and *Duco*, means developing, so etymologically, Education is a process of development in the individual. According to Sujana (2019), Education is an effort to help the students' souls, both physically and mentally, from their nature toward human civilization and better.

This Educational Effort certainly has a function and purpose. according to Sujana from Widya (2019) the function of education is to eliminate all sources of people's suffering from ignorance and backwardness and the function national education is to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. Then the purpose of the National Education Goal, in accordance with the Tap MPRS No. XXVI/MPRS/1966 about religion, education and culture, *tujuan pendidikan adalah untuk membentuk manusia Pancasila sejati berdasarkan pembukaan UUD 1945*. That mean the fuction of education is to create the true pancasila human according to opening of 1945 constitution. Furthermore, in Law No. 2 of 1989, it is reaffirmed that *Pendidikan Nasional bertujuan mencerdaskan kehidupan bangsa dan mengembangkan manusia Indonesia seutuhnya, yaitu manusia yang beriman dan bertaqwa terhadap Tuhan Yang Maha Esa dan berbudi pekerti luhur, memiliki pengetahuan dan keterampilan, kesehatan jasmani dan rohani, kepribadian yang mantap dan mandiri serta rasa tanggung jawab kemasyarakatan dan kebangsaan*. That mean national education aims to educate the nation's life and develop the whole Indonesian people, namely people who have faith and devotion to God Almighty and have noble character, have knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of community and national responsibility.

To achieve the functions and objectives of Education, educators must, of course, have a learning plan so that Education itself runs as desired and can achieve its goals. Teaching planning in Education is called the curriculum. According to Afriansyah (2019), the curriculum comes from the Greek Language, namely *Curir*, runner, and *Curare*, which means a place to race. So the term curriculum comes from the world of sports in

Ancient Roman times in Greece, which contains the meaning of distance that a runner must travel from the starting line to the finish line. In later developments, the term curriculum was used in Education and teaching, which can be interpreted narrowly and broadly in the curriculum context. In a narrow sense, the curriculum is defined as some of the subjects given in the school. In contrast, in the broad sense, the curriculum is all the learning experience the school provides students during their Education. The school provides students with learning experiences in this broad sense. Its purpose is to produce graduates who are both quantitative and qualitative. In the perception of national education policy as can be seen in the National Education System Law No. 20 of 2003 states that: *kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu.* That means a curriculum is a set of plans and arrangements regarding the objectives, content, learning materials, and methods used as guidelines for implementing learning to achieve specific educational goals.

According to insani (2019), the curriculum has undergone eleven developments in Indonesia from 1945 to 2013. Curriculum development consists of first the 1947 curriculum, second the 1954 curriculum, third the 1968 curriculum, the fourth the 1973 curriculum (Development School Pioneer Project), the fifth curriculum 1975, the sixth curriculum 1984, the seventh curriculum 1994, the eighth curriculum 1997 (curriculum revision 1994), the ninth curriculum 2004 (Competency-Based Curriculum), the tenth curriculum 2006 (Education Unit Level Curriculum), the eleventh curriculum 2013. The change made by the government aims to make the quality of Education in Indonesia better. However, this learning crisis is not over, and the Covid-19 pandemic exacerbated this in Indonesia in 2020, which made learning lost schools close during the Covid-19 pandemic, resulting in online learning. Anggraena et al. (2022) state that this impact strengthens the learning gap. A survey from the Kemendikbud (Ministry of Education and Culture) (2020) shows a gap in the use of learning platforms between schools in the frontier, outermost, and disadvantaged areas (3T).

Furthermore, the anti-discrimination government can issue an emergency curriculum in August 2020. Furthermore, according to Anggraena et al. (2022), this curriculum

simplifies the national curriculum at its core. In the emergency curriculum, basic competencies are reduced for each subject so that teachers and students can focus on essential and prerequisite competencies for continuing learning at the next level. Teachers are also encouraged to conduct periodic diagnostic assessments to diagnose cognitive conditions (student learning abilities and outcomes) and non-cognitive conditions (psychological and emotional states of students) due to distance learning. With this diagnostic assessment, it is hoped that teachers can provide appropriate learning according to the conditions and needs of their students. After running for a school year, the Ministry of Education and Culture evaluated the implementation of the emergency curriculum. These evaluations generally show that students who use the emergency curriculum get better assessment results than users of the 2013 Curriculum, regardless of their socioeconomic background. Furthermore, from this, the government publishes a Merdeka Curriculum.

According to Maulida (2022), The independent learning curriculum was essentially formed by PT Cikal but was initiated and echoed by the Minister of Education. Until now, it has been thoroughly socialized to the education unit to update the learning process constrained by the pandemic. The government provides optional in the process of implementing a Merdeka Curriculum in schools, namely; (1) freedom of learning, (2) freedom of sharing, (3) freedom of change. The essence of freedom of learning is to deepen the competence of teachers and students to innovate and upgrade the quality of learning independently. The Merdeka Curriculum has four principles: 1) The National Standardized School Examination (USBN). It has been changed to an assessment exam, which assesses student competence through written tests or can use other more comprehensive assessments such as assignments. 2) National Examinations (UN) are changed to minimum competency assessments and character surveys. This activity aims to spur teachers and schools to upgrade the quality of learning, and selection tests for students to the next level cannot be used as a reference Basic. Minimum competency assessment to assess literacy, numeracy, and character. 4) Learning Implementation Plan (RPP), in contrast to the previous curriculum, where the RPP follows the format. The Merdeka Curriculum provides flexibility for teachers to be able to freely choose, create, use, and develop the RPP format. Need to be considered the

three core components in making RPP: learning objectives, learning activities, and assessment. RPP is now famous for teaching modules. According to Muin, Abdul et al. (2022), one of the efforts to overcome existing problems is to launch a "Merdeka Curriculum", which began to be implemented in February 2022. Furthermore, the target of this curriculum is the school level at the elementary, junior high, and high school levels.

According to Rembangsupu, Budiman, Bidin, Puspita, & Rangkuti (2022), Types of Education in Indonesia according to article 1 paragraph 9 of Law No. 20 of 2003 explain that there are eight types of Education consisting of 1). General Education, 2). Vocational Education, 3). Academic Education, 4). Professional Education, 5). Vocational Education, 6). Religious Education, 7). Special Education, 8). Official Education.

Furthermore, in this study, the author will use the type of vocational Education referred to as SMK (Vocational High School) as an object. According to Rembangsupu, Budiman, Bidin, Puspita, & Rangkuti (2022), Vocational Education is Education to prepare people to focus on one field of work or one field of work over other fields of work. Vocational Education in Indonesia is juridically regulated in the National Education System Law (Sisdiknas) Number 20 of 2003 Article 15, which states that vocational Education is secondary Education that prepares students, especially to work in certain fields. More precisely, vocational Education is directed to study a specialized field so that graduates have certain skills such as business, manufacturing, agriculture, home affairs, automotive telecommunications, electricity, buildings, etc. Vocational Education includes: (1). Vocational Education is Education that has the character to prepare for the availability of labour, (2). Vocational Education leads to the original subject matter of labour in the retail and industrial world (3). The learning experience to be possessed through vocational Education consists of cognitive and psychomotor affective aspects to be applied to work situations and to utilizing teaching and learning (4). Education is seen from two insights, the first criterion of the success of students in school, and the second criterion is seen as the success of becoming a graduate after us in the real world of work, (5) Vocational Education has a sensitivity / that is by the development of the retail world. Therefore, vocational Education must be responsive

and proactive to the development of insight and technology, (6) Work and laboratories are the number one equipment for vocational Education that can be seen realistically and educationally in the work area.

The Researcher has chosen SMKN Darul Ulum Muncar as the research location for the research site. According to data and interviews conducted by the author when carrying out Field Experience Practice, SMKN Darul Ulum Muncar is a school established in 2003 according to the Decree of the Regent of Banyuwangi number 30 dated 29th March 2003. Moreover, it officially operated from the beginning of the 2003/2004 academic year. It was located in the neighbourhood of Mambaul Ulum Islamic boarding school on Jalan KH. Askandar KM 2 Wringinputih Village, Muncar District, Banyuwangi Regency. This school was founded by and at the initiative of Bani Askandar and the Mambaul Ulum Islamic boarding school foundation administrators. Donating 1 hectare of land and several buildings started from 3 majors in the 2003/2004 academic year with 76 students. With his age reaching 14 in 2016, SMKN Darul Ulum Muncar was verified by the Directorate of SMK Development. The State Vocational High School, led by Mr Magiyono, M.Pd now has seven majors, namely Automotive Engineering, Fishing Vessel Engineering, Computer Network Engineering, Telecommunications, Clothing, Labaga Financial Accounting, Visual Communication Design, and Agricultural Products Processing Agrotechnology, with a total of 1,820 students and 138 teachers and staff. The Researcher was chosen SMKN Darul Ulum Muncar because this school is one of the Center of Excellence Vocational High Schools (SMK PK) in Banyuwangi. SMKN Darul Ulum Muncar hold this title In 2020. COE is a school developed as a role model centre for vocational Education that is better prepared to educate female students to enter the industrial world. The Researcher has chosen SMKN Darul Ulum Muncar because it has implemented Merdeka Curriculum. Besides, the Researcher has practised PPL (teaching practice training) there.

Teaching in vocational schools is not only filled with vocational subjects, but students are also given general subjects such as mathematics, Indonesian, foreign languages, etc. One of the foreign languages taught at SMKN Darul Ulum is English. In this study, the Researcher wants to examine how English teachers perceive the Merdeka Curriculum and whether they think it is more effective than the 2013 curriculum. The reason the

Researcher takes research on teachers' perception of the Merdeka Curriculum is that teachers are primary stakeholders who are very familiar with ELT and teaching and feel the change in teaching patterns, such as the statement by Muhadi, Giyoto, & Untari (2021) from Muhaimin et al. (2010), stakeholders consist of three kinds of primer stakeholders (government), secondary stakeholders (principals, educators, and education staff, students, administrative staff, foundations, and school committees), and tertiary stakeholders (partner communities providing employment opportunities or the society of users of graduates of educational institutions). Furthermore, the Researcher chooses teachers' perceptions of the Merdeka Curriculum as the Researcher's research. In this research, the Researcher chose the teachers' perception because, according to the explanation above, teachers are the primary stakeholders who understand teaching and feel the change in teaching patterns based on the abovementioned reason. The Researcher conducted the research under the title English Teachers' Perception Of ELT In Merdeka Curriculum At SMKN Darul Ulum Muncar. Furthermore, this research is considered important by Researcher because, in addition to the fact that teachers are primary stakeholders in Education, teachers are people whose voices of perception must be heard. After all, teachers are the first to be aware of the changes that occur in the curriculum. Teaching will be more difficult if teachers do not understand the concept of teaching itself. Furthermore, this research is intended to be considered by interested parties in curriculum development and Education to see the impact of teachers' application of this Merdeka Curriculum.

METHOD

This research is quantitative descriptive. Quantitative descriptive research is describing, researching, and explaining something that is learned as it is, and drawing conclusions from observable phenomena using numbers. [12]. And this research did not test the hypothesis. According to Dr H. Abdullah K. (2018), descriptive research does not require administration or control over treatment if it is not intended to test a particular hypothesis as in explanatory research but only describes or affirms a concept or symptom or answers questions as they are about a variable, symptom or condition. In

the sense of only looking for information that can be used in decision-making. As for the scope taken by the author is a survey.

This research focused on teachers' perceptions of English Language Teaching (ELT) in the Merdeka Curriculum. In this teaching case, the Researcher examined teachers' perceptions of implementing teaching tools in the Merdeka curriculum. The Researcher carried out this study at SMKN Darul Ulum Muncar in the academic year 2022/2023 on 2nd March 2023. Moreover, the research subject is nine English teachers at SMKN Darul Ulum Muncar.

In collecting the data, firstly, the Researcher visited the SMKN Darul Ulum Muncar that asked the principal for permission to conduct research there, then afterwards asked permission from the English teachers concerned whether or not they wanted to be the object of the study. And secondly, After English teachers were willing to be the research respondents, the Researcher distributed the questionnaire link to one of the English teachers then the teacher sent it to the English teachers'WhatsApp group. Then the Researcher waited for all of the English teachers fulfil the questionnaire.

Untuk menganalisis data peneliti menggunakan rentang interval untuk memberi tingkatan kepada persepsi guru bahasa inggris di SMKN Darul Ulum Muncar menggunakan rumus sebagai berikut (Azwar, 2013: 148 in Perdana, 2021):

Range	Category
$Mi + 1,5SDi < X$	Very good
$Mi + 0,5SDi < X \leq Mi + 1,5Sdi$	Good
$Mi - 0,5SDi < X \leq Mi + 0,5Sdi$	Good enough
$Mi - 1,5SDi < X \leq Mi - 0,5Sdi$	Bad
$X \leq Mi - 1,5Sdi$	Very bad

X = average score

Mi = ideal mean

Sdi = ideal standard deviation

To calculate the magnitude of the ideal mean (Mi), use the formula Ideal Mean (Mi) = 1/2 (ideal maximum + ideal minimum), and to calculate the standard deviation (SDi), use the formula Ideal Standard Deviation (SDi) = 1/6 (ideal maximal - ideal minimum). Furthermore, to convert an existing result into a percentage form using a formula by Jaya and Wartu (2022) as follows:

$$P = f/N \times 100\%$$

Description:

P = Percentage

f = Frequency

N = number all of the frequency

100% = Constant Number

FINDING

After carrying out the research by spreading the questionnaire, the Researcher first has done the instrument's validity and reliability test. The basis for making decisions on the validity test, according to Janna and Herianto (2021), is the test criteria, namely, if the significance level of the item < 0.05, the measuring instrument used is valid. The result of validity testing could be seen at table 1.1.

Table 1.1 Pearson correlation product moment

		Correlations																				TOTA L_NI LAI
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	
TOTA	Pearson	.863	.863	.792	.224	.863	.863	.670	.521	.869	.925	.863	.809	.863	.861	.925	.861	.928	.925	.861	.861	1
L_NI	Correlati	**	**	*		**	**	*		**	**	**	**	**	**	**	**	**	**	**	**	
LAI	on																					
	Sig. (2- tailed)	.003	.003	.011	.563	.003	.003	.048	.150	.002	.000	.003	.008	.003	.003	.000	.003	.000	.000	.003	.003	
	N	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The table above is the Correlation Product Moment table. This table is useful for knowing the significant value (2-tailed) used to measure a research instrument's validity. From the table above, the Researcher can conclude that *the first* questionnaire question is valid because of the sig. (2-tailed) value is 0.003, less than 0.05; *the second* is valid because of sig. (2-tailed) value is 0.003, less than 0.05; *the third* is valid because of sig. (2-tailed) value is 0.011, less than 0.05; *the fourth* is invalid because of sig. (2-tailed) is 0.563, more than 0.05; *the fifth* is valid because of sig. (2-tailed) value is 0.003, less than 0.05; *the sixth* is valid because of sig. (2-tailed) value is 0.003, less than 0.05; *the seventh* is valid because of sig. (2-tailed) value is 0.048, less than 0.05; *the eighth* is invalid because of sig. (2-tailed) is 0.150, more than 0.05; *the ninth* is valid because of sig. (2-tailed) value is 0.002, less than 0.05; *the tenth* is valid because of sig. (2-tailed) value is 0.000, less than 0.05; *the eleventh* is valid because of sig. (2-tailed) value is 0.003, less than 0.05; *the twelfth* is valid because of sig. (2-tailed) value is 0.008, less than 0.05; *the thirteenth* is valid because of sig. (2-tailed) value is 0.003, less than 0.05; *the fourteenth* is valid because of sig. (2-tailed) value is 0.003, less than 0.05; *the fifteenth* is valid because of sig. (2-tailed) value is 0.000, less than 0.05; *the sixteenth* is valid because of sig. (2-tailed) value is 0.003, less than 0.05; *the seventeenth* is valid because of sig. (2-tailed) value is 0.000, less than 0.05; *the eighteenth* is valid because of sig. (2-tailed) value is 0.000, less than 0.05; *the nineteenth* is valid because of the sig. (2-tailed) value is 0.003, less than 0.05; *the twentieth* is valid because of sig. (2-tailed) value is 0.003, which is less than 0.05. Furthermore, it can be concluded that out of twenty questions, there are eighteen valid questions, and the other two are invalid. And after testing the validity, researcher done the reliability testing. The result of reliability testing could be seen at table 1.2

Table 1.2 the result of Cronbach alpha calculation

Reliability Statistics	
Cronbach's Alpha	N of Items
.976	18

The table above is Cronbach's Alpha table. This table is used to know the reliability of a research instrument. From the table above, According to Janna and Herianto (2021), the

basis for making decisions for the reliability test is r count (r hitung) $>$ r table 5%. Because the subjects in this research are nine people, the r table 5% is 0.666. Furthermore, from the table above, it can be concluded that the Researcher's data is reliable because the value of r count (r hitung) in column Cronbach's Alpha is 0.976, which is higher than 0.666 (r table 5%). The Researcher confirmed that the research data was valid and reliable.

After the analysis carried out by the Researcher, from the calculation of each question, it can be seen that the minimum ideal personal score is 9, the ideal maximum score is 45, the ideal mean is 27, and the ideal standard deviation is 6. Then make a table of the interval range of the problem as follows:

Table 1.3 interval range in question

No.	Range	Category
1.	$36 < X$	Very good
2.	$30 < X \leq 36$	Good
3.	$24 < X \leq 30$	Good enough
4.	$18 < X \leq 24$	Bad
5.	$X \leq 18$	Very bad

Table 1.4 shows the total score of every question

Question	S1	S2	S3	S4	S5	S6	S7	S8	S9	S1	S1	S1	S1	S1	S1	S1	S1	S1	S1	S2
										0	1	2	3	4	5	6	7	8	9	0
Sum	41	41	38	35	41	41	35	35	38	40	41	38	41	39	40	39	38	40	39	39

The table 1.3 and 1.4 shows the interval range in the question table and the total score of every question table. The interval range in the question table determines the score category obtained in each question. Furthermore, the total score of every question table to know the total score for every question. In the first question the score is 41 which when implemented in the column of the interval range that has been made gets the first category which is very good, in the second question gets a very good category because the score is 41, in the third question gets a very good category because the score is 38, in the fourth question got a good category because the score was 35, in the fifth question

got a very good category because the score was 41, in the sixth question got a very good category because the score was 41, in the seventh question got a good category because the score was 35, in the eighth question got a good category because the score was 35, in the ninth question got a very good category because the score was 38, in the tenth question got a very good category because the score was 40, in the eleventh question got a very good category because the score was 41, in the twelfth question got a very good category because the score was 38, in the thirteenth question got a very good category because the score was 41, in the fourteenth question got a very good category because the score was 39, in the fifteenth question got a very good category because the score was 40, In the sixteenth question it gets a very good category because the score is 39, in the seventeenth question it gets a very good category because the score is 38, in the eighteenth question it gets a very good category because the score is 40, in the nineteenth question it gets a very good category because the score is 39, in the twentieth question it gets a very good category because the score is 39.

Moreover, from table 1.4 it can be concluded that the average answer to questions about teaching modules contained in questions number one to number ten is 38.5, which is categorized into range number 1, which is $36 < X$, categorized as very good. Then the average answer to the question about P5 contained in questions eleven to twelve is 39, which is categorized into range 1, which is $36 < X$ which is categorized as very good.

Because of the twenty questions the Researcher has spread, there are two invalid questions, namely four and eight. Then for calculating the overall frequency, the Researcher will only nose from eighteen questions. The number of answer frequencies sums each person's total answer values processed. Then the Researcher found that the ideal minimum score was 18 and the ideal maximum score was 90. While the minimum score obtained is 67 and the maximum score obtained is 90. The overall mean is 79, while the ideal mean (M_i) is 54. The standard deviation obtained is 9. From the results that have been obtained, it can be known the value of the category range as follows:

Table 1.5 interval range in the whole score

Range	Category
$72 < X$	Very good
$60 < X \leq 72$	Good
$48 < X \leq 60$	Good enough
$36 < X \leq 48$	Bad
$X \leq 36$	Very bad

The table 1.5 is the interval range in the full score. The table is used to know the score category obtained in the full score. Furthermore, from the table, it can be known that the first teacher with a score of 72, or if presented with 80%, is categorized as having a very good perception of the Merdeka Curriculum. The second teacher with a score of 71, or if presented with 79%, is categorized as having a good perception of the Merdeka Curriculum. The third teacher with a score of 90 or, if presented to 100%, is categorized as having a very good perception of the Merdeka Curriculum. The fourth teacher with a score of 88 or, if presented to 98%, is categorized as having a very good perception of the Merdeka Curriculum. The fifth teacher with a score of 83 or, if presented with 92%, is categorized as having a very good perception of the Merdeka Curriculum. The sixth teacher with a score of 67 or, if presented with 74%, is categorized as having a good perception of the Merdeka Curriculum. The seventh teacher with a score of 70, or if presented with 78%, is categorized as having a good perception of the Merdeka Curriculum. The eighth teacher with a score of 90, or if presented to 100%, is categorized as having a very good perception of the Merdeka Curriculum. The ninth teacher, with a score of 78 or presented with 87%, is categorized as having a very good perception of the Merdeka Curriculum. Four teachers have a good perception of the Merdeka Curriculum, and the other five have a very good perception of it.

CONCLUSION

English teachers' perceptions of teaching modules in the Merdeka Curriculum get an average of 38 which is categorized as very good. Because the value of 38 is included in

the first range, which is $36 < X$. which can be detailed, there are seven questions with excellent categories, namely questions number one, two, three, five, six, nine, and ten. In contrast, the other three questions are good categories. Then the perception of English teachers towards P5 in the Merdeka Curriculum gets an average of 39, categorized as very good. Because the value of 39 is included in the first range, which is $36 < X$. which can be detailed ten questions about P5, found at numbers eleven to twenty, all of which are categorized very well. A whole calculation gets a very good category. This good category, indicated by an average score of 79, is included in the score interval of $72 < X$, where the interval category is very well categorized. In detail, it shows that four teachers have good perceptions, and the other five have very good perceptions.

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