

TEACHER PROBLEMS IN THE IMPLEMENTATION OF *KURIKULUM MERDEKA*: A LITERATURE STUDY

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Abstract. Curriculum is a plan designed to facilitate the teaching and learning process under the guidance and responsibility of a school or educational institution, including educators. Currently the implemented curriculum is the Kurikulum Merdeka. Learning tools, determining learning objectives, and conceptualizing the delivery of material are some of the problems found in the study of this research literature. The purpose of this study is to discuss further the problematic Implementasi Kurikulum Merdeka. This study using the literature review method with 7 article reference data sourced from Google Scholar. Component the subject matter of discussion: 1) kinds of teacher problems, 2) Solution of teachers problem to implemented Kurikulum Merdeka 3) kind of methods used in research, 4) Subject of the research. Then the results of these questions: 1) teacher problem were teacher's difficulties in converting learning outcomes (LO) into appropriate learning objectives, lack of literacy materials, lack of learning media and the teacher's creativity to make class interesting, a lot of categories assessments, the teacher's lack of understanding of technology. Solutions offered to research data include: 2) the solution were teachers are active in participating in training and seminars on the independent curriculum so that they have broader insights and provisions for implementing the independent curriculum, teachers and school parties collaborate with supporting parties in implementing the independent curriculum, teachers must have a willingness to learn to upgrade themselves and adapt to technology. 3) the researchers often used qualitative studies case, 4) the subjects of the researchers were Elementary School Teachers.

Keywords: kurikulum merdeka; literature study; teachers problems

INTRODUCTION

Each country has a policy in regulating education in the country. Indonesia is no exception, the government has the authority to regulate education with a curriculum. Curriculum is a plan designed to facilitate the teaching and learning process under the guidance and responsibility of a school or educational institution, including educators (Bahri, 2017). To improve education in Indonesia, the curriculum also continues to experience improvements throughout the times. The curriculum has changed since its inception in 1947 (Andari, 2022). The following is the curriculum that has been used by education in Indonesia: a) Rentjana Pembelajaran 1947 b) Rentjana Pelajaran Terurai 1952 c) Rentjana Pendidikan 1964, d) Kurikulum 1968, e) Kurikulum 1975, f) Kurikulum 1984, g) Kurikulum 1994 and Suplemen Kurikulum 1999, h) Kurikulum 2004 Kurikulum Berbasis Kompetensi (KBK), i) Kurikulum 2006 Kurikulum Tingkat Satuan Pendidikan (KTSP), j) Kurikulum 2013 (Baderiah, 2018).

The latest curriculum change in 2020, which uses the concept of Merdeka Belajar, is the Implementasi Kurikulum Merdeka (IKM). According to the Ministry of Education and Culture, IKM is a curriculum with various extracurricular learning opportunities that are structured to be more organized so that students have sufficient time to explore ideas and develop competencies. To adapt talents to the interests and learning needs of each student, teachers have the freedom to choose various teaching instruments (Khoirurrijal, Fadriati, Sofia, Anisa dwi Makrufi, Sunaryo Gandi, Abdul Muin, Tajeri, Ali Fakhruddin, Hamdani, 2022). In the implementation of the Kurikulum Merdeka, the teacher has the authority to adjust the material, learning concepts and strategies according to the needs of their students. (Frastika, 2022)

The Kurikulum Merdeka has a structure that includes intracurricular lessons and strengthening the Profil Pelajar Pancasila. Intracurricular learning has been standardized through learning outcomes that have been made by each teacher in that subject (Menteri Pendidikan, Kebudayaan, 2022). Profil Pelajar Pancasila serves as the main guideline for directing educational policy and serves as a guide for teachers in developing student character and competence. Because it is very important, the Profil Pelajar Pancasila needs to be known clearly by all parties involved (Kemendikbudristek BSKAP, 2022). In IKM there are 5 learning principles contained in the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery.

- a. Learning is created taking into account students' developmental stages and current levels of success, according to their learning needs, and in a way that reflects their individual growth and traits so that learning is relevant and enjoyable;
- b. Learning is planned and implemented to develop continuous learning abilities;
- c. The educational process helps develop the competence and character of students as a whole;
- d. Relevant learning, or planned teaching with parents, community, and students as partners taking into account the student's context, environment, and culture;
- e. Constantly learning and thinking for the future.

In the process of Implementasi Kurikulum Merdeka (IKM), teachers have very important concerns. The teacher also has tasks that must be completed as an educator, the following are the main tasks that must be completed by the teacher: 1) Planning lessons or providing assistance; 2) Carry out learning or provide assistance; 3) Evaluating learning outcomes or providing assistance; 4) Guide and train students; 5) Carry out additional tasks related to the main implementation activities in accordance with the teacher's workload. (Menteri Pendidikan, Kebudayaan, 2022). Apart from that the teacher has a main role, namely as a facilitator so that students are not anxious, dare to express opinions, enthusiasm, feel fun in the learning process so that the teacher's task is to provide ease of learning and provide opportunities for students to be democratic in learning (Arif Muadzin, 2021)

In the Implementasi Kurikulum Merdeka (IKM) of course as an educator with a role that is not easy will raise problems. These problems include, according to Zulaiha and Sudirman (Sudirman et al., 2020; Zulaiha et al., 2022) The teacher has little knowledge about how to apply the Kurikulum Merdeka causing the teacher not to understand.

Teachers must have an understanding of how concepts, strategies and assessments are made for students. Teachers must be able to access PMM and create real works that are uploaded on PMM and then responded to by other teachers but not all teachers are able to adapt to technology quickly, many teachers are not familiar with technology (Harianto & Wibowo, 2023a). Sulit guru menentukan model pembelajaran yang sesuai dengan kondisi kelas (Nurchayono & Putra, 2022a).

The problem in this study is a problem that exists in the Implementasi Kurikulum Merdeka due to differences between field conditions and actual conditions. Ideally, there should be government guidance, clarity, outreach, support, leadership and full guidance in implementing the Kurikulum Merdeka. Especially escorting educators (Susanti et al., 2023). This study aims to review the problems experienced by teachers in the Implementasi Kurikulum Merdeka (IKM) in the 7 articles.

METHOD

This research uses literature study by collecting previous researchers as a reference and then reviewing it to draw a conclusion is a literature study (Mardilas, 1999). From the previous research references that have been collected obtained from Google Scholar sources, 7 articles were found related to teacher problems in the *Implementasi Kurikulum Merdeka* (IKM). The article focuses on the problems of *Implementasi Kurikulum Merdeka* (IKM) experienced by an educator. Then the data is compiled, analyzed and concluded as a literacy study of teacher problems in the implementation of the Kurikulum Merdeka. The various references to previous articles are used to answer questions prepared by researchers, including: 1) what are the problems of *Implementasi Kurikulum Merdeka* (IKM) that are often experienced by teachers? 2) how do the teachers overcome the problems in IKM? 3) what types of research methods are used? 4) who is the Subject in researchers. The 7 articles reviewed in this article were as presented in Table 1 below:

Table 1. Articles on the Implementation of Kurikulum Merdeka

No	Title	Author	Year of Publish	Journal
1	Hambatan Guru Matematika Dalam Mengimplementasikan Kurikulum Merdeka Di Sekolah Dasar	Novi Andri Nurcahyono, Jaya Dwi Putra	2022	Wacana Akademika: Majalah Ilmiah Kependidikan
2	Analisis Faktor-Faktor Penyebab Kendala Guru Dalam Menerapkan Kurikulum Merdeka (Studi Kasus: Sdn 21 Koto Tuo, Kec. Baso)	Eli Sasmita, Darmansyah	2022	Jurnal Pendidikan dan Konseling
3	Problematika Guru Dalam	Budi Teguh	2023	Khazanah

	Implementasi Kurikulum Merdeka	Hariato, Sugiono, Sumiati, Agung Wibowo		Intelektual
4	Problematika Guru Dalam Mengimplementasikan Kurikulum Merdeka	Enjelli Hehakaya, Delvyn Pollatu	2021	Jurnal Pendidikan DIDAXEI
5	Problematika Guru dalam Menerapkan Kurikulum Merdeka Belajar	Siti Zulaiha, Tika Meldina, Meisin	2022	Terampil: Jurnal Pendidikan dan Pembelajaran Dasar
6	Problematika Guru Pendidikan Agama Islam Dalam Mengimplementasikan Kurikulum Merdeka	Shinta Sri Pillawaty, Nurul Firdaus, Uus Ruswandi, Syaefan Abdan Syakuro	2023	EDU FEST Shibghoh: Prosiding Ilmu Kependidikan UNIDA Gontor
7	Problematika Guru Dalam Menerapkan Kurikulum Merdeka	Windayanti, Mihrab Afnanfa, Ria Agustina, Emanuel B S Kase, Muh Safar, Sabil Mokodenseho,	2023	Jurnal on Education

RESULT AND DISCUSSION

1. *The problems that the teachers experience in Implementasi Kurikulum Merdeka (IKM)*

The Kurikulum Merdeka has concepts and competency strengthening to optimize various kinds of intracurricular learning (Magdalena et al., 2023). The Kurikulum Merdeka also gives teachers the flexibility to adjust the needs and interests of students by choosing learning tools that the teacher masters and the students are interested in. (Andari, 2022; Pillawaty et al., 2023). In this program teachers and students have the opportunity to innovate creatively in learning, materials, and teaching and learning implementation processes adjust to social, and economic conditions, cultural customs, and local wisdom in an area where learning takes place. (Nurulaeni & Rahma, 2022). The Kurikulum Merdeka is holistic and based on student potential which is expected to be able to improve the quality of education in Indonesia and its abilities (Fadillah, 2023). Learning in the Kurikulum Merdeka is always continuous with the surrounding conditions. and that is where the role of the teacher is to become a link between the material and the surrounding circumstances.

Being role and imitated by students and the environment is a reflection of a teacher. What the teacher conveys is more trusted and believed by the community and

students, then the teacher's behavior becomes an exemplary example that cannot be separated from the attention of students and the community. The teacher brings knowledge with an authoritative and charismatic personality as a conveyer of knowledge to attract the trust of students, parents, and society to a teacher (Reza Arviansyah & Shagena, 2022). Providing guidance, teaching, and learning to students is one of the teacher's obligations and helps students achieve their maximum potential. In addition, educators act as facilitators, motivators, and resources and provide information to students to prepare them for the future. (Fadillah, 2023).

According to Oktavia (Oktavia et al., 2022) In the Kurikulum Merdeka, learning is carried out using a 2-way method, namely the teacher gives questions to students, and then students try to find answers with the arguments they already understand or the knowledge they get. In addition, students also ask the teacher, and the teacher describes the lighter and facilitates students to find answers with discussion or other learning concepts. Learning in the Kurikulum Merdeka prioritizes comfort and freedom in expressing a student in the classroom, with the teacher as the main pillar for translating and triggering students to be more critical in thinking and expressing opinions. In addition, the teacher is not only heard but also plays a role in shaping the character that is in students (HR & Wakia, 2021).

In curriculum development, teachers can contribute collaboratively and effectively in the preparation of materials, learning content, teaching and learning concepts, and teaching materials so that the teacher's role in Implementasi Kurikulum Merdeka is very important in aligning the curriculum with student needs (Daga, 2021). The role of teacher is Implementasi Kurikulum Merdeka (IKM) namely preparing learning media and as a facilitator who is rich in learning resources to increase student learning interest because the teacher must be able to relate learning material to the daily lives of students around (Rahmadhani et al., 2022). In the Implementasi Kurikulum Merdeka (IKM) teachers must be able to adapt with technology and know the latest information about world developments in improving teaching methods. Teachers also need to be aware of deficiencies and mistakes while Implementasi Kurikulum Merdeka (IKM) so that there is always evaluation and follow-up to improve education in Indonesia through the role of the teacher. (Arviansyah & Shagena, 2022).

But in reality the teacher's adjustment to the Kurikulum Merdeka is not easy. Many obstacles and obstacles in its implementation. These constraints eventually became a problem in Implementasi Kurikulum Merdeka in schools. In the data of this article the problems that occur include: teachers have difficulty translating Learning Outcomes (LO) which must be processed into learning objectives, then become teaching materials until the delivery of learning in classes that are close to the surrounding environment (Harianto & Wibowo, 2023a; Hehakaya & Pollatu, 2022; Nurcahyono & Putra, 2022a; Zulaiha et al., 2022). In addition, at SDN 21 Koto Tuo, Baso District, teachers have limited access to literacy materials to support student learning, remembering that literacy is very important in implementing the Kurikulum Merdeka to foster a culture of literacy (Sasmita & Darmansyah, 2022). Harianto and Wibowo said this was similar (Harianto & Wibowo, 2023a) besides that, in their research, teacher admitted that they were still unfamiliar with the Kurikulum Merdeka,

only looking for understanding on the internet or some of the literacy found regarding Kurikulum Merdeka (Windayanti et al., 2023; Zulaiha et al., 2022). Other issues were disclosed (Hehakaya & Pollatu, 2022) that teachers experience a lack of instructional media that is less supportive. In the Implementasi Kurikulum Merdeka (IKM) the teacher acts as a facilitator who provides the needs of students in learning. However, if the teacher experiences a shortage of learning media, learning will seem monotonous. The lack of experience in Implementasi Kurikulum Merdeka is one of the teacher's problems in Implementasi Kurikulum Merdeka (Hehakaya & Pollatu, 2022; Nurcahyono & Putra, 2022a; Pillawaty et al., 2023). The teacher's difficulty in conducting an assessment is because there are many categories that must be assessed (Zulaiha et al., 2022) Many teachers have not been able to keep up with developments in learning technology in the digital era. The teacher's effectiveness or ability is also based on a lack of prior experience with self-study. In the digital era, some instructors even find it difficult to acquire or use basic skills for teaching purposes, such as Ms. Word and IT-based learning media (Hehakaya & Pollatu, 2022; Pillawaty et al., 2023; Windayanti et al., 2023).

2. Overcoming problems in the implementation of the Kurikulum Merdeka

In the article data studied, there were 7 articles discussing the problems experienced by a teacher in the Implementasi Kurikulum Merdeka (IKM). Problems are obstacles in solving a problem. According to KBBI, a problem is something that has not been solved. So the need for something to solve or parse the problem. "problem" is something that causes problems according to Daryanto (Hehakaya & Pollatu, 2022). Problems can also be interpreted as the difference between facts and plans, the difference between what should have happened and what happened in the field is a problem (Susanti et al., 2023). Problems require solutions for improvement, especially in the teaching and learning process which are in difficult situations and need to be resolved by finding solutions and fixing things that have problems (Pillawaty et al., 2023).

Problems arise the need for solutions or solutions to fix something that is problematic. In this context, there are problems with learning and education in Indonesia. This problem is closely related to the teaching and learning process, with student and teacher actors. According to Ibrahim (Ibrahim, 2022) Problems that occur in learning are influenced by two factors, namely internal factors (factors that come from within the teacher) and second external factors (factors that come from outside that influence the teacher in the teaching and learning process). Internal factors that trigger problems from a teacher are a) teacher motivation in teaching b) teacher's ability to understand an Kurikulum Merdeka c) teacher's ability to adapt technology and an Kurikulum Merdeka. External factors a) the learning system of the Kurikulum Merdeka b) inadequate school facilities c) the leadership of the principal.

In the process of adapting a teacher to curriculum changes that occur is not something that can be said to be easy. Teachers must really adjust to the core context that exists in the Kurikulum Merdeka. But in reality, the adaptation of the curriculum in learning is not easy. So that raises problems in its application. Of the 7 data articles, all discussions focus on the problems faced by teachers in the Implementation of Kurikulum

Merdeka (IKM), both those influenced by internal and external factors. So that this study will conclude the problems faced by a teacher in IKM.

Of the problems that occur, of course, as a teacher, you have to think about how to overcome the problems that arise when implementing the Independent Curriculum. In terms of technology stuttering or lack of science and technology knowledge, educators must be able and willing to learn to recognize and get used to using technology in learning. When the teacher has stated that he cannot, then he does not immediately express a willingness to learn, he will never meet with problem-solving in the lack of knowledge and understanding of science and technology towards the teacher. The teacher's difficulty in translating Learning Outcomes (LO) into objectives rather than learning (Harianto & Wibowo, 2023b). In this problem, the teacher as a facilitator should be able to read the surrounding conditions so that they can be used as learning objectives that are easily understood and accessible to students. The provision of creative thinking training and the like also needs to be held by the school to facilitate the needs of teachers as facilitators. Limited access to literacy at SDN 21 Kuto Tuo can be overcome by collaborating with the local Education Office (Sasmita & Darmansyah, 2022) schools, teachers and employees should consolidate and apply for access to literacy in the form of books and the internet to be provided in schools. The problem, according to Harianto & Wibowo, 2023a; Windayanti et al., 2023, there is a lack of understanding by principals and teachers of the independent curriculum can be overcome by participating in training and seminars on IKM. Teachers' difficulties in making learning media and conveying learning to students can be overcome by applying content differentiation and process differentiation. Content differentiation, namely the teacher learns to adjust, and learns creatively to adapt the situation to the material or learning content. While differentiation is the process where the teacher learns to become a guide and facilitator in the student learning process (Nurcahyono & Putra, 2022a) existing technologies such as videos, applications in mobile phones, and other information and communication technology-based presentation of materials (Hehakaya & Pollatu, 2022). The teacher's solution relates to assessment learning is seeking more information or references about learning assessments and regularly attending training (Zulaiha et al., 2022). Teacher must learn independently, the teacher must be creative and imaginatively by utilizing various media or learning methods (Windayanti et al., 2023)

3. Type of research Methods Used

In analyzing the data, many articles used descriptive qualitative methods by finding 5 case study data and the remaining 2 using the literary study method which took data from various scientific works. For example; books, articles and others.

Case study is a research method using how and why questions in examining a contemporary event (Nur'aini, 2020). Case studies can also be said to analyze events that have not previously occurred so that in research using case studies to find out how far the phenomenon can be proven or researched. In this article there is case study data in West Java with the subject of 27 mathematics teachers and carried out for 9 months in 7 schools in West Java (Nurcahyono & Putra, 2022b). In addition, a case study was

carried out by Sasmita dan Darmansyah (Sasmita & Darmansyah, 2022) examines teacher problems at SDN 1 Kuto Tuo, Baso District, Agam District, West Sumatra Province. Which was carried out on June 7 to September 10, 2022. Then in the research (Zulaiha et al., 2022) case study research at SDN 17 Rejang Lebong, Bengkulu with the research subject being the school principal, class teacher I-IV. The research was conducted in West Tanjung Jabung district with the subject being a teacher in junior high school (SMP) (Harianto & Wibowo, 2023b). then research at Yadika Kalijati High School examined class X Islamic Religious Education (PAI) teachers (Pillawaty et al., 2023).

Literature studies use data from previous research or scientific work in the form of books, theses, journals and others (Windayanti et al., 2023). In this article data there are two data that use literature study as a further research method regarding the Implementasi Kurikulum Merdeka (IKM).

4. *Subject of the research*

Schools have several levels or levels of education which are specified in the Law on facilities and infrastructure in the Minister of Education Regulation No. 24 of 2007 concerning facilities and infrastructure for Elementary Schools/Madrasah Ibtidaiyah, Junior High Schools/Madrasah Tsanawiyah then level High School/Madrasah Aliyah (Kinesti et al., 2021). In the Kurikulum Merdeka, these levels are called learning phases. Starting from phase A for grades I and II SD/MI/Package A Program where the learning outcomes are students are able to understand everyday spoken English. Phase B is for grades II and IV SD/MI/Package A Program where the learning outcomes are to understand and respond to English verbally and simply visually. Phase C of grades V and VI SD/MI/Package A Program where learning achievement can understand and respond to spoken, written and visual texts in simple English. Face D for grades VII, VIII, IX SMP/MTs/Package B Program where students are able to use spoken, written and visual texts in English and interact in formal and informal situations. Phase E is for class X SMA/MA/SMK/Package C Program where students' learning achievements can communicate according to situations and conditions with the context of discussion using spoken, written or visual texts. Phase F for class XI and XII SMA/MA/SMK/MAK/Package C program where students' learning outcomes can be interacted according to the conditions, purpose of the context of discussion by the interlocutor with written, written or visual text (Kemendikbud Ristek, 2022).

In this research, data taken from several reference articles examined at several levels of education starting from Elementary School, Junior High School, Senior/Vocational High School or in Islamic-based schools there is Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA). In the results of research that examined the Elementary School level, there were 3 articles, including: 1) Nurcahyono and Putra (Nurcahyono & Putra, 2022a) took data from mathematics teachers in elementary schools in West Java. 2) Sasmita and Darmansyah (Sasmita & Darmansyah, 2022) researching at SDN Kuto Tuo, Baso District. 3) Zulaiha (Zulaiha et al., 2022) examined the level of Elementary School, namely at SDN 17 Rejang Lebong, Bengkulu.

Then at the level above Elementary School 1 the research results focus on teachers who take part in the Musyawarah Guru Mata Pelajaran (MGMP) at the Junior High School Education level (Harianto & Wibowo, 2023a). Senior High School there is 1 result of research conducted by Pilwaty (Pillawaty et al., 2023) at Yadika Kalijati High School, Subang. Then at the level of State Senior High School 3 Sungai Penuh (Windayanti et al., 2023). The last researchers from (Hehakaya & Pollatu, 2022) contains 2 research subjects namely Pacitan State Vocational School 2 and Muhammadiyah Manyar Gresik Elementary School.

CONCLUSION

It can be concluded from the result that the researchers conclude the focus of this research is to discuss teacher problems in the Implementasi Kurikulum Merdeka (IKM) New curriculum changes bring changes and have a problem impact on teachers. Because it is felt that the Kurikulum Merdeka is quite new and it takes time to understand and apply it according to the curriculum design. So that raises a lot of problems. What are the problems? Among other things: 1) teacher's difficulties in converting learning outcomes (CP) into appropriate learning objectives, 2) lack of literacy materials as a support for the success of the independent curriculum, 3) lack of learning media and the teacher's creativity to make class interesting, 4) teachers have difficulty in conducting assessments because of the large number of assessment criteria, 5) the teacher's lack of understanding of technology so that learning in class and implementation of the independent curriculum as a whole is not optimal. Solutions offered to research data include: 1) teachers are active in participating in training and seminars on the independent curriculum so that they have broader insights and provisions for implementing the independent curriculum, 2) teachers and school parties collaborate with supporting parties in implementing the independent curriculum, 3) as teachers must have a willingness to learn to upgrade themselves and adapt to technology. Research on the problems of the Kurikulum Merdeka often uses a case studied by qualitative descriptive method, which aims to deepen the discussion of the problems that occur in teachers. The subject studied by researchers were from reference data from Elementary Schools (SD) to High/Vocational High Schools (SMA/SMK). However, currently the level that is often studied is at the Elementary School (SD) level because from the point of view of students who are still children and the upbringing factor from the family makes it difficult for teachers to Implementasi Kurikulum Merdeka at the SD level so that many are studied at that level.

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