The Role of the Teacher in Improving the Quality of Learning Through the Teaching Freedom Platform

Erik Hidayat[1], Muharizal[2]

[1] Pascasarjana, Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta.
[2] SMPN 195, Jakarta.

Corresponding Author:
Author Name: Erik Hidayat
Email: ehidayat3@gmail.com

Abstract: The Merdeka Mengajar Platform is an application that can be used by teachers to implement the independent curriculum in learning. The Merdeka Mengajar Platform is also a platform that teachers can use to improve their quality as teachers and learners in achieving the goals of the independent curriculum. The Merdeka Mengajar platform offers five items divided into categories such as teacher quality development and learning activities. The development products to improve teacher quality include: Inspirational Videos, Independent Training, Proof of My Work. The use of the Merdeka Mengajar Platform is the right method to enhance the development of teacher competence, innovation and creativity. With various features that can make it easier for teachers to develop their teaching skills, it is necessary to socialize regarding the use of the Merdeka Mengajar Platform, so that the purpose of the Merdeka Mengajar Platform as a means of improving teacher quality in developing learning can truly be realized.

Keywords: Teachers, curriculum, Merdeka Mengajar

Introduction

The teacher is the driving force in independent learning. This can be interpreted as a demand to be enthusiastic and active as a driving force for change in schools in realizing creativity and innovation in learning. As a mover, the teacher must not only be able to master learning material or only be able to teach in class, but be able to create a good learning environment with students and closeness with students so that the learning atmosphere is created well (Khunaini & Sholikhah, 2021)

In relation to creativity and innovation in learning, teachers are required to master and be able to utilize technology as a support for teaching and learning activities in schools. By utilizing technology as a medium and learning resource, improving teacher quality in learning can be maximized. Mastering technology in learning not only makes teachers skilled and reliable in dealing with the times, but also proves that teachers also continue to update information and are willing to learn in mastering technology so they are not inferior to students and the times (Daulay et al., n.d., 2022). This will have a positive influence on the achievement of educational goals, both on a micro and macro scale. Technology that continues to develop and its use in teaching and learning activities is an update that can be of positive value to the world of education today.

Not only curriculum, to help realize systemic change, teachers need media that is easily accessible, as a tool to help improve and develop potential. Responding to this need, the Merdeka Mengajar Platform is here as an educational tool that can help teachers carry out their roles in teaching, learning, and careers, to realize independent learning. This was deliberately launched by the Ministry of Education and Culture to support post-pandemic learning recovery, as a solution to restoring learning and improving the quality of education.

One of the benefits of the Merdeka Mengajar Platform is easy access for teachers. This access is in the form of various media that can be used to support teaching and learning activities mobile. The Merdeka Mengajar platform is dedicated to making it easier for

teachers to teach according to students' abilities, providing training to improve competence, and working to inspire colleagues. Various question packages that can be distributed online or offline (Ramadina et al., n.d., 2021).

Various references are provided by the Merdeka Teaching Platform, which teachers can develop in teaching practice, in accordance with the demands of the Merdeka Curriculum. In the features made for teaching there are teaching tools, which teachers can use to develop themselves and teach. Currently, there are more than 2,000 references to teaching tools based on the Merdeka Curriculum (Marisana et al., 2023). Also, there are features assessment students developed to help teachers carry out diagnostic analyzes related to students' abilities in literacy and numeracy quickly so that they can apply learning that is appropriate to the stages of student achievement and development.

With the Merdeka Mengajar Platform, teachers have equal opportunities to develop their potential anywhere and anytime. Various features are provided by the Merdeka Mengajar Platform. This feature is best practice from the results of the implementation of independent curriculum learning. In the various features offered, teachers can build a portfolio of their work so they can share inspiration and collaborate with each other to move forward and increase their potential together.

Method

This research is qualitative descriptive research in which this research clearly describes the problems sourced from literature review (library research) as the approach, then analyzed (Muhadjir, 1996). The data source for this research is in the form of secondary data, including journals, online newspapers, the web, books and various literature related to the role of school principals and the independent learning curriculum, both domestic and foreign sources. Qualitative data analysis consists of three streams of activities that occur simultaneously, namely categorization, data reduction, data presentation, and drawing conclusions or verification (Huberman, 2002).

The initial step of this research was to study data from previous research related to teachers in improving the quality of learning through the Merdeka Teaching Platform. Then, collect primary data from books, journals, and websites. After that, process the data and perform data analysis with the stages of data analysis of the Miles and Huberman model with the steps: data reduction (reduction), data presentation (display), and verification or conclusion (conclusion drawing). Data validity tests in qualitative research include internal validity test (credibility), external validity (transferability), reliability (dependability), and objectivity (confirmability).

Result and Discussion
1. Platform Merdeka Mengajar

Freedom to learn, in fact, is a policy that can still be classified as a new policy. Because of this, the quality of human resources, the budget and even the evaluation still need to be improved, so that independent learning can be carried out thoroughly and optimally from various perspectives. In order to socialize as a whole about learning independence, the government is carrying out various methods, both online and offline. The government provides socialization to teachers through various socialization methods. Outside the network is carried out in the form of technical guidance (Bimtek), workshops, workshops, and so on. Socialization in the network is carried out in the form of webinars through the Zoom application and g-meet, through social media, YouTube and providing the Merdeka Teaching Platform (Rohimat et al., 2022).

Merdeka Mengajar Platform has a vision of creating a collaborative ecosystem to foster learning effectiveness and a positive work climate. There are several components contained in the Merdeka Teaching Platform, namely;

a) Content crowdsourcing (content development based on contributions that can be made by a wide audience),
b) Online learning community (fellow teachers learn from each other, help, support and share),
c) Independent learning (online training for competency development),
d) Career planning and advancement (teacher portfolio development),
e) Teacher professional network (a forum that presents teacher professional profiles, experiences and skills) (Sanusi, n.d.).

The Merdeka Teaching Platform was developed by the Ministry of Education and Culture as a tool to support the implementation of the Merdeka Curriculum. This aims to assist teachers in getting references, inspiration, and strengthening understanding and sharpening teacher skills in implementing the Independent Curriculum with a spirit of collaboration and sharing. The Merdeka Mengajar platform provides an opportunity for all teachers in Indonesia to continue learning and developing their competencies, whenever and wherever they are.

Merdeka Teaching Platform display

Source: https://guru.kemdikbud.go.id/

The features on the Merdeka Mengajar Platform provide independent training facilities so that teachers as users can obtain training materials that can be accessed independently. The features in the Merdeka Mengajar Platform are the development of the potential and quality of teachers and the administration of teaching and learning activities. Features in the development of quality and self-potential, namely; inspirational videos, self-training, proof of work, community. While the administrative features of learning, namely; student assessment and teaching tools.

The Merdeka Mengajar platform offers six items which are divided into categories such as the development of educators and learning activities. Teacher development products include: (1) Inspirational Videos, which are a source of increasing educator competence, containing selected motivational videos made by the Ministry of Education and Culture and experts. (2) Independent Training, where teachers can conduct individual training whenever and wherever. The Independent Training Program includes a variety of short training materials. (3) Proof of My Work, is a program used to describe performance, competence, and achievements while carrying out the teaching profession and the main profession, is a place for documentation of works. Products for teaching and learning activities include: (1) Student Assessment, as a tool to assist teachers in conducting literacy and numeracy diagnostic analysis immediately so that they can apply learning that is relevant to students' developmental and academic stages. (2). Teaching Kit, which includes various teaching aids to enhance teaching and learning tasks, such as textbooks, visual aids, teaching modules, and project aids (Budiarti, n.d., 2022).

Teaching Freedom Platform Program

Source: https://guru.kemdikbud.go.id/
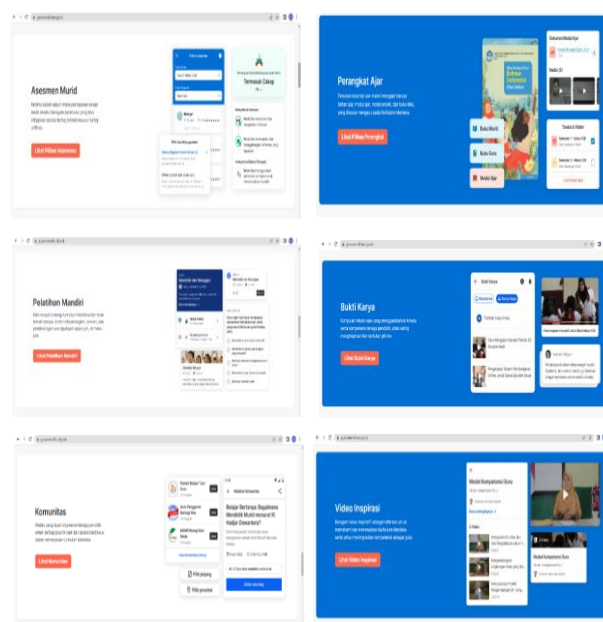
The goal of Platform Merdeka Mengajar is to create a collaborative ecosystem that promotes effective learning and a positive work environment. The Merdeka Mengajar platform includes online learning communities, independent learning, planning and career development through portfolios, content development based on contributions that can be made by a wide audience, online learning communities, and teacher professional networks that present teacher profiles, experience, and professional skills (Pengabdian & Santoso, 2022).

By downloading and installing it in a smartphone, or by wearing a web browser on an Android device, computer or laptop, users can access the Merdeka Mengajar Platform online. Each teacher must register or log in using a studi.id account, to be able to access all features on the Merdeka Mengajar Platform. All teachers who have registered with Dapodik are given a studi.id account by the Ministry of Education and Culture. This account can be accessed through the Dapodik operator account assigned to each educational unit in a website managed by the Ministry of Education and Culture. Dapodik operators can obtain and distribute studi.id accounts for teachers and students (Mahlianurrahman & Aprilia, 2022).

The various features provided by the Ministry of Education and Culture in the Merdeka Teaching Platform can make it easier for teachers to understand the essence of an independent curriculum and in the end be able to apply this independent curriculum in the learning process.

Therefore, widespread dissemination of the Merdeka Mengajar Platform is needed, so that all teachers can use the Merdeka Mengajar Platform to increase their potential and self-quality in learning.

2. Teachers in Merdeka Mengajar

The independent learning policy has an impact on the teacher's role both in curriculum development and in the learning process. Teachers who have work and are sincere in learning are teachers who have the principle of working hard, because they are aware that education is conducting continuous learning in order to create students who have a Pancasila student profile, in accordance with the demands of the independent curriculum. Teachers who work sincerely in learning are teachers who are encompassed and driven by good values and a belief in the benefits students get. The value of kindness will motivate teachers to be creative and innovative in their teaching and learning activities. Creative and innovative teachers will give birth to creative, original, philosophical and future-oriented ideas. Teachers who have the spirit to work hard are teachers who are always enthusiastic and not easy in various conditions and limitations. The teacher will continue to work in any condition and learn influence students to participate in various creative and enthusiastic activities. Someone who has the DNA of a true teacher will live and live from the teaching profession without seeking personal gain, he will try to improve his self-quality and potential continuously because of high self-awareness as a learner.

In the implementation of independent learning, the teacher's role can be seen clearly through the design of learning programs and the strategies used in learning. Designs and strategies designed by a teacher should utilize all resources that can support learning, even with the various limitations that schools have (Arnes, 2023). Like, the application of contextual learning in learning at school. Contextual learning is one manifestation of independent learning in schools. This is because in contextual learning students can be active, collaborative and communicative in interacting openly and directly with various learning resources. Students not only understand the material but also the learning objectives in addition to understanding the character of their peers in learning. This can also be found in the application of the REDECE model (reading, answer, discussion, create and evaluation) on the

application of independent learning in schools. The REDECE model helps students remember and understand learning material, not only that, even in the application of this model students' character development is found, such as; responsibility, honesty, hard work, conscientiousness and courage (Wulandari et al., 2022). Technology that continues to develop rapidly, should be followed by teachers as agents of change. In this development, teachers must be able to accept new things and any changes that exist in the times, especially in technological advances. With this ability, teachers should be able to guide and direct students to face different characteristics of life, especially in facing the industrial era 4.0. and 5.0 (Wannesia et al., 2022). With the rapid development of the times and technology, teachers must be able to change their mindset and paradigm about life, so that they can provide motivation according to the current conditions to students. Teachers must have a vision in developing higher quality learning in accordance with the demands of the times and an ever-advancing curriculum. This is done to improve the quality of students.

The teacher, as the driving force in the independent curriculum is not limited to teaching subject matter to students, but also setting an example as a future leader. Teachers are no longer just implementing learning with monotonous learning administration preparations, but must have the will and ability in terms of innovation and change, of course in the administration and implementation of learning in accordance with the demands of an independent curriculum(Fauzi et al., n.d., 2021).

Teachers who promote independent learning must be able to teach and manage learning effectively by using existing technology, be able to speak English to improve the quality of education and must reflect and improve learning continuously. As a teacher, in an independent curriculum, a teacher must have the ability to be creative, innovatively and energetically serve students and be able to build good relationships between teachers and schools and the wider community to become learners as well as agents of change.

The role of the driving teacher in education (Arviansyah & Shagena, 2022);
a) Motivator in the learning community.

As a motivator for both students and colleagues in their area, teachers must be able to

become trainers who bring good changes to students and colleagues who are driven especially in improving quality and developing self-potential in learning.

b) Teacher co-coach.

Through the presence of a driving teacher, colleagues can be helped by their ability to train others. This ability, especially in designing and managing learning, is as attractive as possible so that students are motivated to learn and be creative according to their talents and abilities. The role of the teacher as a coach makes it easier for his colleagues to increase their potential in the quality of learning without any feeling of hesitation or doubt.

c) Change agent

As a change agent (agent of change), the teacher is someone who is a professional who influences innovation decisions on students to improve the quality of their competence

d) Space or forum for discussion and collaboration

Teachers must be able to create space or places for discussion and collaboration with colleagues and stakeholders in order to increase the potential of various parties with the aim of improving quality in learning.

e) Learning guide

The teacher as a guide in the learning process, this means creating a comfortable and peaceful atmosphere in the learning ecosystem. With comfortable learning, students are encouraged to develop themselves to become individuals who think critically, are creative, have a noble heart and have an attitude of tolerance, in accordance with the character profile of Pancasila students.

f) Active self-development

The teacher must always upgrade his ability to keep up with the times both independently and together with students or colleagues. Improving the quality of teachers in this case on an ongoing basis to keep up with the times, information technology and curriculum development.

g) Motivator

As a motivator in learning, the teacher must stimulate learning activities with a spirit of creativity and fun. The teacher must be a role model who is able to direct, change the behavior and character of students for the better, according to the profile of Pancasila students.

3. **Utilization of the Merdeka Mengajar Platform**

Various efforts have been made in socializing the use of the Merdeka Mengajar Platform. The use of the Merdeka Mengajar Platform is one of the efforts of the Ministry of Education and Culture in fostering and improving the quality of teachers in mastering technology (Puspita Eka Putri et al., n.d.,2021). Facing the times and technology that continues to advance, participate in making media and learning resources abreast of developments. Based on this, as a teacher, one must have the interest and enthusiasm to continue to develop one's own potential in keeping up with developments and demands of the times, especially in the use of technology and the times in learning. Today's teachers are far different from previous years, where teachers are now required to be able to master appropriate technology as a support for learning and teaching (Pengabdian & Santoso, 2022). Mastery of technology can also create good communication between teachers and students and teachers and the school community. With the use of technology, teacher quality improvement and teaching quality will continue to rise and develop in accordance with the demands of the curriculum.

There are many things that teachers can do in the Merdeka Teaching Platform, including teaching, learning, and creating. Teaching, learning and creating activities can be explained as follows;

a) Teach

The Merdeka Mengajar Platform provides references for teachers to develop teaching practices according to the Merdeka Curriculum. Teachers can share teaching practices and learning innovations with other teachers through the Merdeka Teaching Platform. In addition, there are various teaching materials, project modules, student books, and also student assessments that can be used as supporting tools in teaching.

b) Study

It is an equal opportunity for all teachers to be able to learn and access various features in the Merdeka Teaching Platform as a vehicle for developing competence. In this case, the Merdeka Mengajar Platform provides a lot of self-training for teachers to learn continuously. Teachers can obtain quality training materials by accessing them independently. In addition, there are also inspirational videos from teachers that can be viewed to increase motivation in improving self-quality.

c) work

With the presence of the Merdeka Mengajar Platform, it can motivate teachers to continue working through a portfolio of their work. The works in the form of a portfolio can be uploaded and downloaded by colleagues from various regions. Thus, there will be feedback and communication among teachers which will eventually create collaborative new works and breakthroughs in learning, both theoretically and practically (Putra et al., 2023).

The Ministry of Education and Culture created the Merdeka Teaching Platform as a technology platform to help educational units carry out the learning process and build teacher capacity in implementing classroom learning. The purpose of the Merdeka Teaching Platform is to assist teachers in developing their competencies in implementing the Merdeka Curriculum. However, teachers who use other curricula can still benefit from the Merdeka Mengajar Platform content. The aim is to follow up on Indonesia's efforts to transform digital-based education and assist teachers in teaching, learning and creating (Arviansyah & Shagena, 2022).

The Merdeka Mengajar platform is provided to be a friend for teachers and principals in teaching, learning and creating. So that the process of learning together in class becomes more creative, meaningful, fun and student-centered. In addition, the Merdeka Mengajar Platform can be used as a teaching resource aligned with student needs and learning objectives.

There are several menus on the Merdeka Mengajar Platform which are grouped based on their benefits. That is; The Merdeka Curriculum which contains information on the introduction of basic principles and the concept of a new student-centered learning paradigm, as well as information on the application of the curriculum by studying the profile of Pancasila students and learning outcomes in the Merdeka Curriculum. In addition, training on Implementation of the Independent Curriculum which contains a collection of material on the Independent Curriculum which is studied independently through independent training. Then there is also the Student Assessment menu which contains a collection of diagnostic assessment question packages based on certain phases and subjects and teaching tools which contain various teaching materials to support teaching and learning activities such as teaching materials, teaching modules, project modules or textbooks. Another menu is Self-Development, in which there is an independent training menu which contains various training materials so that it can be carried out independently, anytime and anywhere. There is also a learning community menu throughout Indonesia that teachers can use to share practices, learning tools, and discuss with other teachers. And lastly, is the menu for Finding and Sharing Inspiration. There is an inspiration video menu which contains a collection of inspirational videos made by the Ministry of Education and Culture and experts. Then proof of work which contains documentation of the work of teachers to describe the performance, competence, and achievements achieved while carrying out the profession of teacher and principal.

The topics available on the Merdeka Mengajar Platform can be selected and timed according to the teacher's busy schedule. These topics, namely; First, the topic of Freedom to Learn. On this topic, teachers are asked to understand the background of the thoughts of Ki Hajar Dewantara (father of national education), which became the basis for the Merdeka curriculum. This topic is united in the Trikon principle, namely; Continuous in the form of cultural progress which is a necessity as a continuation of the culture itself. Convergence is a cultural process towards the unity of world culture or humanity. Concentric, namely culture must have characteristics and personality traits as a center in the world's cultural environment or humanity.

The two topics of the Independent Curriculum are in the form of guidelines for organizing learning activities to achieve educational goals. The curriculum acts as a guide and reference in learning, while the function of the curriculum is to guide the student learning process. The roles and functions of the curriculum can be optimized within the framework of: inheriting community values and culture that are relevant to the present, developing something that is needed now and in the future, and assessing and selecting something that is relevant or contextual as social control.

With the Merdeka Teaching Platform, teachers are assisted and facilitated in finding inspiration, references, literacy and understanding in efforts to implement the Independent Curriculum. The Merdeka Mengajar Platform acts as a driving partner for teachers in shaping the profile of Pancasila students. The Merdeka Mengajar Platform facilitates teachers so they can work optimally by providing a

place for various good practices. To access the independent teaching account, you can use the learning learning account. id either via Android or the site page. The products in the Merdeka Mengajar Platform also encourage access to teacher quality development because it helps teachers apply new paradigm learning, both by providing teaching references and through increasing competence.

Until now, the Merdeka Mengajar Platform has received a positive response from teachers. When viewed from the number of users, the Merdeka Mengajar Platform has currently reached more than 1.6 million downloads as users of this application. Meanwhile, when combined with utilization website approximately 2.7 million users have used this application. While in its utilization, it was recorded that 312 thousand teachers had downloaded teaching tools, more than 1,000 teacher communities used it to share good practices, 51 thousand more works were shared and 55 thousand content on the platform. This data shows Teaching Freedom Platform be the answer for teachers in realizing the Pancasila student profile and supporting teachers to teach, learn, and work even better.

The Merdeka Teaching Platform plays a very important role in accelerating the implementation of the independent curriculum. The independent learning program that has been well structured will not be achieved optimally if the implementers are not consistent in its application in schools (Tomo & Hartoyo, n.d., 2021). For this reason, teachers must work hard to be able to understand and master the independent curriculum and have the ability to develop a variety of learning materials, sources, media and tools. In the end, with the various features and functions owned by the Merdeka Mengajar Platform, it is hoped that it can be one of the efforts to improve teacher quality. Furthermore, improving the quality of teachers through the Merdeka Mengajar Platform will affect learning for the better.

Conclusion

The Merdeka Teaching Platform is an application that can support teachers in implementing the Merdeka Curriculum. The Merdeka Mengajar Platform is a platform for teachers who will develop into a platform whose content and materials are not only sourced from the ministry of education, but become a platform that teachers actually own, the content of which is developed by teachers to share inspiration.

Based on the discussion above, it can be concluded that the use of the Merdeka Mengajar Platform is the right method for increasing teacher competency, innovation, and creativity. The Merdeka Mengajar Platform is an application that can be used by teachers to implement the independent curriculum in learning. The Merdeka Mengajar Platform is also a platform that teachers can use to improve their quality as teachers and learners in achieving the goals of the independent curriculum. The Merdeka Mengajar platform offers six items divided into categories such as teacher quality development and learning activities. The development products for improving teacher quality include: Inspirational Videos, Independent Training, Proof of My Work. The use of the Merdeka Mengajar Platform is the right method to enhance the development of teacher competence, innovation and creativity. With various features that can make it easier for teachers to develop their teaching skills, it is necessary to socialize regarding the use of the Merdeka Mengajar Platform, so that the purpose of the Merdeka Mengajar Platform as a means of improving teacher quality in developing learning can truly be realized.

The importance of the Merdeka Mengajar Platform as a learning resource for teachers, so that a thorough socialization of the use of the Merdeka Mengajar Platform is mandatory, so that teachers from various regions can participate in accessing the platform. Thus, the implementation of the independent curriculum at the educational unit level does not experience problems..

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