
Supporting and Inhibiting Factors for Implementing the Independent Curriculum for Fine Arts at UM Laboratoy Junior High School**Putri Wahyu Ningsih¹, Abdul Rahman Prasetyo²**^{1,2}Universitas Negeri Malang, Malang, Indonesiaputri.wahyu.2102516@students.um.ac.id¹, prasetyo.fs@um.ac.id²**Abstract**

The independent curriculum is a learner-centered learning approach, which provides freedom for them to develop talents according to their interests. However, in its implementation, there are problems related to supporters in implementing the curriculum used now, especially in Fine Arts learning at UM Laboratory Junior High School. The purpose of this study is to describe what are the supporting factors, inhibiting factors, and implementation strategies for the independent curriculum in fine arts learning at UM Laboratory Junior High School. The method used is a qualitative method using a case study approach according to Miles and Huberman, using three data collection techniques, namely observation, interviews, and documentation. The results of the study obtained a description of the supporting factors at the school, namely adequate facilities, between teachers collaborating in designing teaching devices, teachers getting training, parental support, and the use of technology in learning, inhibiting factors at school teachers are difficult in classroom management, time constraints, restrictions on the use of technology, and teachers are difficult to motivate students who lack interest in art learning, the strategy of these obstacles, namely, teachers always motivate students and persuade gradually until students want to do assignments, if the teacher is unable then the teacher will contact the parents, the school tries to minimize the time for participants in the class.

Keywords : Supporting Factors, Inhibiting Factors, Independent Curriculum Implementation

INTRODUCTION

The independent curriculum aims to make education more interesting for students and teachers. Because education in Indonesia is always concerned with the knowledge aspect. The independent curriculum is designed to provide independence, as well as provide highly relevant and interactive learning (Cholilah et al., 2023). In the previous curriculum as well as the independent curriculum, there were Cultural Arts subjects. This subject aims to provide opportunities for students to be actively involved in the creative process, producing real and useful products for daily life. As educators, it is important to have adequate mental readiness and skills in implementing new learning systems, so as to provide optimal learning experiences for students (Pratiwi et al., 2022).

In the 2013 curriculum, learning planning has stages. The first stage is the preparation of a lesson plan or what is often abbreviated as a lesson plan. So in making lesson plans we must compile according to the core competencies and basic competencies that must be mastered by students as stated in the 2013 curriculum (Faradilla Intan Sari et al., 2022). While the independent curriculum uses teaching modules, the teaching modules include general information about the module identity, core components such as learning objectives, meaningful understanding, triggering questions, assessment, enrichment and teacher and learner reflections. The independent curriculum is currently known as a learner-centered learning approach. The independent curriculum is learning that provides opportunities for students to learn in a relaxed, calm, fun, and pressure-free way (Fathoni, 2024).

This curriculum is trying to be adjusted to the philosophy of education formulated by Ki Hajar Dewantara, who has the motto “Tutut Wuri handayani, this motto means that as teachers, we should encourage students from behind, in order to always provide encouragement for them to think critically, innovatively, and advance (Mohtar & Adi, 2024). Therefore, the independent curriculum is introduced to learning that accommodates the needs of learners and frees learners to develop their desired potential. However, time constraints are a problem faced because the independent curriculum must be flexible in designing and implementing the learning process, after which students are freed to describe their talents but students have limited time due to the busy academic field, according to the school program. As educators, it is important to have adequate mental readiness and skills in implementing new learning systems, so as to provide optimal learning experiences for students. Therefore, educator preparation can be interpreted as an attitude of willingness to engage in the task of educating, teaching, guiding, training, advising and evaluating students (Yuniar & Umami, 2023). Art education that is guided by the art subject curriculum, which includes aspects of concept, appreciation, and creation, requires teachers' understanding of the concept of art in teaching. This greatly influences the way art is taught at school.

From the problems that occur, schools are accustomed to facing government policies regarding the changing curriculum. Schools will initially feel difficulties with the new terms in the new curriculum, but teachers always hold on to Ki Hajar Dewantara's learning principles. So even though the curriculum changes, it is not a problem for schools, if explored more deeply, even though the curriculum always changes, the basic principles remain the same. After that, related to teacher preparation in teaching during the implementation of the independent curriculum, the school has provided a forum for teachers to take part in training related to the independent curriculum. Because teacher training is very important to be used to improve the quality and quantity and assistance for teachers. In order to adapt and understand changes in accordance with the independent curriculum. Schools also provide infrastructure and resources at school because, technology is also very important in developing the motivation and creativity of students and facilities that support the learning process. Teachers also do not make flexible lesson plans due to busy schedules and the independent curriculum provides freedom in designing learning so that there are no concrete guidelines for

implementation in the field, so schools only prepare learning modules that contain learning outcomes, learning objectives, materials and student worksheets.

The research focuses on describing how the supporting factors occur at SMP Laboratorium Um. Describing the ability and readiness of teachers to adapt the independent curriculum, the training received, as well as their motivation and understanding of the philosophy and principles of the independent curriculum. The availability of adequate facilities for curriculum implementation to support the learning process such as adequate classrooms, technological devices and relevant learning resources, after that whether there is parental involvement, and other parties to collaborate and cooperate to support the implementation of the independent curriculum at school. Furthermore, it describes the inhibiting factors of the implementation of the independent curriculum in fine arts learning at school, such as the lack of understanding of the independent curriculum, obstacles that arise due to the low understanding of the independent curriculum both from teachers, principals, and students. insufficient resources, lack of training for teachers, lack of teaching materials that are in accordance with the characteristics of the curriculum, and limited technology that supports technology-based learning. After that, find out whether there are difficulties in time management and evaluation when implementing the independent curriculum in fine arts learning. And finally, to describe the strategy for implementing an effective independent curriculum in fine arts learning, such as how schools overcome the problems that occur in implementing an independent curriculum.

This research was conducted in order to provide practical recommendations to related parties, such as the government, education offices and schools, so that they can overcome the obstacles that occur and strengthen the supporting factors to improve and optimize the implementation of the independent curriculum. So this research will provide an overview of the challenges and opportunities in the process of implementing the independent curriculum, as well as provide solutions and recommendations that can help improve and maximize the curriculum implementation process at the secondary school level. Overall, the independent curriculum in fine arts learning is influenced by various kinds of supporting factors and inhibiting factors.

Previous research conducted by Lisa Silvia Br Tarigan, in 2024 regarding the application of the independent curriculum in fine arts learning. The results of this study prove that at SMP 6 Muhammadiyah, it has implemented an independent curriculum, but not all classes are implementing it. After that, research conducted by Ilham Ramadan Nensin, in 2023 related to the application of the independent curriculum in music learning. The results of this study refer to the application of the independent curriculum at SMP 3 Kebumen which is divided into 3 stages, the first is planning, implementation, and evaluation. And the last research conducted by Regita Hemas Yuniar, in 2023 regarding the implementation of independent curriculum learning. The results of the study explain that the school is ready to implement the independent curriculum but there are obstacles that occur in its implementation. From previous research, it can be concluded that the independent curriculum has been implemented in every school, but there are still obstacles faced in the implementation process.

Therefore, based on the problems and conditions that occur at UM Laboratory Junior High School, the researcher wants to examine more deeply the supporting factors and inhibiting factors in the implementation of the independent curriculum in fine arts learning in class VII of UM Laboratory Junior High School. By optimizing the potential of supporting factors and reducing inhibiting factors so that they can be applied effectively and have a positive impact on the quality of education in Indonesia. The objectives of this study are as follows: (1) To describe the results of the supporting factors for the implementation of an independent curriculum in fine arts learning at UM Laboratory Junior High School; (2) To

describe the results of the inhibiting factors for the implementation of an independent curriculum in fine arts learning at UM Laboratory Junior High School; (3) To describe the strategy for implementing an independent curriculum in fine arts learning.

RESEARCH METHODS

This research uses a qualitative method with a case study approach. The case study approach is used to examine in depth one or more specific cases. This research focuses on the supporting factors, inhibiting factors, and implementation strategies of the independent curriculum in fine arts learning. The data collected in this study is in the form of qualitative data, qualitative data obtained from observations and interviews to find out the implementation of the independent curriculum in art learning in the classroom. Data sources are information or materials used to collect data in research or studies. The primary data source for this research is interviews with cultural arts teachers, to gain a deeper understanding of the supporting factors, inhibiting factors, and strategies for solving problems at SMP Laboratorium UM Malang City. After that, the secondary data sources of this research are obtained from the results of research or documentation that has been carried out and obtained from previous research in the form of journals and theses related to the implementation of an independent curriculum. This research uses data triangulation that connects the results of observations, interviews, and documentation. The model in data analysis used is Miles and Huberman (1992; 20), whose stages consist of data collection, data reduction, data presentation, and conclusions. Described as follows:

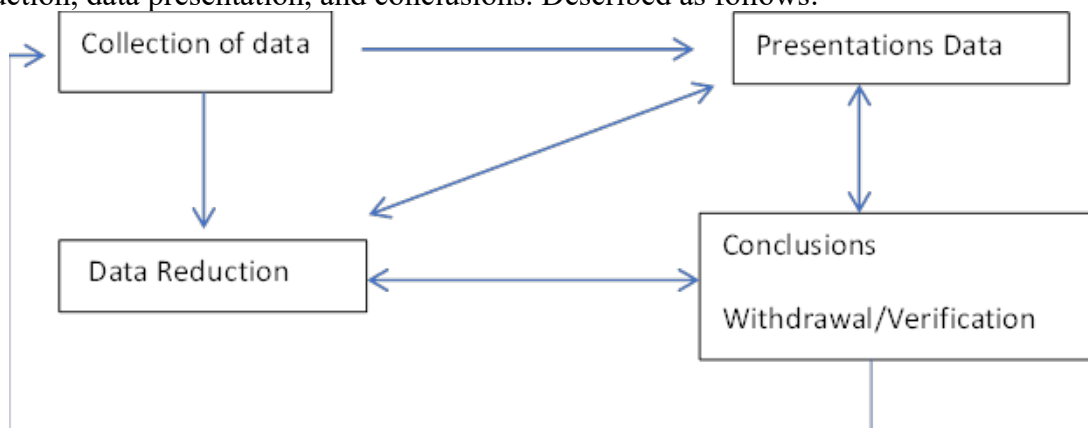


Figure 1. Data Analysis Process according to Miles and Huberman (1992:20)

RESULT AND DISCUSSION

Education also aims to increase self-confidence and develop self-potential, so far education in Indonesia has only focused on knowledge, but not balanced with the skills needed in life (Ainia, 2020). Ki Hajar Dewantara believes that education also encourages students to develop competencies to get results that will be useful in daily life. In implementing the independent curriculum in fine arts learning, there are supporting factors and inhibiting factors in implementing it. The independent curriculum requires schools to provide adequate facilities so that it can be implemented effectively (Simabura et al., n.d.). The following are the supporting and inhibiting factors for the implementation of the independent curriculum at UM Laboratory Junior High School in fine arts learning:

Supporting factors for the implementation of an independent curriculum in fine arts learning

During the learning process using the independent curriculum, SMP Laboratorium UM in fine arts learning, has implemented differentiated learning because it gives students the

freedom to work according to their individual interests (Conner et al., 2024). The independent curriculum is learning that focuses on students, so that learning will be determined according to the characteristics of students. With project-based learning, students can develop their creativity, gain experience to be utilized in everyday life, and become fun learning (Zahroh, 2023).

According to planning in the implementation of learning, the first step is to understand the learning objectives and learning outcomes that have been stated in the independent curriculum policy. In essence, the purpose of lesson planning is that each school has a different learning model - different from other schools. So lesson planning is a way of identifying, developing and evaluating materials and strategies in the learning process (Nur Nasution, 2017). The objectives in the independent curriculum are no longer arranged in the form of a series of processes to achieve students' knowledge and skills (Ilham Ramadan Nensin, 2023). At the beginning of the semester, the school has planned what will be needed in the process of implementing the independent curriculum. In accordance with what has been determined by the Ministry of Education and Culture, Ristek teachers must understand learning outcomes, learning objectives, and learning flow. After that the teacher will prepare learning tools such as making teaching modules, what media is needed, and facilities that will be used later during class learning. However, each school does not have to make teaching modules but it is recommended so that learning in the classroom will be more effective. As in UM Laboratory Junior High School, the school only provides learning modules which include learning outcomes, learning objectives, materials, and student worksheets. The learning module is designed with collaboration between teachers so that learning is effective and comprehensive. The teacher will prepare learning activities by compiling teaching tools so that learning can be carried out optimally (Prasetyo et al., 2020).

Ki Hajar Dewantara said that in education there are five basics that must be applied, known as "Panca Dharma" which refers to the principles in education, including independence, nature, culture, nationality, and humanity. From these principles, students must be given the freedom to learn and make better education in accordance with the times (Zahroh, 2023). Therefore, facilities at school are very important in implementing an independent curriculum, because along with the times, technology is also very important to be used in finding ideas or inspiration in work. UM Laboratory Junior High School has very complete facilities to support fine arts learning such as a special art room for batik, and after that learning outside the classroom environment which can be used to facilitate students' creativity. There are technology facilities in each class such as Television, LCD, and wifi are also available to access information to find ideas and develop students' creativity. With good and adequate facilities, it is expected to produce a competent generation in the future (Jaya & Putra, 2024).

At the beginning of the semester, the school also prepares programs to support the implementation of the independent curriculum. Such as programs for teachers and parents. The school also has a learning community to increase teacher knowledge of the implementation of the independent curriculum according to the teacher's field. After that, parents also support the implementation of the independent curriculum, such as the school holding regular meetings every Friday to discuss the development of students at school and parents also provide feedback on the development of students at home. After that, parents also participate in parenting programs involving psychology experts, for example in guiding the use of cell phones for students. Effectiveness in something learning can be seen from the aspect of planning that has been made by the teacher, to be used during learning (Safri et al., 2017).

In learning fine arts, students are more emphasis on skills, for example in class VII, namely skills in drawing, cutting, and creating art rupa. This is very appropriate with the principles of the independent curriculum which emphasizes the development of learner

competencies in various fields including fine arts. Parental support is also very important in supporting the implementation of the independent curriculum in the fine arts learning process because parents can also help in the process of preparing tools and materials for art projects. School management is also involved in supporting the implementation of the independent curriculum by preparing adequate facilities and conducting regular meetings with parents, which provides space to find out how students are developing at school. The use of technology in learning such as wifi and digital media to find work ideas through Google, you tube, and TikTok is very important to us because from these sources students will develop students creativity.

In cultural arts learning, so at the beginning of the semester, the teacher provided a learning module, after that made CP and ATP specifically for fine arts learning. The learning module includes learning outcomes, learning objectives, materials, and student worksheets. At UM Laboratory Junior High School, they do not make teaching modules in the learning process, learning modules will be distributed to each student according to level. So the independent curriculum also does not require each school to make teaching modules, it only suggests that classroom learning runs effectively. The independent curriculum also frees schools to make learning tools according to school needs (Kemendikbud, 2024)

The picture above is the process of implementing fine arts learning, it can be seen that the teacher is conducting opening activities, namely, taking attendance of students, providing motivation for apperception, asking students what they learned last week and what assignments were given at the previous meeting. After that, the teacher explains the task that will be done next. Basically, teachers must have skills in the teaching process, because teaching is an ability that must be possessed by teachers so teachers have an important role in the world of education (Putra et al., 2019). After that, the teacher must be able to condition the class, so that students pay attention when the teacher explains the project work instructions.



Figure 2. Opening learning and guiding participants

The process of implementing fine arts learning has stages in teaching students. The teacher is seen doing opening activities, namely, taking attendance of students, providing motivation for apperception, and asking students what they learned last week and what assignments were given at the previous meeting. After that, the teacher explains the task that will be done next. Basically, teachers must have skills in the teaching process, because teaching is an ability that must be possessed by teachers so teachers have an important role in the world of education (Putra et al., 2019). After that, the teacher must be able to condition the class, so that students pay attention when the teacher explains the project work

instructions. The teacher has guided students in the learning process individually and in groups. As a teacher guiding small groups and individuals is a process that must be done because guiding learners involves sharing information with peers, and solving problems encountered in the project process. This causes the teacher's skills in guiding discussions to be needed to ensure the continuity of effective discussions and overcome the difficulties faced by students (Fikri et al., 2021). So teachers to increase students' motivation must have skills that provide students with a good and useful learning experience in everyday life.

Factors inhibiting the implementation of the independent curriculum in fine arts learning

Teachers at UM Laboratory Junior High School still teach using a traditional approach, so teachers still teach verbally and only use the blackboard in teaching. So it limits the integration of technology that is more effective in learning fine arts. After that, the teacher has difficulty in managing the class, especially students who lack interest in learning fine arts, so there are students who are enthusiastic, but there are also those who do not participate. After that there are students who do not have motivation, especially those who do not bring tools and materials when doing assignments, thus hampering the effectiveness of learning. This is a challenge for teachers to ensure careful preparation in art learning practice activities. Classroom management is very important, because in classroom management teachers organize learning, create a conducive learning environment and control if there are problems that occur in the classroom so that the learning atmosphere remains enjoyable (Putra et al., 2019). Learners are not free to participate in extracurricular activities due to time constraints, such as those who choose ICP and Tahfidz class programs, they cannot participate in extracurricular activities because they return home later than regular classes. After that in the process of learning fine arts, students need more time to do project assignments, such as completing nirmana assignments, the teacher has given 2 weeks to do the project but there are still students who do not want to work according to the deadline given, because interest in art learning is very lacking. This school has limitations in using technology, although technology must be utilized in learning because in creating fine art it should not take too long to find ideas or ideas, if it takes too long then students will plagiarize people's work, so it is not purely the result of their own ideas.

Strategies the implementation of the independent curriculum in fine arts learning

At UM Laboratory Junior High School, there are obstacles faced in implementing an independent curriculum in fine arts learning, although there are obstacles in its implementation, the school has solutions that can overcome these obstacles. After that there are constraints on the use of technology-based facilities, the solution is that teachers must take part in TPACK-based learning training so that teachers can provide TPACK-based learning because learning fine arts also really needs technology in finding ideas for the work they want to create.

Lack of student motivation in learning fine arts, because students do not have talent in doing fine arts projects, after that students lack participation because students do not bring the tools used in making projects. The solution in overcoming these problems is that the teacher always continues to guide students to be motivated in learning fine arts, the teacher will also freely ask what you usually make, if indeed students cannot be motivated anymore the teacher will contact parents, after which the teacher will consult with parents and to overcome students who do not bring tools and materials the school must provide from the beginning, after that so as not to be left at home then the school must provide a special cupboard of tools and materials for students to practice, so if you are going to practice all the tools and materials are available. And if the school does not provide then the teacher before carrying out the

practice will contact the parents to help their children in preparing the tools and materials needed.



Figure 3. Classroom conditions in learning

In the picture above, it can be seen that the conditions that occur in the classroom when doing assignments are students who are cool on their own, even students tend to be active and do not want to do the assignments given. So that in the second picture, the teacher can be seen giving advice to students who do not want to do the task. So teachers must master the approach with the individual principles of inclusive pedagogy (Machů & Málek, 2015). The reason students do not do the task is that students do not bring the tools and materials needed when working on projects. After that, the teacher provides solutions to students to borrow and ask friends who bring more tools and materials, and finally, students want to move and do the tasks given by the teacher. Evaluation activities to measure and see the quality of learning, and evaluation. Consists of an evaluation of the teacher by looking at the teacher's performance carried out by the principal, peer teachers, and students. Assessment activities carried out are seen from pedagogic, personality, social, and professional abilities (Riyadi & Sukmayadi, 2023).

CONCLUSIONS

The results of the study obtained a description of the supporting factors at the school, namely adequate facilities, between teachers collaborating in designing teaching tools, teachers getting training, parental support, and the use of technology in learning, inhibiting factors at school teachers are difficult in classroom management, time constraints, restrictions on the use of technology, and teachers are difficult in motivating students who lack interest in learning art. The strategy of these obstacles is that the teacher always motivates students and persuades gradually until students want to do the assignment if the teacher is unable then the teacher will contact the parents, the school tries to minimize the time for students to be able to attend extracurricular activities that are of interest even though they are a little late in attending them.

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