

THE IMPLEMENTATION OF *KURIKULUM MERDEKA* AS THE NEWEST CURRICULUM APPLIED AT *SEKOLAH PENGGERAK* IN INDONESIA

BY

Kamridah¹, Andi Sadapotto², Sam Hermansyah³, Muhammad Hanafi⁴, Andi Asrifan⁵
^{1,2,3,4,5}University of Muhammadiyah Sidenreng Rappang, Indonesia



Article History

Received: 05/07/2023

Accepted: 24/08/2023

Published: 26/08/2023

Corresponding author:

Kamridah

Abstract

This research was conducted to describe the implementation of Kurikulum Merdeka at Sekolah Penggerak and to analyze the obstacles faced in the of Kurikulum Merdeka at Sekolah Penggerak. Sekolah Penggerak in this research were SDN 2 Timoreng Panua and SDN 2 Sereang and the respondents were the principal and 2 learning committees in each school. So in total there are 6 respondents. The data collection procedure uses observation and interview that is semi-interview. This research uses qualitative methods as a research methodology. The implementation of Kurikulum Merdeka at SDN 2 Timoreng Panua and SDN 2 Sereang has entered its second year of implementation. Schools have begun to adapt to this new curriculum. The preparation of the KOSP has been carried out since the beginning of the Kurikulum Merdeka implementation. Then, it follows the making of teaching modules and the implementation of assessments. Because it is a new thing, of course there are obstacles faced by the school in its implementation. Especially at the beginning of the implementation of the Kurikulum Merdeka due to the lack of knowledge regarding the implementation of this Kurikulum Merdeka. However, the school continues to try to minimize the obstacles faced.

Keywords: Implementation, Kurikulum Merdeka, Obstacles, Sekolah Penggerak

INTRODUCTION

One of the main components in education is the curriculum because the curriculum becomes the basis, reference, direction for educational institutions in carrying out the educational process. Based on Law No. 20 of 2003, the curriculum is a set of plans and rules regarding the objectives, content, learning materials, and methods used as guidelines in organizing learning activities to achieve educational goals (Fauzan, 2017).

The government policy in the educational system develops alternating days (Asrifan et al., 2022). Challenges and obstacles will certainly be faced, which is one of the consequences. This challenge can then trigger a change in the education system. Curriculum development is a gadget in improving the quality of education. The education curriculum in Indonesia has changed several times. As Education in Indonesia has experienced 11 curriculum changes starting in 1947 with a very simple curriculum to the latest curriculum, namely the 2013 Curriculum (Sumarsih et al., 2022). Of course, this change is a potential step in improving the education system where the previous curriculum was less than optimal and there were difficulties in its application.

In 2020, there was an outbreak of the COVID-19 virus that hit world countries including Indonesia. This greatly affects aspects of human life, including education. The impact of the pandemic has worsened the education system in Indonesia. There is a learning gap and learning loss. The thing that has changed and is most felt in the educational situation during the pandemic is that the teaching and learning status that was previously carried out face-to-face has been shifted to online learning or distance learning or learning from home which is considered less effective. Technology has contributed greatly to the learning process during the COVID-19 pandemic. This is because technology is one of the main tools in the success of this distance learning process. The implementation of the 2013 Curriculum during the pandemic is considered inadequate for education actors. This prompted the Ministry of Education, Culture, Research, and Technology to issue a policy, namely the implementation of the Emergency Curriculum (*Kurikulum Darurat*) as an effort to deal with the learning crisis that occurred. The Emergency Curriculum is a simplified 2013 Curriculum. The government itself is aware of the obstacles and

challenges faced by teachers and students so that the government has prepared a special curriculum or Emergency Curriculum that can be used during the Covid 19 pandemic (Arini, Matin & Zulaikha, 2021).

In an effort to restore learning, in early 2022 the Ministry of Education and Culture released the *Kurikulum Merdeka*. *Kurikulum Merdeka* is a curriculum framework that is developed into a more flexible curriculum, focusing more on essentials material and the development of students' character and competencies (Damayanti and Muhroji, 2022). There are several advantages of the *Kurikulum Merdeka* including simplicity, project-based learning, deeper learning, and of course more independence. In addition, this curriculum provides flexibility for teachers in planning and delivering subject matter based on students' needs and abilities. *Kemendikbudristek* has released a new curriculum that includes four main programs, namely comprehensive USBN Assessment, national examination replaced with assessment, shortened Curriculum lesson plan, and more flexible PPDB Zoning (Rizki and Fahkrunisa, 2022).

The *Kurikulum Merdeka* has been implemented on a limited basis in 2,499 educational units that participate in the *Sekolah Penggerak* program and 901 SMKs from the SMK Center of Excellence (*SMK Pusat Keunggulan*), 75% of which are public schools and the rest are private schools (Anggraena et al., 2022). The *Kurikulum Merdeka* has not been fully implemented. The government provides freedom to education units in implementing the curriculum based on the readiness of each school in accordance with the needs and conditions of the school. If they are not ready to use the *Kurikulum Merdeka*, they can choose the full 2013 Curriculum or use the Emergency Curriculum. Furthermore, Full curriculum evaluation and implementation will be carried out in 2024.

There are three options for implementing the *Kurikulum Merdeka* in the 2022/2023 school year, namely applying the principles of the *Kurikulum Merdeka* without completely eliminating the old one, implementing the *Kurikulum Merdeka* by using prepared teaching media, and implementing the *Kurikulum Merdeka* with independent development of various teaching tools (Priantini, Suarni, and Adnyana, 2022).

Talking about the *Kurikulum Merdeka* cannot be separated from the *Sekolah Penggerak* which is also a new breakthrough launched by the Ministry of Education, Culture, Research, and Technology, together to improve the quality of education. In accordance with decision of the Minister of Education and Culture of the Republic Indonesia Number 1177/M/2020 concerning Program Implementation Guidelines *Sekolah Penggerak*, stated that the aims of the *Sekolah Penggerak* is an increase in competence and character in accordance with student profil pancasila, guarantees equal distribution of education quality through improvement programs the capacity of school principals who are able to lead education units in achieve quality learning, build an educational ecosystem that is stronger focus on improving quality, as well as creating a climate collaborative for stakeholders in the field of Education both at scope of schools, local and central government (Syafi'i, 2021).

As a first step, education units can participate in *Sekolah Penggerak* activities to learn more about the *Kurikulum Merdeka*. In addition, it can be done by organizing independent guidance and training for teachers or schools, such as *Kelompok Kerja Guru* (KKG), Forum Group Discussions (FGDs) or other teacher communities, seeking information on their own through books, participating in webinars, downloading independent teaching platforms, journals, magazine articles or official websites that contain the *Kurikulum Merdeka*, so on (Rahmadayanti and Hartoyo, 2022). Education units that are ready to implement the *Kurikulum Merdeka* can fill out the registration forum and a short survey regarding their readiness to implement this curriculum.

The slow transition from the previous national curriculum, the 2013 Curriculum, to the *Kurikulum Merdeka* has resulted in many changes to learning planning, implementation, and assessment. These changes require support and cooperation from all parties who have a role in it in order to adapt to the new learning paradigm.

To identify and find out the description of the implementation of the *Kurikulum Merdeka* which is relatively new, researcher are interested in conducting research on the implementation of *Kurikulum Merdeka* and the obstacles faced in implementing *Kurikulum Merdeka* at *Sekolah Penggerak*.

RESEARCH METHODS

Research Design

Doing a research certainly requires a research design so that our research activities are directed and can be done systematically. This research use descriptive qualitative method. Sugiyono (2013) defines qualitative research methods are research methods based on postpositivism philosophy that are used to study natural object conditions, where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning over generalization. Meanwhile, Jayusman and shavab (2020) explain that descriptive research is conducted by searching for information related to existing symptoms, clearly explaining the objectives to be achieved, planning how to approach the problem, and collecting various data to create a report.

Data Source Research

Data sources are the places where the data to be studied. One type of research data source is respondents who are also the source of data in this research. The respondents in this research were principals and learning committees at SDN 2 Timoreng Panua and SDN 2 Sreang as *Sekolah penggerak*.

Techniques of Collecting Data

Research instrument is a tool or means used to obtain the required data or information. The instruments of the research used by researcher are observation and interview.

According to Heigham and Croker (2009), observation is the conscious noticing and detailed examination of participants' behavior in a naturalistic setting. An interview is seen as a verbal conversation between two people in order to gather relevant information for research (Monday, 2019). The form of interview

use by the researcher is a semi-structured interview. The questions ask cover topics that are in the interview guide but do not have to be followed strictly. Researcher can develop the questions ask. The researcher then writes and records the answers from the respondents.

Techniques of Data Analysis

In this research, researcher use qualitative data analysis techniques. In Sugiyono (2013) Miles and Huberman (1984), argue that qualitative data analysis activities are carried out in an interactive way and continue until the end when the data is saturated and the activities of the data analysis are data reduction, data display, and conclusion.

Data reduction is a selection process that focuses on simplifying, abstracting, and transforming raw data from written records in the field (Rijali, 2018). **Data display** is an activity in which a set of information is collected, allowing conclusions to be drawn and actions to be taken (Rijali, 2018). **Conclusion Drawing and Verification**. Sugiyono argues that data verification refers to efforts to find, test, re-examine, or understand meaning, regularity, pattern, explanation, flow, cause and effect, or preposition and the conclusion can be in the form of a description of an object that was previously unclear so that it becomes clear after investigation, it can be a causal or interactive relationship, hypothesis or theory (Wandi, Nuharsono, and Raharjo, 2013).

RESULTS AND DISCUSSION

The implementation of Kurikulum Merdeka at SDN 2 Timoreng Panua and SDN 2 Sereang as Sekolah Penggerak

a. SDN 2 Timoreng Panua

1). KOSP

SDN 2 Timoreng Panua is one of the elementary schools that has joined the *Sekolah Penggerak* in 2021, so the implementation of *Kurikulum Merdeka* at this school has been running for 2 years and also *Kurikulum Merdeka* at this school is implemented directly. In preparing the KOSP of SDN 2 Timoreng Panua, the principal acts as a motivator, director for the curriculum development team. Likewise, teachers collaborate with each other to assist the principal in the KOSP preparation process. In addition to the principal, teachers, and supervisors, the community also took part in the preparation or creation of the KOSP at SDN 2 Timoreng Panua.

Based on the results of interviews with the principal of SDN 2 Timoreng Panua related to the verification instrument shows that there are components of the SDN 2 Timoreng Panua KOSP that are not in accordance with the KOSP verification instrument, namely in CHAPTER I Introduction in the legal basis which reads "*Permendikbud No. 111 Tahun 2014 Tentang Bimbingan Konseling.*" And in CHAPTER III Organizing Learning in Counseling Guidance which reads "*Memuat mekanisme pelaksanaan dan peran BK dalam empat jenis; a) belajar, b) pribadi, c) 970ngine, dan d) karier.*" As we know, there are no counseling teachers in primary schools. According to the principal of SDN 2 Timoreng Panua, teachers or homeroom teachers can also act as counselors. In general, we also know that there are no

counseling teachers in elementary schools.

2). Teaching Module

The teaching module is a guideline for teachers in carrying out the learning process. In preparing or making teaching modules, the learning committee or teachers of SDN 2 Timoreng Panua are guided by the principal and supervisor. Teachers also attended training related to the preparation of teaching modules.

Because this is a new thing, some teachers at SDN 2 Timoreng Panua still find it difficult to develop teaching modules. According to them, making teaching modules is more complicated than lesson plans. Teaching modules must be tailored to the interests and talents of students. Meanwhile, as we know that students' interests and talents are different, so *Lembar Kegiatan Peserta Didik* (LKPD) in the teaching module must be made diverse.

3). Assessment

Assessment in *Kurikulum Merdeka*, namely diagnostic, formative, and summative assessments, has been implemented at SDN 2 Timoreng Panua. Diagnostic assessments are carried out by teachers every time they start learning to find out how students feel or readiness to participate in learning. This makes it easier for teachers to know what kind of learning methods or strategies will be applied later. In addition, the implementation of assessments at SDN 2 Timoreng Panua has moved towards digital-based assessments. There are several applications commonly used by teachers and students such as Garuda21, Google Forms, Plickers, Canva, and Quizzex. What is more often used is google forms.

The supporting devices for this assessment are laptops or chromebooks used by teachers and students. In addition, students are also allowed to bring cell phones when the assessment is carried out, of course under the supervision of the teacher. The impact of the implementation of this digital-based assessment for students is that they can learn about how to use personal computers such as laptops and they are able to be creative with technology.

4). Projek Penguatan Profil Pelajar Pancasila

The *Projek Penguatan Profil Pelajar Pancasila* is also a new thing in the world of Indonesian education. In the *Projek Penguatan Profil Pelajar Pancasila*, there are several themes or important issues that are chosen and then implemented by each educational unit. The theme of *Kewirausahaan and Kearifan Lokal* is the theme chosen by the SDN 2 Timoreng Panua school. In this project, students learn about how to grow organic plants. Starting from the introduction of plants (the plants used are vegetables), how to seed and fertilize, water the plants, move the plants to polybags and measure the plants every week, and how to process the plants into food. The plants are sold to the community in accordance with the chosen theme, which is the theme of *Kewirausahaan*.

The principal of SDN 2 Timoreng Panua hopes that with the *Projek Penguatan Profil Pelajar Pancasila*, small researchers will be born, in the sense that students are able to conduct research, especially related to STEM (Science, Technology, Engineering, and Mathematics).

b. SDN 2 Sereang

1). KOSP

Like SDN 2 Timoreng Panua, SDN 2 Sereang has also joined the *Sekolah Penggerak* in 2021, so the implementation of *Kurikulum Merdeka* at this school has been running for 2 years. In the process of preparing the KOSP for SDN 2 Sereang, the principal and teachers certainly work together, the principal acts as the person in charge and director for the teachers.

Based on the results of interviews with the principal of SDN 2 Sereang related to the verification instrument shows that there are components of the SDN 2 Sereang KOSP that are not in accordance with the KOSP verification instrument, namely in CHAPTER 1 Introduction in the legal basis which reads "*Permendikbud No. 111 Tahun 2014 Tentang Bimbingan Konseling.*" and in CHAPTER III Organizing Learning in Counseling Guidance which reads "*Memuat mekanisme pelaksanaan dan peran BK dalam empat jenis; a) belajar, b) pribadi, c) sosial, dan d) carrier.*" The reason for this is because SDN 2 Sereang does not have a counseling teacher.

2). Teaching module

In making teaching modules at SDN 2 Sereang, the principal acts as the person in charge, director, and also as a supervisor, supervising by seeing the extent of the preparation of teaching modules that have been made by teachers and seeing the suitability of teaching modules with the recommended criteria.

Some of the school's learning committees also conduct teaching module training for other teachers. The complexity of making teaching modules when compared to lesson plans according to SDN 2 Sereang teachers is equally complicated, but teaching modules are more detailed. Teachers must describe the characteristics of different students.

3). Assessment

The implementation of diagnostic, formative, and summative assessments has also been implemented at SDN 2 Sereang. Similar to teachers at SDN 2 Timoreng Panua, teachers at SDN 2 Sereang also often carry out diagnostic assessments before starting learning with the aim of finding out how prepared students are to take part in learning. Likewise, formative assessments, so that teachers can find out the extent of students' seriousness and understanding in participating in learning.

In carrying out assessments, SDN 2 Sereang has also implemented digital-based assessments or online assessments. The applications commonly used in assessments are plickers and Quizizz. The impact of the implementation of this assessment for students at SDN 2 Sereang is that students are more focused on learning. This is because the learning methods are tailored to the characteristics or interests of the students from the implementation of the diagnostic assessment, so they can better understand the learning materials and enjoy learning.

4). *Projek Penguatan Profil Pelajar Pancasila*

In the *Projek Penguatan Profil Pelajar Pancasila*, SDN 2 Sereang also chose the theme of *Kearifan Lokal and Kewirausahaan*. Previously, in the first year of implementing the *Projek Penguatan*

Profil Pelajar Pancasila, SDN 2 Sereang chose the themes of *Gaya Hidup Yang Berkelanjutan and Kewirausahaan*. So, the *Kewirausahaan* theme will still be implemented in the following year because it is considered very important to be applied to students.

The introduction and use of traditional musical instruments and regional dances is a manifestation of the *Kearifan Lokal* theme applied at SDN 2 Sereang. Seeing that modern dance is more dominant today than traditional dance, it encourages the school to teach and instill in students by bringing up these traditional cultures in the *Projek Penguatan Profil Pelajar Pancasila*. For the theme of *Kewirausahaan*, the school has implemented Market day activities. In this Market Day activity, teachers and students work together to process natural resources such as cassava and bananas in the surrounding environment. Then it is traded in Market Day activities. Parents of students also take part in this Market Day activity. So, parents of students buy processed food made and sold by their children or students at SDN 2 Sereang. Teachers and students are quite enthusiastic about this Market Day activity as well as parents.

The implementation of the *Projek Penguatan Profil Pelajar Pancasila* at SDN 2 Sereang is carried out where this project is carried out every Friday and Saturday. On Friday this project is carried out for 2 hours. Meanwhile, on Saturday this project was carried out for one full day. The impact of the implementation of the *Projek Penguatan Profil Pelajar Pancasila* at SDN 2 Sereang for students is that students are more enthusiastic in learning activities, especially in participating in the activities of the *Projek Penguatan Profil Pelajar Pancasila* and many experiences gained by students from this project. In addition to students, the impact of the *Projek Penguatan Profil Pelajar Pancasila* also has an impact on teachers and parents. Good communication between teachers, students, and parents of students involved in the activities of the *Projek Penguatan Profil Pelajar Pancasila*.

Obstacles faced in The implementation of *Kurikulum Merdeka*

Kurikulum Merdeka is something new in the realm of education in Indonesia, so the education unit is still trying to adapt to this new curriculum. Obstacles are certainly faced in implementing this *Kurikulum Merdeka* be it in the preparation of KOSP, teaching modules, or in assessment.

a. SDN 2 Timoreng Panua

SDN 2 Timoreng Panua, which has entered the second year of implementing *Kurikulum Merdeka*, faces several obstacles in implementing *Kurikulum Merdeka*. The lack of understanding of the implementation of *Kurikulum Merdeka* is one of the obstacles faced. However, of course, the school continues to try to adapt to this *Kurikulum Merdeka* to overcome the obstacles faced.

The obstacles faced in implementing *Kurikulum Merdeka* mean the obstacles faced in implementing the components of this *Kurikulum Merdeka* one of which is the teaching module. Some teachers at SDN 2 Timoreng Panua still have difficulty in making teaching modules. Teaching modules must be tailored to the interests and talents of students. Meanwhile, as we know that students' interests and talents are different, so *Lembar Kegiatan Peserta Didik*

(LKPD) in the teaching module must be made diverse. It takes about 3 to 4 days to make a teaching module

Furthermore, the obstacles faced in the assessment. Because the implementation of assessments at SDN 2 Timoreng Panua is digital or online-based, it is necessary for teachers to introduce students to this new situation. Teachers must introduce students to technology, applications, or media that will be used in assessments and also how to apply them. At the beginning of the implementation of this digital-based assessment, teachers were overwhelmed.

What is also an obstacle in assessment is the use of HOTS questions which makes students confused and difficult to answer these HOTS questions because in previous curriculum students may rarely get HOTS questions. And, as we know that working on HOTS questions is rather complicated.

Obstacles are inevitable considering that *Kurikulum Merdeka* is something new. However, the impact obtained by the school after implementing *Kurikulum Merdeka* is also very much felt by the school SDN 2 Timoreng Panua. One of them is the increased student interest in learning. Students are happy to receive learning so that there is also good communication between teachers and students.

b. SDN 2 Sereang

SDN 2 Sereang, which has also entered the second year of implementing *Kurikulum Merdeka* of course, also experienced obstacles, especially at the beginning of the implementation of *Kurikulum Merdeka*. The school must try to adapt amidst the lack of knowledge about *Kurikulum Merdeka*. As in the preparation of the KOSP, in the first year, the principal and teachers did not have a reference or guideline for preparing the KOSP. They compiled KOSP only capitalizing on the knowledge gained when attending training or learning committee training.

The next obstacle is the problem of funds. Lack of funds sometimes makes a project or activity that will be carried out by the school become constrained. In addition, some teachers at SDN 2 Sereang have not been able to use technological equipment. Then, the technology equipment itself is also still lacking at this school such as Chromebooks, laptops, and projectors. The school hopes that in the future what they need can be available either through assistance or the school itself. Besides that, the willingness of the teacher itself to change is also an obstacle faced by the teacher

Regarding teaching modules, the obstacle faced by teachers is the making of teaching modules that must be adapted to the characteristics or interests of different students known from diagnostic assessments. So, it is certainly not an easy thing for teachers to make teaching modules by mapping student learning characteristics.

Furthermore, obstacles in the implementation of assessments. Teachers have little difficulty in conducting initial assessments or diagnostic assessments. Because, as explained, this diagnostic assessment aims to find out how ready each student is when going to take part in learning by asking questions to students. Of course, this will take a lot of time.

Although there are many obstacles faced, the impact obtained by SDN 2 Sereang after implementing *Kurikulum Merdeka* is also very large. For example, the teacher's teaching paradigm is slowly changing from the old teaching pattern to the new teaching pattern. In addition, students' enthusiasm has increased in participating in learning. Then, parents' participation is also getting bigger towards students' learning activities and extracurricular activities. This includes the activities of the *Projek Penguatan Profil Pelajar Pancasila*.

From the data result show that the implementation of *Kurikulum Merdeka* at SDN 2 Timoreng Panua and SDN 2 Timoreng Panua for 2 years of implementation began to see the impact of changes after implementing this *Kurikulum Merdeka*. Students' increased enthusiasm for learning is something that is equally felt in these schools.

In the preparation of KOSP, teaching modules, and assessments, teachers together with school principals collaborate with each other according to their respective roles guided by trainers and supervisors in compiling these components. In its implementation, there are many new and different things that teachers, principals, and students face. Because, as explained, in *Kurikulum Merdeka*, learning is centered on students, unlike the previous curriculum which was teacher-centered. For example, in making teaching modules that must be adapted to the different interests and talents of students. Then the implementation of diagnostic assessments, which according to the researcher, is unique, good, and useful because the implementation of this assessment the teacher can find out how students' readiness and learning characteristics are so that students are enthusiastic and happy to learn.

The *Projek Penguatan Profil Pelajar Pancasila* at SDN 2 Timoreng Panua and SDN 2 Sereang has been implemented. Each school took the same theme, namely the theme of *Kearifan Lokal* and *Kewirausahaan* with slightly different activities. For example, at SDN 2 Timoreng Panua, the *Kearifan Lokal* was realized in the form of an introduction to chemical-free farming. Meanwhile, SDN 2 Sereang implemented this *Kearifan Lokal* theme by bringing back traditional dance. According to Hadian et al. (2022) explain that the *Projek Penguatan Profil Pelajar Pancasila* according to Ki Hadjar Dewantara provides opportunities for students to "experience knowledge" as a process of strengthening character as well as opportunities to learn from the surrounding environment. This activity has a positive impact on students, one of which is because with direct practice students get a lot of knowledge and experience.

CONCLUSION AND POLICY RECOMMENDATIONS

Based on the result and discussion above on the implementation of *Kurikulum Merdeka* at SDN 2 Timoreng Panua and SDN 2 Sereang as Sekolah Penggerak, it can be conclude that the implementation of *Kurikulum Merdeka* at SDN 2 Timoreng Panua and SDN 2 Sereang as Sekolah Penggerak has entered its second year in these schools. Schools have certainly begun to adapt to this new curriculum. The preparation of the KOSP has been carried out since they qualified as a Sekolah Penggerak and implemented this

curriculum. Likewise, the preparation of teaching modules, the implementation of assessments, and *the Projek Penguatan Profil Pelajar Pancasila* although there are some obstacles that must be faced. However, the impact obtained by these schools after implementing *Kurikulum Merdeka* has also been felt by the school, one of which is that students' enthusiasm in participating in learning has increased.

Obstacles faced in implementing *Kurikulum Merdeka* SDN 2 Timoreng Panua and SDN 2 Sereang in implementing this new curriculum certainly face several obstacles because this is something new that they have to live with. A major obstacle faced at the beginning of implementing *Kurikulum Merdeka* was the lack of knowledge to implement *Kurikulum Merdeka*. This includes the preparation of teaching modules and the implementation of assessments. However, the school continues to try to minimize this obstacle by helping each other and working together. Especially the principal who continues to encourage and direct fellow teachers to adapt to the *Kurikulum Merdeka*.

The researcher realized that there are still many mistakes in this article. However, the researcher hopes and recommended for future researchers to conduct in-depth interviews, not only with principals and teachers but also with students and the community or parents of students to find out and describe in detail about the implementation of *Kurikulum Merdeka* at the *Sekolah Penggerak*. And also, for schools that have not yet and have implemented *Kurikulum Merdeka* and also readers, *Kurikulum Merdeka* is indeed a new thing in the world of Indonesian education. Thus, educational units are expected to be able to adapt to this new situation. Obstacles cannot be avoided, but by continuing to try, supporting each other, and working together these obstacles can be minimized as the *Sekolah Penggerak* in the research did. The last to related agencies, it is hoped that they will contribute attention to *Sekolah Penggerak* that still have obstacles in implementing *Kurikulum Merdeka* in this case, technological facilities that are still lacking and needed by schools.

ACKNOWLEDGEMENT

This research can't be finished without other people help. Therefore, the researcher would like to express the deepest gratitude to my colleagues and the academy especially to my lecturers as my supervisor for encouragement, support, and motivation.

REFERENCE LIST

1. Anggraena, Yogi et al. (2022). *Kurikulum Untuk Pemulihan Pembelajaran-Kajian Akademik (1st ed)*. Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum, dan Asesmen Pendidikan & Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
2. Arini, Putri Dwi, Matin, & Siti Zulaikha. 2021. "Curriculum Management During the Covid-19 Emergency." *Journal of Education Research and Evaluation* 5(2):271.doi:10.23887/jere.v5i2.3159.
3. Damayanti, Galuh Anggita and Muhroji Muhroji. 2022. "The Difficulties of Elementary School Teacher in Developing Thematic Learning Tools for the Merdeka Curriculum." *Jurnal Kependidikan* vol. 8(3):703-705.
4. Fauzan. (2017). *Kurikulum dan Pembelajaran*. Ciputat: GP Press.
5. Heigham, Juanita, and Robert A. Croker. (2009). *Qualitative Research in Applied Linguistics*. Palgrave Macmillan.
6. Hadian, Tantan, Rachmat Mulyana, Nana Mulyana, and Ida Tejawani. 2022. "IMPLEMENTASI PROJECT-BASED LEARNING PENGUATAN PROFIL PELAJAR PANCASILA DI SMAN 1 KOTA SUKABUMI." *PRIMARY: JURNAL PENDIDIKAN GURU SEKOLAH DASAR* vol. 11(6):1659-1669. DOI: <http://dx.doi.org/10.33578/jpkip.v11i6.9307>
7. Jayusman, Iyus and Oka Agus Kurniawan shavab. 2020. "Studi Deskriptif Kuantitatif Tentang Aktivitas Belajar Mahasiswa Dengan Menggunakan Media Pembelajaran Edmodo Dalam Pembelajaran Sejarah". *Jurnal Artefak* 7(1):13-20.
8. Mulyadi, Mohammad. 2012. "Riset Desain Dalam Metodologi Penelitian." *Jurnal Studi Komunikasi dan Media* 16(1):71-80.
9. Monday, Titus Utibe. "Impacts of Interview as Research Instrument of Data Collection in Social Sciences." *Journal of Digital Science* 1(1):15-24. https://doi.org/10.33847/2712-8148.1.1_2
10. Prianti, Dewa Ayu Made Manu Okta Priantini, Ni Ketut Suarni, and I Ketut Suar Adnyana. 2022. "Analisis Kurikulum Merdeka dan Platform Merdeka Belajar Untuk Mewujudkan Pendidikan Yang Berkualitas." *Jurnal Penjaminan Mutu* 8(2):243-250.
11. Rahmayanti, Dewi, and Agung Hartoyo. 2022. "Potret Kurikulum Merdeka, Wujud Merdeka Belajar Di Sekolah Dasar." *Jurnal Basicedu* 6(4):7174-87. doi: 10.31004/basicedu.v6i4.3431.
12. Rizki, Reffy Ananda, and Lulu Fahkrunisa. 2022. "Evaluation of Implementation of Independent Curriculum." *Journal of Curriculum and Pedagogic studies (JPC)* 1(4):32-41.
13. Rijali, Ahmad. 2018. "Analisis data kualitatif." *Jurnal Alhadharah* 17(33):81-95.
14. Sadapotto, Andi et al. (2022). "IMPROVING STUDENTS' PRONUNCIATION ABILITY THROUGH COMMUNICATIVE DRILLING TECHNIQUE." *Uniqbu Journal of Social Sciences (UJSS)* E-ISSN: 2723-3669, Nomor 2, Halaman 129—138
15. Sumarsih, Ineu, Teni Marliyani, Yadi Hadiyansah, Asep Herry Hernawan, and Prihantini Prihantini. 2022. "Analisis Implementasi Kurikulum Merdeka Di Sekolah Penggerak Sekolah Dasar." *Jurnal Basicedu* 6(5):8248-58. doi: 10.31004/basicedu.v6i5.3216.
16. Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Jl. Gegerkalong Hilir No. 84 Bandung, Indonesia: Alfabeta, Cv.

17. Syafi'i, Fahrian Firdaus (2021). "Merdeka Belajar: Sekolah Penggerak." *Prosiding Seminar Nasional Pendidikan Dasar*.
18. Wandu, Sustiyo, Tri Nurharsono, Agus Raharjo. 2013. "Pembinaan Prestasi Ekstrakurikuler Olahraga Di SMA KARANGTURI Kota Semarang." *Journal of Physical Education, Sport, Health and Recreations* 2(8):524-535.