

Analysis of Elementary Teacher Readiness in Developing Probolinggo Elementary School IKM-Based Learning Modules

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ABSTRACT

Research related to analyzing teacher readiness in implementing the Independent Curriculum is very important to carry out. The objectives of this research are: Analyzing indicators of teacher readiness in the Readiness to Implement the Independent Curriculum. Apart from that, this research will also provide recommendations for increasing teacher readiness in compiling teaching modules based on the Independent Curriculum. This research method uses descriptive qualitative, data collection is carried out through FGD (Focus Group Discussion). The instruments used were observation guidelines, interviews and a questionnaire on Readiness to Implement the Independent Curriculum. Data were analyzed using data triangulation techniques. Based on the research results, it was concluded that the readiness of elementary school teachers in implementing IKM in Probolinggo Regency was included in the medium category. The aspect of readiness in understanding the assessment is one of the assessments that is relatively low.

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INTRODUCTION

As a form of contribution to educational progress, the Indonesian government continues to strive to improve the quality of education in Indonesia. One of the efforts made is to establish an independent policy (Daga,2020:6). The independent curriculum policy is a form of developing innovation in education, especially overcoming learning loss during the pandemic (Fadhli, 2022:5). An independent curriculum is a curriculum that gives schools the freedom to determine learning materials that suit the needs and conditions of students at the school. In the independent curriculum, teachers are expected to be able to develop open modules that suit the needs of students at the school (Hasnawati, 2021:3).

However, in reality, there are still many teachers who are not ready to prepare teaching modules based on the independent curriculum (Koroh, 2022:8). Some of the challenges faced by teachers in compiling teaching modules include a lack of understanding of the independent

curriculum, a lack of skills in compiling teaching modules, and a lack of resources for compiling teaching modules (Luturmas, 2023:7). Therefore, this research aims to analyze teachers' readiness in compiling independent curriculum-based teaching modules in elementary schools (Noviantari, 2023:6).

The objectives of this research are 1) Analyzing indicators of teacher readiness in the Readiness to Implement the Independent Curriculum, 2) Analyzing the factors that influence teacher readiness in the Readiness to Implement the Independent Curriculum, such as knowledge, skills, attitudes and organization, 3) Analyzing support for teacher readiness in Preparation to Implement the Independent Curriculum (Angga, 2022:9).

The benefits of research related to the analysis of teacher readiness in compiling teaching modules based on the Independent Curriculum in Elementary Schools have been carried out by several researchers (Heryahya,2023:2) related to describing the understanding of elementary school teachers in Cirebon City regarding the independent curriculum policy, (Sadli,2023:5) related to readiness in the independent curriculum in elementary schools (Rahmawati,2022:7). This research will involve teachers in elementary schools that have implemented the independent curriculum (Aransyah, 2023:7). It is hoped that this research will provide an overview of teachers' readiness in developing independent curriculum-based teaching modules in elementary schools (Rahayu, 2022:5). It is hoped that the results of this research can be a reference for the government and schools in improving the quality of education in Indonesia. This research has high relevance in the context of education in Indonesia. By increasing teacher readiness in implementing the Independent Curriculum, it is hoped that the quality of education in Indonesia can improve and achieve the desired goals (Ritaudin, 2022:6). Apart from that, this research can also be a reference for policy makers in developing more effective and efficient teacher training and development programs (Ari, 2023:2).

Relevant previous research was by Suci in 2023 with the title Teacher Readiness in Implementing the Independent Curriculum at the Surya Buana Islamic Elementary School (SDI) Malang City (Efiyanto, 2021:3). The similarity with researchers is the teacher's readiness to implement the independent curriculum, the difference with researchers is the place of research (Sari, 2020:2). This research is IKM-based because schools in Probolinggo still lack knowledge regarding IKM-based teaching modules (Faiz, 2020:4). This research was created with the aim of providing knowledge to teachers in Probolinggo regarding the Implementation of the Independent Curriculum, and what differentiates it from previous similar research is how prepared teachers are in implementing teaching modules and their tools.

LITERATURE REVIEW

1. Independent Curriculum

The Merdeka Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have sufficient time to deepen concepts and strengthen competencies. Teachers have the freedom to choose a variety of open tools so that learning can be tailored to students' learning needs and interests (Suhandi, 2022:3).

Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes determined by the government. The project is not directed at achieving specific learning achievement targets, so it is not tied to subject content (Evi, 2020:5).

1) Learning Principles in the Independent Curriculum

The Merdeka Curriculum includes three types of learning activities as follows (Daga, 2021:4) :

- a. Intracurricular learning is carried out in a differentiated manner so that students have enough time to deepen concepts and strengthen competencies. This also provides flexibility for teachers to choose teaching tools that suit the needs and characteristics of their students.
- b. Co-curricular learning takes the form of a project to strengthen the Pancasila Student Profile, with the principle of interdisciplinary learning oriented towards character development and general competence.
- c. Extracurricular learning is carried out in accordance with student interests and educational unit resources.

Educational units translate Learning Achievements by preparing operational curricula and learning plans that are appropriate to student learning needs and the characteristics of each educational unit (Dhani,2020:6). The content of learning outcomes can be managed by educators as separate subjects, thematic, integrated, or block systems.

The allocation of lesson hours in the curriculum structure is written in total for one year and is accompanied by suggestions for the allocation of lesson hours if delivered regularly/weekly.

2) Implementation of the Independent Curriculum

The implementation of learning in the Independent Curriculum is a cycle that goes through the following three stages (Faiz,2020:8):

a. Diagnostic assessment

Teachers carry out initial assessments to identify students' potential, characteristics, needs, development stages and stages of learning achievement. Assessments are generally carried out at the beginning of the learning year, so that the results can be used to carry out further planning regarding the learning methods that should be used.

b. Planning

The teacher organizes the learning process according to the results of the diagnostic assessment, and groups students based on ability level.

c. Learning

During the learning process, the teacher will conduct formative assessments periodically, to determine student learning progress and make adjustments to learning methods, if necessary. At the end of the learning process, teachers can also carry out summative assessments as a process of evaluating the achievement of learning objectives.

3) Objectives of the Independent Learning Curriculum

The goals that the government wants to achieve through implementing this curriculum include (Rahmadayanti,2022:2):

- a. Make schools and regional governments have the authority to manage education themselves in accordance with the conditions in their respective regions.
- b. Forming human resources of superior quality and high competitiveness
- c. Preparing the nation to face the global challenges of the era of revolution 4.0
- d. Strengthening character education through the Pancasila Student Profile
- e. Becoming a new curriculum that is in line with the demands of 21st century education
- f. Improving the quality of education in Indonesia as a whole

2. Teaching Module

The Teaching Module is a type of teaching tool in the Independent Curriculum which is designed completely and systematically as a guide and guidance for teachers in carrying out learning activities. This teaching tool is a form of implementing the Learning Objective Flow

(ATP) which was developed from Learning Achievements (CP) and is equipped with learning steps, assessment plans, and the facilities needed to be able to undergo more organized learning (Sari, 2019:2). Considering the important role of this Teaching Module, it must be prepared completely and systematically. Complete means that a teaching module must contain all the components that have been determined, while systematic means that the teaching module must be arranged sequentially starting from the opening, content of the material, and closing so that it makes it easier for students to learn and also makes it easier for teachers to convey the material.

Teaching modules that are incomplete and unsystematic will cause teachers difficulty in improving teaching effectiveness. This impact can also be received by students because the material presented by the teacher is not systematic so that students are confused about understanding the material.

Apart from that, Teaching Modules are also arranged according to the phase or stage of student development, considering what will be learned with learning objectives, and based on long-term development.

1) Teaching Module Components

When compiling a Teaching Module, teachers must pay attention to the components that are the basis for the preparation process. Each component in the Teaching Module is needed for complete learning preparation. Apart from that, the preparation of the Teaching Module components can be adjusted to the needs of teachers and subjects. In general, the teaching module consists of the following components:

a. General information

In the general information section there are components: Teaching Module Title, Selection of educational units and levels, Phase and class selection, Subject selection, General description of the teaching module, Identity of the module author.

b. Learning Achievements and Objectives

The components contained in the learning outcomes and objectives section are: Learning Achievements, Learning Objectives of the entire Teaching Module, Flow of Learning Objectives, Pancasila Student Profile Dimensions

c. Usage Plan Details

The detailed part of the usage plan in the Teaching Module consists of components: Total allocation of Learning Hours (JP) and number of meetings, Determination of learning model (online, offline, mixed), Infrastructure, Competency Requirements

d. Meeting Details

In the meeting details section, there are three important components that must be included in it, namely: Allocation of Learning Hours (JP) per meeting, Details of Learning Activities, which are recommended to consist of: Learning Objectives, Success Indicators, Sparking Questions, List of teaching equipment, List of attachments supporting materials, learning steps, assessment plans, differentiation plans, attachments or supporting materials can consist of: Reference materials / learning media, worksheets / exercises / assessments, reflection instruments.

2) Teaching Module Criteria

Apart from components, teachers also need to pay attention to the criteria that a Teaching Module must have, namely:

a. Essential

Teaching modules are essential, meaning that understanding the concepts of each subject can be drawn from learning experiences and across disciplines.

b. Interesting, Meaningful and Challenging

This means that the Teaching Module can foster students' interest in learning and involve them actively in the learning process. Apart from that, the Teaching Module must also relate to previous knowledge and experience so that it is not too complex, but also not too easy for the student's age stage so that students can achieve Learning Outcomes well.

c. Relevant and Contextual

The next Teaching Module criteria are relevant and contextual. This means that the Teaching Module can be connected to the knowledge and experience that students have previously, and is appropriate to the context of the time and place where students are.

d. Continuous

Continuous means that there is a relationship or linkage to the flow of learning activities that is appropriate to the student's learning phase.

e. Presentation

When writing teaching modules, teachers should use language and visuals that are simple, easy to understand, and presented in an interesting way.

f. Completeness

Completeness means that the Teaching Module contains all the required components, starting from general information, learning outcomes and objectives, detailed usage plans, to meeting details.

3) How to Arrange Teaching Modules

After understanding each component, criteria and principles for preparing Teaching Modules, now Mr/Mrs teachers can prepare Teaching Modules. Following are the steps for preparing it.

- a. Analyzing the conditions and needs of teachers and students based on background, as well as the facilities and infrastructure available at the school, as well as the abilities and creativity possessed by teachers.
- b. Identifying and determining the dimensions of the Pancasila Student Profile. In this step, the teacher can choose several dimensions of the Pancasila Student Profile that are most likely to be developed in learning. For example, for Pancasila material in the PPKn subject, the dimensions of the Pancasila Student Profile chosen are global diversity and critical reasoning.
- c. Determine the Learning Objective Flow (ATP) which will be developed into a Teaching Module.
- d. Arrange Teaching Modules based on available components. In this step, teachers can also add other components that suit learning needs.
- e. After the Teaching Module has been prepared, the teacher can immediately use it in learning activities.
- f. After carrying out learning activities, the teacher can evaluate the effectiveness of the Teaching Module in learning activities as well as determine follow-up actions for further learning, etc.

METHOD

Design

This research uses quantitative descriptive research, namely research that aims to create a description of a situation or event. Quantitative descriptive research is a form of research carried out by creating images or descriptions of a situation objectively using numbers, starting from data collection, data interpretation, and results (Afri et al., 2023; Bordens & Abbott, 2022; Faradilla et al., 2022; Winanda et al., 2020). The main aim of the research was to examine and describe individuals, groups, situations and describe the Readiness of Elementary School Teachers in Developing IKM-Based Teaching Modules in Elementary Schools in Probolinggo Regency. Data collection in this research was carried out using questionnaires and interviews.

A questionnaire is a data collection technique that is carried out by giving respondents a set of questions or written statements to answer. The Primary School Teacher Readiness Questionnaire in Preparing Teaching Modules contains statements contained in the Primary School Teacher Readiness indicator in Preparing IKM-Based Teaching Modules. The questionnaire was used to obtain research data regarding teacher abilities in the aspects of Understanding the Independent Curriculum, Supporting Documents in IKM, Implementation of Learning in IKM, Learning Assessment in IKM, and Availability of Facilities and Infrastructure. Next, in-depth interviews were conducted with teachers who had implemented IKM, had not implemented IKM, and would implement IKM in 2023. Data from the interviews were then collected to find out more about the obstacles/factors causing readiness to implement IKM in schools.

Participant and Instrument

The population in this study were elementary school teachers in Probolinggo district, East Java. The sample in this research was 51 grade I-IV elementary school teachers (Festiawan, 2020:4). The sampling technique in this research was purposive sampling. Purposive sampling is a sampling technique carried out with certain considerations. The purposive sampling technique was carried out with the consideration that there were schools that had implemented the independent curriculum and would implement the independent curriculum in the odd semester of 2023. The data analysis technique was carried out by distributing questionnaires and then analyzing them. Descriptive analysis was used to answer the research question regarding how high the level of teacher readiness is in preparing IKM-based teaching modules. The collected questionnaire results were analyzed using descriptive methods. The data analysis technique in this research uses statistics with descriptive quantitative data presentation. This technique is carried out by tabulating data into a table. Next, it is analyzed and interpreted into sentences as explanations. Criteria for teacher readiness in implementing IKM can be seen in Table 1

Table 1 Criteria for teacher readiness in implementing IKM

No	Skor	Category
1.	4,2-5,0	Very High
2.	3,4-4,2	High
3.	2,6-3,4	Currently
4.	1,8-2,6	Low
5.	1,0-1,8	Very Low

This research is about Analysis of Elementary School Teachers' Readiness in Developing IKM-Based Teaching Modules in Probolinggo Regency Elementary Schools, so that the tasks of each member are described in table 2 Division of Tasks.

RESULTS

1) Analysis of teacher readiness in implementing the Independent Curriculum

a. Exposure data questionnaire

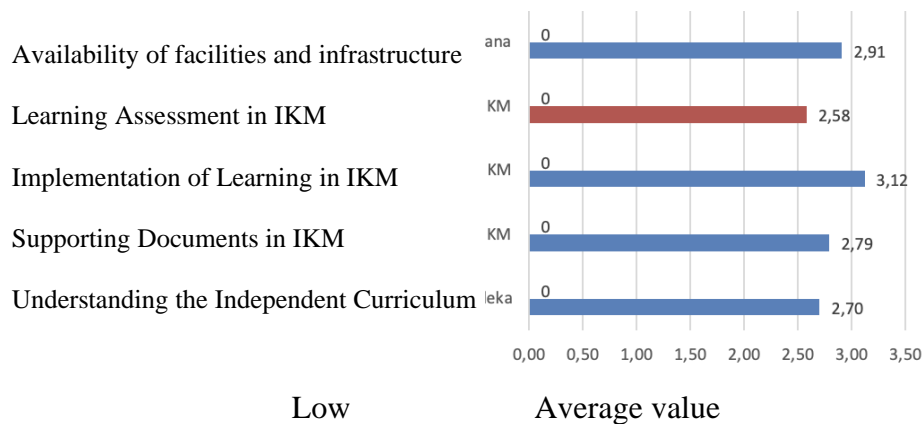
The results of the Elementary School Teacher Readiness Questionnaire in Developing IKM-Based Teaching Modules in Probolinggo Regency Elementary Schools were analyzed based on existing aspects. Based on the average of the answers from respondents totaling 51 teachers, a calculation was then carried out with the total average for each sub-variable and described in Table 2

Table 2 Recapitulation of Teacher Readiness Questionnaire results

No	Statement Indicator	Average Value	Category
Understanding the Independent Curriculum			
1	I have an understanding of when the independent curriculum was first implemented	2,63	Currently
2	I have an understanding regarding the differences between K13 and IKM	2,69	Currently
3	I know the policies related to the independent curriculum	2,82	Currently
4	I understand the reasons for implementing an independent curriculum Supporting Documents in IKM	2,67	Currently
Supporting Documents in IKM			
5	I understand the supporting documents in IKM	2,80	Currently
6	I understand the teaching tools available in IKM	2,80	Currently
7	I understand the teaching modules in IKM	2,67	Currently
Implementation of Learning in IKM			
8	I am able to identify students' potential in learning	3,14	Currently
9	I am able to identify learning through the Pancasila student profile	3,00	Currently
10	I am able to understand project-based learning in IKM	3,22	Currently
Learning Assessment in IKM			
11	I understand the principles of assessment in SMEs	2,57	Low
12	I have the ability to apply process and outcome assessments in SME learning	2,59	Low
Availability of Facilities and Infrastructure			
13	I have the ability to use a computer/laptop to access learning resources	2,73	Currently
14	I have the ability to use a device to access learning resources	3,00	Currently

No	Statement Indicator	Average Value	Category
15	I have easy access to the internet network	3,00	Currently

Based on table 2, it is known that of the 5 aspects of statement indicators, there is 1 aspect that has a low category, namely the aspect of readiness for learning assessment in IKM, while the other 4 aspects have a medium category. To clarify the average value for each indicator aspect, the total average value for each indicator will then be calculated. The total average value for each indicator is presented in Graph 1.



Graph 1 Results of the teacher readiness questionnaire in implementing IKM in elementary schools

Based on graph 5.1, it is known that the average score for the understanding aspect of the independent curriculum was 2.70 in the medium category. The Supporting Documents aspect in IKM obtained a value of 2.79 in the medium category. Aspects of Learning Implementation in IKM obtained a score of 3.12 in the medium category. The Learning Assessment aspect in IKM obtained a score of 2.58 in the low category. The Availability of Facilities and Infrastructure aspect obtained a value of 2.91 in the medium category. Furthermore, based on the average of each indicator, the total average value obtained for all aspects of the indicator is 14.10.

Next, to calculate the interpretation value of teacher readiness in implementing the independent curriculum, the following formula is used:

$$\begin{aligned} \text{Grand total average} &= \frac{\text{total calculated average}}{\text{total Indicator}} \\ &= \frac{14,10}{5} \\ &= 2,82 \end{aligned}$$

Based on the overall calculation results of the number of indicators used, an average total value of 2.82 was obtained. It can be concluded that this figure is categorized as moderate because it is between the interval 2.6-3.4. However, there is still a need for efforts to increase teacher readiness in implementing IKM through various types of training, workshops, seminars and other supporting activities to support the IKM program in schools.

The Learning Assessment Indicator in IKM is an indicator that has a low value. This indicator is an indicator of teacher readiness in understanding the principles of assessment in IKM and the ability to apply assessment processes and results in IKM learning. Based on these results, respondents have abilities that need to be improved to become better at improving readiness for assessment processes and learning outcomes.

b. Inhibiting factors that influence teacher readiness in implementing IKM

Based on the results of interviews with teachers, there are various complex and varied inhibiting factors related to readiness to implement IKM. The following is a description of the internal and external factors that influence teacher readiness in implementing IKM

1. Internal Factors

- a. Lack of human resources
- b. Lack of technological literacy because many of the teachers are senior
- c. Minimal internal information
- d. Lack of teacher awareness of new information, because they think it has not yet been approved/not yet valid by the school principal/local department
- e. Lack of support and collaboration between teachers, both within schools and between schools

2. External Factors

- a. There are no trainers/facilitators who provide open/face-to-face training to each local cluster/department
- b. Most schools are waiting for information from the department regarding the start of implementation of IKM
- c. Even though there are already learning resources related to IKM through videos (YouTube), social media and various other platforms, not many schools have instructed teachers to study them.

c. Teacher problems in preparing to implement IKM

Based on the results of interviews with teachers, there are various complex and varied problems related to readiness to implement IKM. The following is a description of the problems that hinder teachers in being ready to implement IKM

1. Many teachers may not have received adequate training to try the Merdeka Curriculum either partially or as a pilot project even in one class.
2. There is still a lot of confusion or lack of clarity regarding the concepts and guidelines contained in the Independent Curriculum, especially the assessment implementation guidelines.
3. The high workload, including administrative tasks and responsibilities outside of teaching, makes it difficult for teachers to fully focus on implementing IKM
4. The need for good infrastructure, including adequate classes or lack of access to technology can hinder the implementation of SMEs that require certain facilities.

DISCUSSION

The results of the Elementary School Teacher Readiness Questionnaire in Developing IKM-Based Learning Modules in Probolinggo Regency Elementary Schools were analyzed based on existing aspects. Based on the average answers of respondents totaling 51 teachers, a calculation was then carried out with the total average for each sub-variable.

Based on the results of interviews with teachers, there are various complex and varied inhibiting factors related to readiness to implement IKM. The following is a description of the internal and external factors that influence teacher readiness in implementing IKM, in this case one Internal Factors, one External Factors.

Many teachers may not have received adequate training to try out the Merdeka Curriculum. Partly or as a pilot project even in one class. Previous research found that teachers' responses were more average than researchers. So previous research provides new findings that by encouraging or holding training related to IKM, teachers will provide more knowledge regarding the creation of teaching modules.

CONCLUSION

Based on the research results, it was concluded that the readiness of elementary school teachers in implementing IKM in Probolinggo Regency was included in the medium category. The aspect of readiness in understanding the assessment is one of the assessments that is relatively low. This is because most teachers are still in the learning stage or understanding assessment techniques in the previous curriculum, namely the 2013 curriculum. Teachers tend to experience confusion when there is new information/things related to the learning system, especially curriculum changes. The limitation of this research is that it only examines the independent curriculum and Probolinggo Elementary School. Further research can provide knowledge regarding the implementation of the Independent Curriculum for Teachers, Students and other Observers.

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