



Assistance in the Adoption of the Kurikulum Merdeka at Elementary School 1 Padokan Yogyakarta

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Abstract: This community service activity program aims to increase partner schools' capacity to welcome the implementation of the independent curriculum at Padokan 1 Public Elementary School. The methods for implementing community service activities were workshops and assistance in product preparation. The products developed were Formulation of Learning Objectives Flow (ATP) and Learning Objectives (TP), learning modules, and assessment sheets. The target of the activity was sixteen teachers at Padokan 1 Elementary School. The analysis started with the program's preparation, implementation, and evaluation. The results of this activity program were the Learning Objectives (ATP) and Learning Objectives (TP) Flowcharts, learning modules, and assessment sheets. The results showed that this program was feasible and follows the needs of the target schools. Teachers at partner schools at least had an idea of what to do in welcoming the implementation of the independent curriculum at partner schools. The set was well structured as a product of the training. Thus, the partner schools at least have the confidence to welcome the implementation of the independent curriculum.

Article History:

Received: 26-01-2023
Reviewed: 31-03-2023
Accepted: 14-04-2023
Published: 19-05-2023

Key Words:

Independent Curriculum;
Adoption; Workshop;
Assistance.

How to Cite: Supartinah, S., Prananto, I., Kawuryan, S., Hastomo, A., & Senen, A. (2023). Assistance in the Adoption of the Kurikulum Merdeka at Elementary School 1 Padokan Yogyakarta. *Jurnal Pengabdian UNDIKMA*, 4(2), 299-308. doi:<https://doi.org/10.33394/jpu.v4i2.7071>



<https://doi.org/10.33394/jpu.v4i2.7071>

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Introduction

Several studies state that a more detailed curriculum can encourage better learning outcomes, especially when learning experiences limitations, such as during the COVID-19 pandemic. *Curriculum simplification* is a curriculum change focusing on learning essential literacy and numeracy competencies. The results of the study during the pandemic showed that students who used the Special Conditions Curriculum (emergency curriculum) had better literacy and numeracy achievements than students in schools that still fully implemented the 2013 Curriculum, where the difference in achievement between the two groups was equivalent to 4 months of study. The impact of using this emergency curriculum has been shown to reduce the risk of learning loss for students, especially those from vulnerable groups (families in disadvantaged areas, parents with low education, and limited textbooks) (Afkar & Yarrow, 2021; Butcher et al., 2021; Yarrow et al., 2020; Zamjani et al., 2020).

The 2013 curriculum has been implemented as the national curriculum since the 2013/2014 school year. As a national curriculum, the 2013 Curriculum fulfills both dimensions of the curriculum: the first is planning and setting regarding objectives, content, and learning materials, and the second is the method used for learning activities. The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, effective, and able to contribute to



the life of society, nation, state, and world civilization. Fulfilling the workload and structuring linearity of educator-certified teachers in implementing learning in the 2013 Curriculum refers to statutory provisions (Nuryana & Sahrir, 2020; Sumbung & Sihotang, 2022).

In the context of recovering learning losses that occur in particular conditions, PAUD Education Units, Basic Education, and Secondary Education can develop curricula with the principle of diversification following the requirements of Education Units, regional potential, and Students who refer to the 2013 Curriculum with Competence Simplified Core and Basic Competencies (emergency curriculum) (Chamidi et al., 2022; Hanafiah et al., 2022; Nugroho & Narawaty, 2022). It aims to provide flexibility for the Education Unit to determine the curriculum that suits the learning needs of students. Implementation of the curriculum must pay attention to the age and developmental stages of students in PAUD, competency achievements in the curriculum, food intake, and the benefits of learning for primary and secondary education, including special education and equality education programs. In addition, under special conditions, the Education Unit is not required to complete all curriculum achievements for grade promotion or graduation. In carrying out learning, the Education Unit can still use teaching tools like textbooks in the 2013 Curriculum by selecting material from the competencies used in the simplified 2013 Curriculum.

At the elementary school level, the government provides literacy and numeracy learning modules that students can use, and parents and teachers at the elementary level to facilitate student learning during the COVID-19 pandemic or other special conditions. This module is also expected to inspire teachers to develop other teaching tools to encourage students to learn in particular requirements. This module was designed concerning essential competencies in curriculum simplification, but learning activities are optimized to achieve literacy and numeracy competencies in all subjects. Fulfilling the workload and structuring linearity of educator-certified teachers in implementing learning in the emergency curriculum refers to statutory provisions (Damarullah et al., 2022; Purnawanto, 2022; Wiguna & Tristaningrat, 2022).

As part of the learning recovery effort, the Merdeka Curriculum (previously referred to as the prototype curriculum) was developed as a more flexible curriculum framework while also focusing on essential material and developing the character and competence of students. The main characteristics of this curriculum that support learning recovery are: (1) Project-based learning for the development of soft skills and character according to the Pancasila student profile; (2) Focus on essential material so that there is sufficient time for in-depth learning of essential competencies such as literacy and numeracy; (3) Flexibility for teachers to carry out differentiated learning according to student's abilities and adjust the context and local content.

The project to strengthen the Pancasila student profile provides opportunities to explore knowledge, develop skills, and enhance the development of the six dimensions of Pancasila student profiles. Through this project, students can study in-depth essential themes or issues such as sustainable lifestyles, tolerance, mental health, culture, entrepreneurship, technology, and democratic life. This project trains students to take real action in response to these issues according to their development and learning stages. This strengthening project is also expected to inspire students to contribute and impact the community and the surrounding environment (Hamzah et al., 2022; Rachmawati et al., 2022).

Academic units members of the driving school program implemented an independent curriculum in 2021. However, starting in 2022, academic units not included in the driving



schools can also implement a separate curriculum. Schools can use the independent curriculum voluntarily without selection. The Ministry of Education and Culture will establish a policy regarding the curriculum, becoming the national curriculum for learning recovery in 2024.

One of the characteristics of the independent curriculum is the application of project-based learning to support character development according to the Pancasila student profile. Schools are given the freedom and independence to organize learning projects that are relevant and close to the school environment. Project-based learning is essential for developing student character because it provides opportunities for students to learn through experience (experiential learning). Students experience activities of cooperation, tolerance, mutual care, and other character development and are expected to be able to integrate essential competencies from various disciplines (Hamzah et al., 2022; Rachmawati et al., 2022).

The flexibility in implementing the independent curriculum can be put to good use by teachers so that it is expected to realize learning that focuses on the needs of each region and pays attention to local wisdom. This achievement can support the development of Pancasila student profiles according to the vision and mission of an advanced Indonesia that is sovereign, independent, and has personality. The Pancasila Student Profile comprises six indicators: faith and piety to God Almighty and noble character, global diversity, cooperation, independence, critical reasoning, and creativity. One of the efforts to produce Pancasila Student Profiles in education units is implementing project-based learning.

The most important person in the curriculum implementation process is the teacher. With their knowledge, experience, and competence, teachers are the center of every curriculum development effort. Better teachers support better learning because they are the most knowledgeable about teaching practice and are responsible for introducing the curriculum in the classroom. If other parties have developed the curriculum, the teacher must try to know and understand it. So, teachers must be involved in curriculum development. For example, teachers' opinions and ideas should be incorporated into curriculum development.

On the other hand, the curriculum development team must consider the teacher as part of the environment that influences the curriculum (Carl, 2009). Therefore, teacher involvement is vital for successful and meaningful curriculum development. The teacher as executor is part of the last stage of the curriculum development process.

Teacher involvement in the curriculum development process is vital to meet community needs. The curriculum development process requires teachers to act and reflect on the needs of society at every stage of the development process. However, sometimes the approach teachers are asked to follow is more complex. On the other hand, in every curriculum implementation process, not all teachers can be involved in it. Teacher professional development is an essential factor contributing to the successful development and implementation of the curriculum (Handler, 2010).

Teachers who are involved in curriculum organizations have many roles and responsibilities. Teachers enjoy teaching and watching students develop interests and skills. The teacher needs to create lesson plans and syllabi within a given curriculum framework because it is his responsibility to implement the curriculum to meet the needs of students. The degree of involvement of teachers as central to curriculum development leads to the achievement of effective education reforms. Therefore, the teacher is an essential factor in the success of curriculum development, including implication and evaluation steps. Teachers can collaborate effectively with curriculum development teams and specialists to organize and



structure textbooks. Teacher involvement in the curriculum development process is essential to align curriculum content with the needs of students in the classroom (Carl, 2009; Fullan, 2005; Handler, 2010).

In line with the education policy above, SD Negeri 1 Padokan in 2022 plans to implement the Merdeka Curriculum. It is an appointment from the local education office because SD Negeri 1 Padokan is a driving school. However, because this is new knowledge, SD Negeri 1, Padokan feels it is still being prepared to implement it. This unpreparedness is shown by the documentation of the equipment that is yet to be available, and teachers still need to have a comprehensive understanding of the new curriculum. Therefore, the service team needed to facilitate Padokan 1 Public Elementary School as an academic partner school. It is to explore school readiness as a basis for determining the choice of implementation of the Independent Curriculum and to provide regular feedback during the three-month training. It is all to map the needs of schools to support performance in implementing the Independent Curriculum from the central and local governments.

Method

This community service activity used guided workshops and intensive assistance methods. The targets in this community service activity were Padokan 1 Public Elementary School teachers whose address is Jl. Bibis Raya, Padokan Lor, Tirtonirmolo, Kasihan District, Bantul Regency, Yogyakarta Special Region, 55181. Sixteen program participants are expected to pass on the results of the activities to other schools. This service activity program lasts six months, starting in March and ending in August 2022. Activities are divided into two outlines, the first is the delivery of material, and the second is product preparation assistance. In the first part, the material presented is the Formulation of the Flow of Learning Objectives (ATP) and Learning Objectives (TP); the second is the Combination of Media to Accommodate Differentiated Learning, the three Teaching Modules, and finally, the Activity Sheet and Assessment Rubric. The activities are divided into four subs in the second part, namely mentoring. First, practical assistance in formulating ATP and TP in early and advanced classes. Second, practice designing learning media that accommodates differentiated learning in early and advanced courses. Third, practice creating and modifying teaching modules in early and advanced courses. Finally, practice developing activity sheets. And assessment rubrics in early and advanced grades.

The evaluation instrument is in the form of a scale adapted from university quality assurance. The tool contains questions about the program's suitability to the partners' needs and usefulness. The instrument was arranged using the Google form, with a Linkert scale with a score of one to four. The score's meaning is 1 = Poor; 2 = Enough; 3 = Good; and 4 = Very Good.

Result and Discussion

Initial coordination of PPM activities was carried out with joint discussions between the head of the service team and the Principal of SD Padokan. Actions and evaluations were implemented using the WhatsApp platform, google drive, and Zoom, and attending the location for six meetings (Illias et al. 1, 2020). Community service activities will be carried out from March to August 2022 through workshops and assistance in preparation for adopting the independent curriculum (Rovani & Jordan, 2020). The structure of the workshop and mentoring program that has been carried out in detail is described in Table 1 below.



Table 1. Program Form

Activity	Description	Form
Material 1	Formulation of Learning Objectives Flow (ATP) and Learning Objectives (TP)	Workshops
Material 2	Combination of Media to Accommodate Differentiated Learning	Workshops
Material 3	Teaching Module	Workshops
Material 4	Activity Sheet and Grading Rubric	Workshops
Assistance 1	The practice of formulating the Flow of Learning Objectives (ATP) and Learning Objectives (TP)	Practice & Assistance
Assistance 2	Practice of designing Media that Accommodates Differentiated Learning in Elementary Schools	Practice & Assistance
Assistance 3	Practice Developing Teaching Modules	Practice & Assistance
Assistance 4	Practice compiling Activity Sheets and Assessment Rubrics	Practice & Assistance
Product finalization	Revised collection of products as per suggestions	FGD

Community service activities were carried out using discussion and project methods. The lecturer conveyed the material according to the table above, followed by the group work of the service participants. Participants looked enthusiastic following the course of lectures and discussions. Participants actively provided feedback and questions related to the material presented. In Figure 1, Figure 2, and Figure 3, the following is an excerpt of the material presented by the service.



Figure 1. TP and ATP Formulation Material Section & Teaching Module Material Section

Assesmen SEBELUM Proses Pembelajaran (Assessment AS Learning)	Assesmen UNTUK Proses Pembelajaran (Assessment FOR Learning)	Assesmen BAWA AKHIR Proses Pembelajaran (Assessment OF Learning)
<ul style="list-style-type: none"> Assesmen untuk refleksi proses pembelajaran Berfungsi sebagai asesmen formatif 	<ul style="list-style-type: none"> Assesmen untuk perbaikan proses pembelajaran Berfungsi sebagai asesmen formatif 	<ul style="list-style-type: none"> Assesmen untuk evaluasi pada akhir proses pembelajaran Berfungsi sebagai asesmen sumatif
<p>Perbedaan assessment as dan for learning adalah assessment as learning lebih menekankan proses dan lebih bersifat formatif dalam kegiatan asesmen tersebut. Peserta didik diberi pengajaran untuk belajar menjadi pribadi yang mandiri dan jumbuhnya. Penilaian diri (self assessment) dan penilaian antar teman merupakan contoh assessment as learning.</p> <p>Tidak assessment as learning peserta didik sebaiknya diberikan dalam suatu proses pembelajaran, sehingga mampu melakukan asesmen sehingga mereka mengetahui tingkat penguasaan yang dilakukan agar memperoleh hasil belajar yang maksimal.</p>		

Figure 2. Material Section of the Activity Sheet and Assessment Rubric



During mentoring and independent work, participants are given several weeks to work on the tasks given related to the material that the servant has delivered. The task was done independently with servant assistance and then collected on Google Drive. The servant motivated all participants to complete tasks by providing easy steps like worksheets. Figure 4, 5, and 6 below shows participant worksheets examples.

Figure 3. ATP and TP worksheets - Teaching Module Worksheet

Figure 4. Assessment Worksheet

Each group of participants presented a draft of the discussion results regarding TP, ATP, teaching modules, and assessment instruments. Previously, the product draft had been collected on the Google Drive link provided by the servant according to the allotted time. Based on each group's explanation, most product drafts were found to be incompatible, so minor revisions had to be fixed. Figure 7, Figure 8, and Figure 9 below are some examples of products that have met the service target after the revision process.



MODUL AJAR BAHASA INDONESIA

Elemen: teks Nominatif Alur Pembelajaran : Fase A
 Jenjang : SD * Remy Aji ?
 Kelas : 1 * Alokas Waktu : 2 x 70
 Profil Pelajar Pancasila * Merit
 * Berjalur Kritis
 * Mandiri

Capaian Pembelajaran

Meresam
 Peserta didik memahami isi Komuni dalam teks naratif dan deskriptif

Membaca dan mengomentari
 Peserta didik dapat merangkai suku kata (kombinasi KV dan KVK) menjadi kata yang sering digunakan.

Menulis
 Peserta didik dapat menuliskan namanya sendiri

Tujuan Pembelajaran

1. Peserta didik dapat menyimpulkan informasi berdasarkan teks yang dibacakan.
2. Peserta didik dapat membaca suku kata berawalan huruf 'b' dengan bunyi yang gaib.
3. Peserta didik mampu mengenali bentuk kata muba diri yang diucapkan.

Pembelajaran Berwaktu
 Siswa menghabiskan waktu sesuai kesepakatan atas perintah dari orang tua.

Pelaksanaan Pemantik
 Peserta didik ditunjukkan gambar cerita dan mengartikannya. Setelah itu, peserta didik diminta "Apakah ada kata muba diri yang berawalan dengan huruf 'b'?"

ALUR TUJUAN PEMBELAJARAN

Fase: Alokasi II
 Alokasi: 100 menit

No	Tujuan Pembelajaran	Kemampuan	Waktu	Indikator
1	Membaca	Peserta didik mampu menguraikan isi Komuni dalam teks naratif dan deskriptif	10	1.1
2	Membaca dan mengomentari	Peserta didik dapat merangkai suku kata (kombinasi KV dan KVK) menjadi kata yang sering digunakan.	10	1.2
3	Menulis	Peserta didik dapat menuliskan namanya sendiri	10	1.1
4	Tujuan Pembelajaran	Peserta didik dapat menyimpulkan informasi berdasarkan teks yang dibacakan.	10	1.1
5	Peserta didik dapat membaca suku kata berawalan huruf 'b' dengan bunyi yang gaib.		10	1.1
6	Peserta didik mampu mengenali bentuk kata muba diri yang diucapkan.		10	1.1

Figure 5. Examples of TP and ATP Products - Example of Teaching Module Products

C. INSTRUMEN PENILAIAN :

1. Asesmtn Diagnostik

a. Penilaian Diri

Berilah tanda centang (✓) pernyataan di bawah ini pada kolom Ya/Tidak dengan jujur sesuai keadaan kalian hari ini!

NO	PERNYATAAN	PILIHAN JAWABAN	
		Ya	Tidak
1	Apakah kalian sudah siap untuk mengikuti pembelajaran pada hari ini?		
2	Apakah hari ini kalian dalam keadaan sehat dan bahagia?		
3	Apakah kalian semangat untuk mengikuti pembelajaran pada hari ini?		
4	Apakah kalian merasa senang ketika belajar matematika?		
5	Apakah kalian punya kendala dalam mempelajari matematika?		
6	Sebelum memulai pembelajaran hari ini, apakah kalian sudah mempelajari materi ini di rumah?		

Figure 6. Example of an Assessment Instrument Product

In addition to implementing the program through workshops and mentoring, program evaluation is also carried out. Activity evaluation was conducted by conducting a satisfaction survey instrument provided by UNY with several modifications according to the characteristics of the Elementary School Teacher Education (PGSD) study program. The following shows the results of each survey question item.

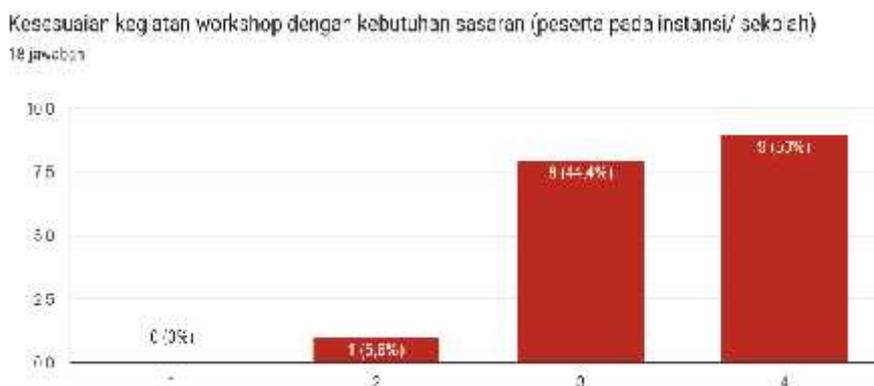


Figure 7. Compatibility of Activities with Target Needs

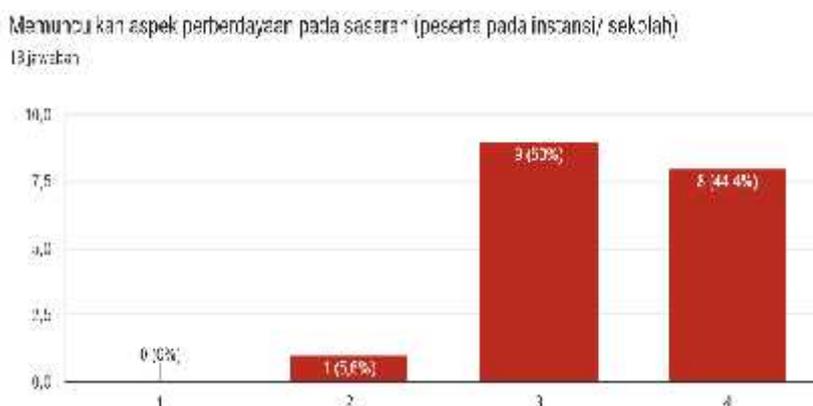


Figure 8. Bringing up the Empowerment Aspect of the Target

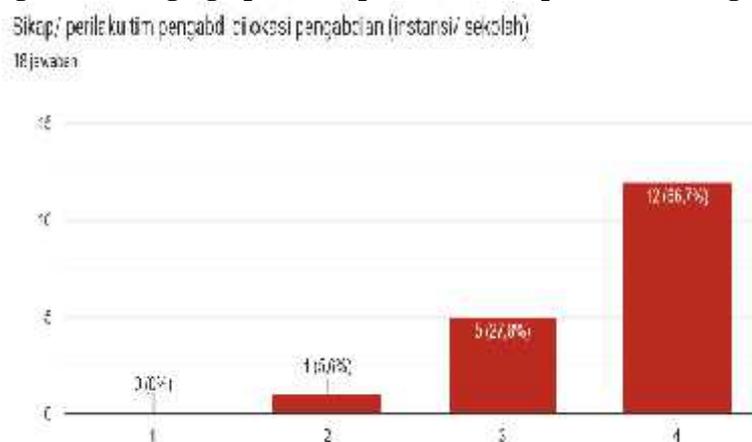


Figure 9. Service Team Attitude and Communication

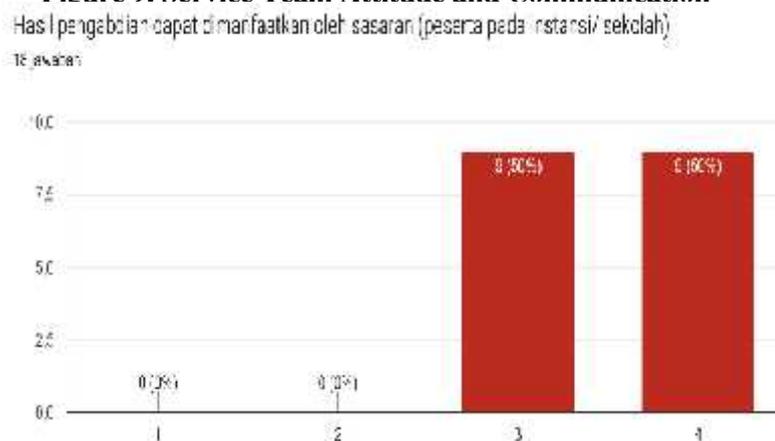


Figure 10. Activities to Encourage Devotion and can be Used

Based on the results of the program evaluation above, all statement items, starting from the suitability of workshop activities with target needs (participants in agencies/schools), service team collaboration with agencies/schools, bring out aspects of empowerment in the target, increase the motivation of participants/targets to develop, attitude/behavior of the service team at the service location, communication between the service team and the person in charge of the service location, compatibility of implementation time with activities at the institution/school, suitability of the service team's expertise with service activities (workshops



and mentoring), ability to encourage independence/self-help targets (participants in institutions/schools), the results of the service can be utilized by the target (participants in institutions/schools) to get good and excellent responses with the percentage of the distribution of answers as shown in Figure 11-15 (Morrison et al. 1., 2019). Some of the suggestions and hopes were given by the participants, namely giving more examples, and adding service materials to make it easier for participants to implement the Independent Curriculum. In addition, the evaluation was also carried out based on the final product produced by the participants in the form of TP and ATP formulations, teaching modules, and evaluation instruments for the five main study areas in elementary schools and representing phase A _classes 1-2), phase B (classes 3-4), and phase C (grade 5-6).

Conclusion

Service program activities in the form of workshops and mentoring have gone well and are according to plan. Activities can run smoothly and successfully with the support of various parties as well as adequate facilities and infrastructure. Solid cooperation between service team members, positive association, and collaboration with partner schools SD Negeri 1 Padokan, and the enthusiasm of all participants, both during the initial coordination and implementation of activities, as well as the final evaluation and product collection, went according to plan. The assisted schools can utilize the program's output in welcoming the performance of the independent curriculum, and the program's benefits are felt based on an evaluation survey. Thus, SD Negeri 1 Padokan is more confident as a pilot school implementing the independent curriculum. This self-confidence is supported by structured learning documents/tools.

Recommendation

Program activities with this model (training and project-based) must be adopted to develop other service programs. It can help build teacher competence in partner schools regarding literacy and numeracy in an independent curriculum. In addition, from the practicality aspect, the participants felt it needed to be done more intensively. Principals need to expand their networks and support training programs like this to develop the quality of their teachers. Meanwhile, teachers are expected to take seriously any existing training to improve quality and professionalism.

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