



The Role of The LCGC (Low Cost Great Curriculum) Model on Teacher Performance in The Implementation of The Independent Curriculum

Azmy Ali Muchtar*, Marhamah, Popi Puadah

Doctoral Program in Islamic Religious Education, Faculty of Islamic Studies,
Universitas Islam Jakarta, Indonesia.

*Corresponding Author. Email: azmyali93@gmail.com

Abstract: This study aims to analyze the role of the LCGC (low cost great curriculum) model on teacher performance in implementing the Merdeka curriculum in Madrasah. This study used a quantitative approach with an associative correlational design. The study population consisted of all Madrasah teachers in DKI Jakarta, with a sample of 40 participants taken using a purposive sampling technique from two madrasah, namely Madrasah Nur-Attaqwa and Madrasah Ar-Rahmah. The measuring instrument used was the LCGC Model scale adapted from the Charles O. Jones policy implementation model and the Ornstein and Hunkins Curriculum Implementation model: (Modernism and Postmodernism). The data obtained were analyzed using a simple regression test. The results of this study indicate a significant positive relationship between the implementation of the LCGC Model and teacher performance in implementing the Merdeka Curriculum, with a Pearson correlation value of 0.947. This study also identified the challenges faced by teachers, such as understanding and skills in innovative learning methods, as well as the importance of support from parents and the community.

Article History

Received: 25-10-2024

Revised: 30-11-2024

Accepted: 18-12-2024

Published: 21-01-2025

Key Words:

Independent Curriculum;
LCGC Model; Teacher
Performance.

How to Cite: Muchtar, A., Marhamah, M., & Puadah, P. (2025). The Role of The LCGC (Low Cost Great Curriculum) Model on Teacher Performance in The Implementation of The Independent Curriculum. *Jurnal Paedagogy*, 12(1), 143-153. doi:<https://doi.org/10.33394/jp.v12i1.13651>

 <https://doi.org/10.33394/jp.v12i1.13651>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Education is the main foundation for developing quality and competitive human resources. Evaluation in education is continuously carried out because evaluation has a positive impact on the progress of education (Winarno, 2014). In Indonesia, the education system continues to adapt to changing times and global demands (Iramdan, 2019). One significant step in education reform is the introduction of the Independent Curriculum, which was launched to provide freedom and flexibility in the learning process (Uswatiyah, 2021). This curriculum aims to create graduates who not only have strong academic knowledge, but also critical, creative thinking skills, and good character (Saku, 2021). The Independent Learning Curriculum is an educational process that creates happy learning atmospheres. Independent learning requires teachers, students, and parents to build a happy atmosphere in their environment (Houtman, 2020).

Independent learning means freedom to learn, which is to provide opportunities for students to learn as freely as possible to learn calmly, relaxed, and happily without stress from pressure by paying attention to their natural talents, without forcing students to learn or master a field of science outside their hobbies and abilities, so that each has a portfolio that matches their passion (Kusumah, 2021). The independent curriculum is also known as learning with a new paradigm oriented towards strengthening competencies and characters according to the profile of students with character. Learning with a new paradigm is carried out in four ways. First, is the use of an independent learning curriculum that is adjusted to the



objectives of developing and strengthening competencies and characters according to the profile of students with character. Second, is the application of learning following the stages of student learning achievement. Third is using various teaching tools including textbooks and Teaching Modules according to the characteristics of educational units and students. The fourth is learning through projects to strengthen the achievement of the profile of students with character (Agus, 2019). The Merdeka Curriculum was first implemented in several pioneering schools and then adapted by Madrasahs, the characteristics of which are Islamic schools that uphold the values of Islamic education, which are values that will be able to bring humans happiness in this world and the hereafter (Mulyasa, 2021).

However, implementation of the Independent Curriculum in the field is not without challenges. In the current 2024/2025 school year, there are only 28,640 madrasahs (under the auspices of the Ministry of Religion) or equivalent to 37.1% of madrasahs at the RA, MI, MTs, and MA/MAK levels that are implementing the Independent Curriculum (Pendis Kemenag, 2024). As for schools (under the auspices of the Ministry of Primary and Secondary Education), in the 2024/2025 school year, there were 218,992 or 70% of schools implementing the Independent Curriculum (Kemdikbud, 2023). The still low number of madrasahs implementing the independent curriculum raises the question of whether there is something wrong with the independent curriculum implementation model so that madrasahs do not fully understand and are ready to implement the Independent Curriculum. Another challenge is that many students, especially at the madrasah level, have difficulty adapting to a more independent and collaborative learning approach (Sihotang, 2022). Data shows that most students feel confused about their role in more active learning, and face obstacles in developing critical and creative thinking skills (Hartoyo, 2022). In addition, teachers as facilitators in the learning process also face various obstacles, including a lack of training and understanding of this new approach (Ihsan, 2022).

The LCGC model emphasizes the importance of continuous training for teachers to improve their skills and knowledge. This training includes not only teaching methods but also competency development in facilitating active and creative learning. With the right training, teachers can improve their teaching performance. The LCGC model encourages teachers to shift from a traditional one-way teaching approach to a more interactive and collaborative approach. The LCGC (Low Cost Great Curriculum) model in the Implementation of the Independent Curriculum is an implementation model that focuses on improving human resources so that their quality and quantity are sufficient. Teachers are expected to act as facilitators who support students in the learning process, not just as conveyors of information. This can improve teacher performance in creating a more dynamic and participatory learning environment. In addition to academic skills, LCGC also focuses on developing teacher soft skills, such as communication, leadership, and collaboration. This is important to create a positive learning environment and support student development holistically. Good teacher performance is measured by academic ability and by their interpersonal skills. According to Suharto (2015), performance is an achievement achieved by someone in carrying out the tasks and work given to him. This model encourages teachers to collaborate with their peers and build professional networks. Through collaboration, teachers can share experiences, best practices, and resources, which can improve the quality of their teaching and performance. In the LCGC Model, teachers are encouraged to conduct regular self-evaluations and receive feedback from students and colleagues. This process helps teachers to continuously learn and adapt, and improve the quality of their teaching, which has a positive impact on performance.



Overall, LCGC contributes to improving teacher performance through training, paradigm shift, soft skills development, collaboration, and continuous evaluation, all of which aim to create a better learning experience for students. This condition indicates the need for in-depth research to understand the dynamics of the implementation of the Merdeka Curriculum in madrasahs, as well as to identify the challenges faced by teachers and students. This study aims to analyze the role of the LCGC (low-cost great curriculum) model on teacher performance in implementing the Merdeka curriculum in Madrasahs. Research related to this has never been conducted in Indonesia before. This study is important to explore how the LCGC Model can improve the quality of education efficiently and cost-effectively. In situations where education budgets are often limited, this model offers a relevant solution to improve learning effectiveness without burdening the budget. This study can help in understanding how LCGC can be adapted to the local context and specific needs of students. This study is expected to be used as a basis for designing training and professional development programs for teachers, as well as to increase support for madrasahs in implementing the Merdeka curriculum.

Research Method

This study used a quantitative approach with a correlational associative design. According to Sugiyono (2019), quantitative research is research that uses data in the form of numbers and is analyzed statistically. Researchers used data in the form of numbers and analyzed them through statistical calculations. This approach was chosen because it allows the collection of data that can be measured and analyzed statistically, thus providing a more objective picture of teacher performance in the context of the new curriculum. The research method used was a survey, where data was collected through questionnaires distributed to teachers in 2 sample madrasahs in the study that implemented the Merdeka Curriculum. This questionnaire was designed to measure various aspects, including the totality of the LCGC (Low Cost Great Curriculum) scale work, teacher performance and teacher understanding of the Merdeka curriculum.

The population in this study were all Madrasah teachers in DKI Jakarta who implemented the Merdeka Curriculum. The sample was taken using a purposive sampling technique by considering diversity in terms of location, distance and time. The number of samples taken was 40 teachers from 2 Madrasahs, namely Madrasah Nur-Attaqwa and Madrasah Arrahmah. Data Collection Techniques, namely Questionnaires: Questionnaires, Interviews and observations. The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was used to describe the characteristics of respondents and the results of the questionnaire, while inferential analysis was used to test hypotheses related to the relationship between the variables studied (Ansori, 2020). Statistical software such as SPSS or R would be used to facilitate the analysis process. To ensure the validity and reliability of the research instrument, a questionnaire trial was conducted on a small group before being distributed widely. The validity test was carried out using factor analysis, while reliability was measured using the Cronbach's Alpha coefficient.

Results and Discussion

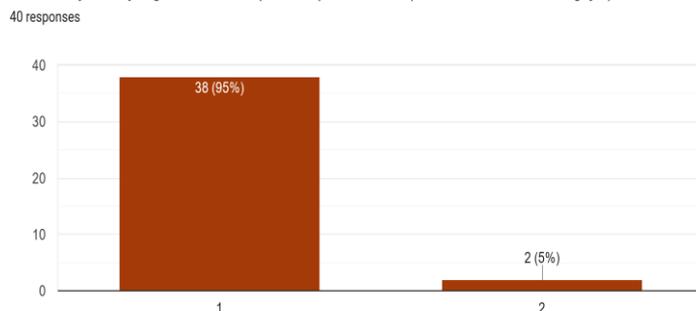
Teacher Performance in Implementing the Independent Curriculum

Based on the data collected, it was found that teacher performance in implementing the Independent Curriculum varies. Most teachers showed a good understanding of the principles of the Independent Curriculum, but there were obstacles faced, such as lack of



adequate training and resources. The survey results showed that 95% of teachers felt the need for further training to improve their understanding and skills in implementing this curriculum.

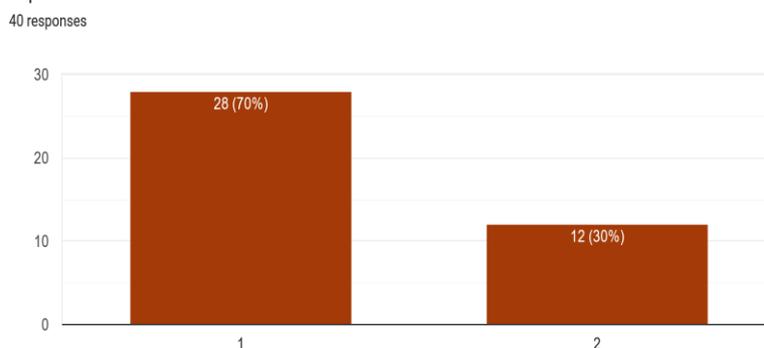
Saya merasa perlu untuk mendapatkan BIMTEK yang lebih efektif dibandingkan BIMTEK sebelumnya dan yang berasal dari aplikasi Aplikasi PMM (Platform Merdeka Mengajar)



Technical Guidance Received by Teachers

From the interviews and questionnaires, it was revealed that the Technical Guidance (Bimtek) program received by teachers focused on introducing the concept of the Merdeka Curriculum and innovative learning methods. However, many teachers felt that the Bimtek was not in-depth enough to prepare them for challenges in the classroom. As many as 70% of teachers reported that the Bimtek they received so far was less effective in providing understanding related to the implementation of the Merdeka curriculum in Madrasahs.

BIMTEK yang saya terima selama ini kurang efektif dalam memberikan pemahaman terkait implementasi kurikulum merdeka di Madrasah



Strengthening the Implementation of the Independent Curriculum through the LCGC Model

Research showed that the implementation of the LCGC (Low Cost Great Curriculum) model had a positive impact on teacher performance. This model helps teachers design teaching materials that are more appropriate to student needs and local contexts. The results of the analysis show that 80% of teachers who implement the LCGC model feel more confident in teaching and are able to adapt teaching materials better.

Respondent Overview

The number of subjects in the study was 40. The subjects in this study were individuals who lived in Jakarta and were aged 18-50 years. The following is a description of the demographic data of the research subjects:



Table 1. Demographics of Teacher Human Resources in General

Demographics	Amount	Percentage
Age		
13-20 years	4	10%
21-30 years	17	42,5%
31-40 years	11	27,5%
41-50 years	8	15%
51 years and above	2	5%
Gender		
Male	36	90%
Female	4	10%
Residence		
Central Jakarta	2	5%
East Jakarta	22	55%
North Jakarta	16	40%

In this study, researchers took 40 participant samples, with characteristics of young adult men and women to middle adults who work as teachers in 2 Madrasahs, namely Madrasah Nur-Attaqwa and Madrasah Ar-Rahmah in the DKI Jakarta area. Most of the subjects were male with a percentage of 90%, while the largest age was 21 to 30 years old with a percentage of 42.5% and most of them lived in East Jakarta with a percentage of 55%.

Normality Test

The normality test in this study was conducted to determine whether the data obtained was normally distributed or not. Data is normally distributed if the data is significant > 0.05 (Sugiyono, 2019). The normality test was conducted using the Kolmogorov-Smirnov technique with the help of SPSS 20.0 for Windows software.

Normality of Both Variables

Table 2. Normality Test of Both Variables
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	Unstandardized Residual
N		20	20
Normal Parameters ^{a,b}	Mean	0E-7	0E-7
	Std. Deviation	8,78531246	7,46977416
Most Extreme Differences	Absolute	,146	,136
	Positive	,146	,125
	Negative	-,133	-,136
Kolmogorov-Smirnov Z		,652	,608
Asymp. Sig. (2-tailed)		,790	,853

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the normality test in table 2 above, the significance value is 0.853 > 0.05, so it can be concluded that the residual value is normally distributed.

Linearity Test

The next stage is the linearity test, which is a variable test to see whether the independent variable and the dependent variable have a linear or straight line relationship (Sugiyono, 2019). In this study, person product moment was used using SPSS Windows 20.0. The results of the linear test are seen from the significant value, which is > 0.05, which means



linear, while if the data has a value <0.05 , it means it is not linear. The following are the results of SPSS processing:

Table 3. Linearity Test ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Performance * LCGC Model Scale	(Combined)		9828,783	12	819,065	14,472	,001
	Between Groups	Linearity	9164,797	1	9164,797	161,936	,000
		Deviation from Linearity	663,986	11	60,362	1,067	,484
	Within Groups		396,167	7	56,595		
	Total		10224,950	19			

Based on the results of the linearity test in table 3, the sig.deviation from linearity value is $0.484 > 0.05$, so it can be concluded that there is a linear relationship between the LCGC (Low Cost Great Curriculum) Model Scale and Teacher Performance in implementing the Merdeka curriculum in Madrasahs.

Correlation Test

Furthermore, after conducting a normality test. The researcher conducted a correlation test to see the relationship between variables.

BASIS FOR DECISION MAKING

- If the Significance value <0.05 , then it is correlated
- If the Significance value >0.05 , then it is not correlated (Sudjana, 2015)

GUIDELINES FOR THE DEGREE OF RELATIONSHIP

- Pearson Correlation value 0.01 to 0.20 = no correlation
- Pearson Correlation value 0.21 to 0.40 = low correlation
- Pearson Correlation value 0.41 to 0.60 = moderate correlation
- Pearson Correlation value 0.61 to 0.80 = strong correlation
- Pearson Correlation value 0.81 to 1.00 = perfect correlation (Sugoyono, 2014)

Here are the results of the correlation test:

Table 4. Correlation Test Correlations

		LCGC Model Scale	Performance
LCGC Model Scale	Pearson Correlation	1	,947**
	Sig. (2-tailed)		,000
	N	20	20
Performance	Pearson Correlation	,947**	1
	Sig. (2-tailed)	,000	
	N	20	20

** . Correlation is significant at the 0.01 level (2-tailed).



Because the significance value is $0.00 < 0.05$, then the data is said to have a relationship between the LCGC model scale and teacher performance. It is known that the Pearson correlation value is 0.947 so it can be concluded that the LCGC model scale is positively related to teacher performance in implementing the Merdeka curriculum in Madrasahs with a perfect correlation degree.

Hypothesis Testing

Regression Test

The researcher used a simple regression test to test the research hypothesis whether the LCGC model scale significantly plays a role in teacher performance in implementing the Merdeka curriculum in Madrasahs in Jakarta. In addition, the regression test is to determine the value of R-Square as a percentage of the variance of the independent variable on teacher performance. The following are the calculation results:

Table 5. Hypothesis Test of the LCGC Model Scale on Teacher Performance in Implementing the Merdeka Curriculum Variables Entered/Removed^a

Mode	Variables Entered	Variables Removed	Method
1	LCGC Model Scale ^b	.	Enter

a. Dependent Variable: Performance

b. All requested variables entered.

The table above explains the variables entered and the methods used. In this case, the variables entered are the LCGC Model Scale variable as the Independent variable and Teacher Performance as the Dependent variable and the method used is the Enter method.

Model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,947 ^a	,896	,891	7,67446

a. Predictors: (Constant), LCGC Model Scale

The table above explains the magnitude of the correlation / relationship value (R) which is 0.947. And the output obtained a determination coefficient (R Square) of 0.896, which means that the influence of the independent variable (LCGC Model Scale) on the dependent variable (Teacher Performance) is 89.6%.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9164,797	1	9164,797	155,606	,000 ^b
	Residual	1060,153	18	58,897		
	Total	10224,950	19			

a. Dependent Variable: Performance

b. Predictors: (Constant), LCGC Model Scale

From the output, it is known that the calculated F value = 155.6 with a significance level of $0.000 < 0.05$, so the regression model can be used to predict teacher performance variables or in other words there is an influence/relationship between the LCGC model scale variables and teacher performance variables in implementing the Merdeka curriculum in Madrasahs (y) with a very significant degree of relationship.



Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-12,374	10,121		-1,223	,237
LCGC Model Scale	2,435	,195	,947	12,474	,000

a. Dependent Variable: Performance

It is known that the Constant value (a) is 12.374, while the LCGC Model Scale value (b / regression coefficient) is 2.435, so the regression can be written:

$$Y = a + bX$$

$$Y = 12,374 + 2,435$$

can be translated:

- Constant of 12.374, means that the value of the Performance variable is 12.374.
- The regression coefficient of X of 2.435 states that for every 1% increase in the value of the LCGC Model Scale, the teacher's performance value in implementing the Merdeka curriculum in Madrasah increases by 2.435. The regression coefficient is positive, so it can be said that the direction of influence / relationship of variable X to Y is positive.

Decision Making in Simple Regression Test

- Based on the significance value: from the Coefficients table, a significance value of 0.000 < 0.05 is obtained, so it can be concluded that the LCGC model scale variable has an effect on the Performance variable (Y).
- Based on the t value: the calculated t value is known to be 12.474 > t table 2.101, so it can be concluded that the LCGC model scale variable (X) has an effect on the Performance variable (Y). And it can also be said that Ha is accepted.

Teacher performance is a key factor in the successful implementation of the Independent Curriculum (Asiah, 2016). Although many teachers understand the concept of the curriculum, challenges in its implementation remain. This is in line with the finding that inadequate training can hinder teachers' ability to implement the curriculum effectively. According to Suharto (2015) performance is an achievement achieved by someone in carrying out the tasks and work given to him. This model encourages teachers to collaborate with their colleagues and build professional networks. Through collaboration, teachers can share experiences, best practices, and resources, which in turn can improve the quality of their teaching and performance. The technical guidance received by teachers is very important to improve their understanding and skills. However, the results of the study indicate that the technical guidance needs to be adjusted to the local context to be more relevant and effective. This indicates the need for better evaluation and development of training programs. The LCGC model is effective in improving teacher performance. With a more flexible and student-oriented approach, teachers can more easily adapt their teaching methods. This supports the goal of the Independent Curriculum to create more inclusive and interactive learning.

This study confirms the importance of the LCGC Model in the context of education, especially in the implementation of the Independent Curriculum. This model shows that a flexible and student-oriented approach can improve teacher performance. This supports educational theories that emphasize inclusive and interactive learning, as well as the importance of adapting teaching methods according to the local context and student needs. The findings of this study provide recommendations for education policymakers to provide



greater support in the form of ongoing training and adequate resource provision. Policies that support teacher professional development, including relevant and contextual Technical Guidance (Bimtek) programs, are essential to improving teachers' understanding and skills in implementing the Independent Curriculum. In practice, the results of this study indicate that teachers need more in-depth and relevant training to face challenges in implementing the curriculum. Schools and madrasahs need to develop training programs that not only introduce the concept of the Independent Curriculum but also provide practical skills that can be directly applied in the classroom. In addition, support from parents and the community is also very important to create a conducive learning environment. Thus, this study not only provides insight into the effectiveness of the LCGC Model but also highlights the need for collaboration between various stakeholders in education to achieve successful implementation of the Independent Curriculum.

Conclusion

The conclusion obtained from the results of this study shows that there is a significant positive relationship between the implementation of the LCGC Model and teacher performance in implementing the Independent Curriculum, with a Pearson correlation value of 0.947. This study also identifies challenges faced by teachers, such as understanding and skills in innovative learning methods, as well as the importance of support from parents and the community.

Recommendation

Recommendations for Policymakers:

Policymakers need to provide adequate resources, including funds, teaching materials, and facilities that support the implementation of the Independent Curriculum. This includes the procurement of learning aids that are appropriate to local needs. Develop ongoing training programs for teachers, which not only focus on theory but also innovative and adaptive teaching practices. This training should include the use of the LCGC Model and inclusive learning strategies. Implement an effective evaluation and monitoring system to assess the implementation of the Independent Curriculum in madrasahs. This will help in identifying challenges and successes experienced by teachers and students.

Recommendations for Madrasah Principals:

Madrasah Principals must create a culture of collaboration among teachers, where they can share experiences and strategies in implementing the Independent Curriculum. This can be done through regular meetings and discussion groups. Provide moral support to teachers in facing the challenges of implementing the curriculum. In addition, principals must ensure that teachers have access to the facilities and resources needed to teach effectively. Initiate professional development programs that focus on improving teachers' pedagogical skills, including training in the use of the LCGC Model and innovative learning methods.

Recommendations for Teachers:

Teachers are advised to adapt their teaching methods according to students' needs and local contexts. Using the LCGC Model can help in designing teaching materials that are more relevant and engaging for students. Take the initiative to attend training and workshops offered by Madrasahs or other educational institutions to improve teaching skills and understanding of the Independent Curriculum. Build good relationships with parents and the community to gain support in the learning process. This includes involving them in school activities and discussing student progress.



By implementing these recommendations, it is hoped that the implementation of the Independent Curriculum can run more effectively and have a positive impact on the quality of education in Madrasahs.

References

- Ansori, (2020). Metode Penelitian Kuantitatif Edisi 2.
- Asiah, (2016). Efektivitas Kinerja Guru. TADBIR : Jurnal Manajemen Pendidikan Islam.
- Fernandes, (2018). Metodologi Penelitian Kuantitatif Perspektif Sistem: Mengungkap Novelty dan Memenuhi Validitas Penelitian. Universitas Brawijaya Press, Malang.
- Houtman, Houtman. (2020) “Merdeka Belajar Dalam Masyarakat 5.0.” Universitas PGRI Palembang: Program Pascasarjana Universitas PGRI Palembang.
- Ihsan, M. (2022). Kesiapan Guru Terhadap Implementasi Kurikulum Merdeka Belajar. 37–44.
- Iramdan, (2019). Sejarah Kurikulum di Indonesia. 5(2).
- Jojo, A., & Sihotang, H. (2022). Analisis Kurikulum Merdeka dalam Mengatasi Learning Loss di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan). EDUKATIF : JURNAL ILMU PENDIDIKAN, 4(4), 5150–5161. <https://doi.org/10.31004/edukatif.v4i4.3106>
- Kemdikbud, (2023). Hampir 70 Persen Satuan Pendidikan Sudah Menerapkan Kurikulum Merdeka, Web Kemdikbud.
- Kusumah, Wijaya, (2021). Guru Penggerak: Mendorong Gerak Maju Pendidikan Nasional. Surabaya: Penerbit Andi.
- Miles, Matthew B, (2015). Analisis Data Kualitatif. Translated by Tjetjep Rohendi Rohidi. Jakarta: Universitas Indonesia.
- Mulyasa, H. E, (2021). Menjadi Guru Penggerak Merdeka Belajar. Jakarta: Bumi Aksara.
- Mustaghfiroh, Siti (2020). “Konsep „Merdeka Belajar“ Perspektif Aliran Progresivisme John Dewey.” Jurnal Studi Guru Dan Pembelajaran 3, no. 1 : 141–47. <https://doi.org/10.30605/jsgp.3.1.2020.248>.
- Ornstein, Allan. C. & H. Francis. P, (2014). Curriculum Foundations, Principles and Issues. Pearson.
- Pendis Kemenag, (2024). 28.640 Madrasah Terapkan Kurikulum Merdeka. <https://Pendis.Kemenag.Go.Id/Read/28-640-Madrasah-Terapkan-Kurikulum-Merdeka>.
- Rahmadayanti, D., & Hartoyo, A, (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. Jurnal Basicedu, 6(4), 7174–7187. <https://doi.org/10.31004/basicedu.v6i4.3431>
- Rusmana, Fattah, (2016). “Memerdekakan Siswa Melalui Pendidikan: Konsepsi Pemikiran Pendidikan Ki Hadjar Dewantara (1889-1959).” Skripsi, Universitas Negeri Jakarta, 2016. <http://repository.unj.ac.id/72>
- Safarudin, L, (2021). Model Implementasi Kurikulum Ornstein dan Hunkins:(Modernisme dan Postmodernisme). Inovasi Kurikulum, 18(2), 141–156. <https://ejournal.upi.edu/index.php/JIK>.
- Sarifudin, Agus.(2019). “Peningkatan Kinerja Guru dalam Implementasi Penilaian Sistem Sks Melalui Supervisi Akademik Pengawas Sekolah.” Edukasi Islami: Jurnal Pendidikan Islam 8, no. 02: 417–34. <https://doi.org/10.30868/ei.v8i2.539>.
- Sudjana, (2015). Metoda Statistika, Bandung
- Sugiyono, (2019). Metode Penelitian Kuantitatif Kualitatif dan R&D.



-
- Sugiyono, (2014). *Statistika untuk Penelitian*, Bandung: Alfabeta.
- Saku, B, (2021). *Tanya Jawab Kurikulum Merdeka*.
- Suharto, (2015). Pengaruh Budaya Organisasi, Kepemimpinan, dan Motivasi Kerja Terhadap Kinerja Sumber Daya Manusia di Sekretariat DPRD Propinsi Jawa Tengah. *Jurnal Ekonomi*.
- Uswatiyah, W. , M. & A, (2021). Implikasi Kebijakan Kampus Merdeka Belajar terhadap Manajemen Kurikulum dan Sistem Penilaian Pendidikan Menengah Serta Pendidikan Tinggi. *Jurnal Dirosah Islamiyah*, 27–40.
- Winarno, B, (2014). *Kebijakan Publik : Teori, Proses dan Studi Kasus*. CAPS.