

ANALYSIS OF THE READINESS OF SECONDARY SCHOOL TEACHERS REGARDING THE DIFFERENTIATED LEARNING SYSTEM IN THE INDEPENDENT CURRICULUM IN ENTREPRENEURSHIP SUBJECTS

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ABSTRACT

The study aims to analyze the readiness of secondary school teachers in terms of contents, process, products, learning environment and identify the challenges teachers face regarding differentiated learning in the independent curriculum in entrepreneurship—the method used in this study quantitative research. Data were collected through questionnaires to 30 teachers in three secondary schools in West Sumatra. This research focuses on entrepreneurship teachers at MAN Insan Cendekia Padang Pariaman, SMK N 2 Pariaman City, and MAN 1 Bukittinggi regarding the differentiated learning system in the independent curriculum—the technique of collecting data using questionnaires reinforced by observation and interviews. The data analysis technique uses descriptive statistics by calculating the mean for each item and the overall score of the questionnaire. This study found that secondary school teachers' readiness for differentiated learning in content, process, product, and learning environment is good. Where differentiation in content is 4.44, teachers have used small groups to teach skills students, differentiation in the process is 3.82, teachers give students Flexibility in the results of the homework assigned, differentiation in products is 4.28, teachers have designed learning in favour of students. Differentiation in the learning environment is 4.27; teachers have helped students understand that some students need to move to learn while others prefer to sit quietly. As well as the challenges teachers face regarding differentiated learning in the independent curriculum in entrepreneurship subjects have not been maximized, but in reality, in the classroom, it is still found that teachers have difficulty managing the class.

Keywords: *Independent curriculum, differentiated learning, entrepreneurship teacher, high school*

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INTRODUCTION

The Independent Curriculum will begin to be implemented in 2021; in the first two years of implementing the Independent Curriculum, there have been many complex changes in the implementation of learning and the preparation of learning tools (Kurniati & Kusumawati, 2023). It starts with the Ministry of Education and Culture and Technology, which simplifies special conditions (emergency curriculum) to mitigate learning loss during the pandemic. (Kementerian Pendidikan & Riset, 2022). As a result, 31.5% of schools use the emergency curriculum can reduce the impact of the pandemic by 73% (literacy) and 86% (numeracy) (Merdeka Belajar, 2023).

Teachers have a significant role in curriculum development and implementation. Learning designs that are no longer teacher-centred and utilize various learning media will motivate students to be active and trained to develop critical thinking skills (Herawati, 2022). Likewise, teachers play a significant role in implementing self-learning policies. Teachers can collaborate effectively with school curriculum development to organize and structure learning materials, textbooks, and content. Teacher involvement in the curriculum development process is essential for aligning curriculum content with the needs of students in the classroom (Alsubaie, 2016).

As an educator, teachers can understand student psychology and learn about learning methods and strategies. The teacher also acts as an evaluator to assess student learning outcomes. So, in curriculum development, teachers need to have qualities such as planners, designers, managers, evaluators, researchers, decision-makers and administrators. Teachers can play this role at any stage of the curriculum development process (Daga, 2021). The role of the teacher is the most decisive in this case. Teachers as education centres need to manage learning activities well so that an independent curriculum is implemented by what is aspired to.

Ideally, learning is developed based on the activeness of teachers and students. Students must be given independence to develop their abilities without being limited according to the teacher's will. The teacher in learning acts as a mediator, directing students to achieve learning goals. According to Syahputra (2019), learning is a process built by teachers to improve morale and intellectual and develop various abilities to possess, think, create, and construct knowledge.

Teachers must understand each student's interests through the teacher's skills. The teacher's skill in determining the learning model is crucial because it determines learning outcomes. The differentiation learning model is a learning model that can be an alternative to excitingly conveying material. Differentiated learning is an effort to adjust in the classroom to meet the learning needs of each student. The adjustments are related to interests, learning profiles, and student readiness to achieve increased learning outcomes. Differentiated learning requires educators to pay attention and provide activities to meet the unique needs of

students. Differentiated learning requires educators to devote attention and provide activities to meet students' specific needs (Mulyawati et al., 2022).

This differentiated learning has close continuity with the self-learning curriculum currently being promoted in every educational institution. According to Bestari (2022), Freedom of knowledge is a program policy to restore the national education system that gives Freedom to schools, teachers, students and all school resources to innovate, free to learn independently and creatively, which can be started through teachers as drivers of education (Kemendikbudristek, 2019). The essence of independent learning is exploring the most significant potential of teachers and students in innovating and improving the quality of independent learning (Musthofa, 2022).

According to Sutarjo (2023), Freedom of learning must make learning more fun and meaningful. It does not replace the existing program but refines and improves the current learning system. It offers a more innovative learning process in simple ways (Sugiri & Priatmoko, 2020). The role of teachers in implementing independent learning is to design interactive, efficient, accessible, inspiring, fun, challenging, and able to motivate students to participate in every learning process actively. Students are given sufficient space to develop interests, talents, creativity and independence through cognitive, physical and psychological development based on their learning phase (Wahono, 2022).

The independent curriculum has advantages compared to other curricula, namely the Pancasila student profile, allowing students to choose the learning activities they want (Ayundasari, 2021). The independent curriculum is a curriculum that has an independent learning program to create a pleasant learning atmosphere without any pressure or coercion (Zamrodah, 2022). It was developed as a more flexible curriculum framework, focusing on essential materials and developing students' character and competence (Iskak et al., 2023). This curriculum's main characteristics support learning recovery: Project-based learning for developing soft skills and texture according to the Pancasila Student Profile, Focus on essential materials, and Flexibility for teachers to conduct differentiated learning (Kurniati & Kusumawati, 2023).

Results of research conducted by Wijaya et al. (2022) There are nine challenges in implementing the independent learning process: (1) Making learning a fun experience; (2) They are creating an open system (cooperation between stakeholders); (3) Encourage the role of teachers as facilitators and motivators in learning activities; (4) Acceleration of character-based pedagogical competencies; (5) Learning is student-based and student-centred; (6) Transforming technology-based learning; (7) school program design preparation is relevant to the environment and industry; (8) Bringing freedom Innovation of school ecosystems; (9) A change in mindset that advances in achieving the noble ideals of a plural and multicultural nation. The four main principles in implementing the Merdeka Belajar curriculum focus more on the Freedom and accessibility given to schools to organize the educational process based on their resources and refer to educational goals and

ideals (Istaryaningtyas et al., 2021). Therefore, teachers must have good readiness for differentiated learning in an independent curriculum.

Readiness guarantees results in implementing curriculum planning, including learning that will be carried out in class (Wahyudi, Santosa, & Sumaryati, 2013). Therefore, a teacher must prepare everything that will be done as well as possible. Likewise, in a differentiated learning system in an independent curriculum, a teacher must have good readiness so that the results are as expected. In addition, to succeed in good teaching and learning activities, teachers need to develop a systematic learning design from the school curriculum (Azizah & White, 2021). An indication of the low quality of learning in the classroom is influenced by the readiness of a teacher who is not good enough (Wote, 2020). Therefore, the teacher's efforts are needed to prepare lesson plans properly so that the quality of learning as a fundamental principle in education is good.

Some research suggests independent learning about the role of the teacher. The part of teachers in developing an independent learning curriculum is (1) formulating specific learning objectives by curriculum objectives and the characteristics of subjects and students as well as class conditions; (2) designing a learning process that can effectively help students achieve predetermined learning objectives or competencies; (3) carrying out the learning process as curriculum implementation; (4) evaluating the learning process and results; (5) evaluating the interaction of the components of the curriculum that have been implemented (Dhani, 2020). The study only discusses the role of teachers in implementing the independent curriculum without consulting teacher readiness regarding the differentiated learning system in the independent curriculum. This is important before teachers implement differentiated learning in a separate curriculum; teachers must know their enthusiasm for it in an independent curriculum. The same thing is also researched (Saleh, 2020), which concludes that teachers play a huge role in independent learning as a driver of independent learning. The research did not discuss the teacher's readiness to implement a differentiated learning system in a separate curriculum.

Based on recent research states that differentiated knowledge has been applied at the secondary school level, differentiated learning can improve student learning outcomes, and differentiated learning can be used in all teaching by accommodating student learning needs (Safarati, 2023). This study discusses implementing differentiated learning without consulting teacher readiness in implementing an independent curriculum in entrepreneurship subjects.

The current reality of entrepreneurial learning is still contrary to the deal learning conditions. Because there are still many entrepreneurship teachers who deliver learning conceptually and are dominated by the lecture method, this causes students to be bored, and interest in entrepreneurial subject decreases. Based on observations in the field, many students have not gained a concrete understanding of the importance of learning entrepreneurship lessons. Entrepreneurship is one of the subjects taught since Curriculum 13, and it is directed at creating creative and

innovative entrepreneurs. Therefore, introducing formal entrepreneurship education at schools is an excellent step to prepare for the birth of more entrepreneurs in Indonesia.

Entrepreneurship teachers can try to restore the concept of entrepreneurship lessons to their dignity by designing entrepreneurship lessons that liberate students. In the learning process, students are not only required to follow the teacher's wishes, but the teacher must also be able to understand the potential of each student. So that students can participate in learning happily without any pressure. Facing the diversity of students is what requires teachers to be able to innovate in determining learning models.

Based on this study, it is interesting to conduct an in-depth study analyzing the readiness of teachers, especially secondary schools, in terms of contents, processes, products, and learning environment. In addition, to identify the challenges teachers face regarding differentiated learning in the independent curriculum in entrepreneurship subjects, this research is necessary because teachers must know their readiness before implementing the curriculum so that teachers do not experience difficulties.

RESEARCH METHOD

In this article, the research approach used is a form of quantitative research. While the subjects in this study were Entrepreneurship teachers at MAN Insan Cendekia Padang Pariaman, SMK N 2 Kota Pariaman, MAN 1 Bukittinggi, because the school is included in the category of schools that carry out differentiated learning consisting of 30 teachers, the object of this study is the readiness possessed by teachers in differentiated learning on an independent curriculum. The data collection technique uses a questionnaire reinforced by observation and interview techniques. Researchers made observations to determine the conditions of learning in schools. Questionnaires are data collection techniques that provide questions or written statements for respondents to answer. Then interviews with entrepreneurship teachers to get information on the implementation of differentiated learning (Sunarto et al., 2020).

The questionnaire used was distributed to 30 teachers. To obtain data on the readiness of teachers in differentiated learning in the independent curriculum obtained from the results of distributing a questionnaire consisting of 40 items, which are distributed into differentiation in contents (10 items), process (10 items), products (10 items), learning environment (10 items). The use of scale in this study is with a Likert scale that has been determined, including high, medium, and low answer choices. The analysis technique in data processing uses descriptive statistics by calculating the mean for each item and the overall score of the questionnaire (Purnama et al., 2022). Things are ranked based on the average value, which is grouped into three, namely: (1) low (less than 1.65); (2) medium (1.66-2.32); and high (2.33 and above).

RESULTS AND DISCUSSION

Based on the results of the study, there are four aspects of teacher readiness in differentiated learning and the challenges faced by them are described as follows. From Table 1, based on the assessment of 30 respondents consisting of 10 statement items, the average total of all statements from the differentiation component in the content is 4.44, which is high. This indicates the teacher has used small groups to reteach ideas or skills to students who have difficulties and expand the thinking or skills of students who have mastered them. Regarding content differentiation, teachers provide and support students by providing opportunities to reflect on learning outcomes, providing books according to the material studied, and providing periodic remedial time. According to (Faiz, Pratama, & Kurniawaty, 2022), teachers need to know the tendency of students to learn; of course, students must also get a comprehensive explanation of learning style tests. This is useful for increasing students' awareness of suitable learning activities to lead to effective learning.

Table 1.
Differentiation in Content

No	Statement	Mean	Level
1	I make lesson plans before teaching	4,80	High
2	I incorporate differentiated learning processes when I plan lessons	4,30	High
3	I set lesson goals clearly and specifically	4,67	High
4	I determine the appropriate time for each learning objective	4,27	High
5	I consider individual differences to have a significant impact on student behaviour in the classroom	4,20	High
6	I tailor learning materials to fit the needs and skills desired by students	4,33	High
7	I support students in skillfully solving problems	4,60	High
8	I consider students' abilities and needs in learning	4,53	High
9	I take advantage of opportunities in various activities to motivate students	4,40	High
10	I present the material according to the needs of the students	4,30	High
Total Average		4,44	High

Source: Processed Primary research data (2023)

From Table 2, based on the assessment of 30 respondents consisting of 10 statement items, the average total of all statements from the differentiation component in the process is 3.82, which is high. This signifies the teacher is already using tiered activities; all students are working with the same understanding skills and continuing with varying levels of support, challenge, and complexity. Regarding process differentiation, teachers also provide opportunities for students to demonstrate the material understanding and give Flexibility to students' homework results. The differentiation learning process can be done by preparing students in several groups. Each group created by each teacher consists of underdeveloped,

decent, capable, and proficient students based on the initial learning assessment. The purpose of grouping students is that skilled and experienced students can help students who are still underdeveloped and feasible so that the dimension of global diversity in the Pancasila student profile will be more visible in this activity. Students can learn to accept differences by not discriminating against friends and learning to respect the opinions of friends (Lukitaningtyas, 2022)

Table 2.

Differentiation in Process

No	Statement	Mean	Level
1	I use activities that match the skills the student has	4,20	High
2	I provide a variety of resources to motivate students to learn	4,13	High
3	I implemented a unique plan for students with special needs	2,83	High
4	I prepared a particular assignment for the students	3,93	High
5	I adjust the time it takes students to do specific tasks	4,33	High
6	I provide additional support to students with special needs	3,13	High
7	I set different levels of expectations to complete assignments within students' abilities	4,07	High
8	I use diverse learning strategies according to the needs of students	4,07	High
9	I use various learning strategies according to the needs of students	4,17	High
10	I created a small group to accommodate the needs of students with special needs	3,37	High
Total Average		3,82	High

Source: Processed Primary research data (2023)

From Table 3, based on the assessment of 30 respondents consisting of 10 statement items, the average of all statements from the differentiation component in product 4.28 is high. This indicates the teacher has used suitable rubrics and broadened the diversity of students' skill levels, allowed students to work alone or in small groups to complete assignments and encouraged students to create their lessons. Product tasks can be done individually or in groups to expand on over time: challenges or diversity, and the chosen students express the learning desire to achieve product differentiation. To maintain or determine the expectations of students, teachers need to pay attention to several things, namely the quality of the work desired, the material related to the product, the stage of quality, and the type of product (Sopianti, 2022).

Table 3.
Differentiation in Product

No	Statement	Mean	Level
1	I allow students to participate in activities (individual or group) cooperatively	4,33	High
2	I allow students to present their work verbally	4,33	High
3	I will enable the student to submit their work non-verbally	2,20	High
4	I allow students to present their work in writing	3,57	High
5	I allow students to present their work in writing	4,43	High
6	I provide time for students to display their learning outcomes according to student modality	3,23	High
7	I assess student performance based on their abilities and skills	4,43	High
8	I devote additional time to assess the learning outcomes of students with special needs	3,43	High
9	I assess student learning outcomes based on the results of the initial assessment	4,43	High
10	I create varied assessment criteria to evaluate student learning outcomes	3,37	High
Total Average		4,28	High

Source: Processed Primary research data (2023)

From Table 4, the assessment of 30 respondents consisting of 10 statement items, the average total of all statements from the differentiation component in the learning environment is 4.27, which is high. This indicates the teacher has helped students understand students who need to move to learn, while others prefer to sit quietly. Therefore, the environment is one of the determining success factors in building the student's ability. While a learning environment is used as a means of creativity and creation freely according to the wishes of students, a conducive learning environment makes it easier for educators to develop different learning readiness, interests, and learning styles of students. An engaging learning environment makes students more interested in entering school and class. The school environment is made based on the needs of students so that school environment needs are not obtained at home but can be obtained at school (Rachman, 2020).

Table 4.
Differentiation in Learning Environments

No	Statement	Mean	Level
1	I allow students to participate in activities (individual or group) cooperatively	4,13	High
2	I allow students to present their work verbally	4,37	High
3	I will enable the student to submit their work non-verbally	2,37	High
4	I allow students to present their work in writing	3,27	High
5	I allow students to present their work in writing	4,63	High

6	I provide time for students to display their learning outcomes according to student modality	3,53	High
7	I assess student performance based on their abilities and skills	4,67	High
8	I devote additional time to assess the learning outcomes of students with special needs	4,17	High
9	I assess student learning outcomes based on the results of the initial assessment	4,27	High
Total Average		4,27	High

Source: Processed Primary research data (2023)

From Table 5, the assessment of 30 respondents consists of 10 statement items; the total average of all statements from the Challenges Faced by Teachers in Differentiated Learning component is 3.25, which is still high. Although the challenges teachers face has not been maximized, in reality, in the classroom, teachers are still found to have difficulties managing classes, making good lesson planning and providing technology-based learning media.

Table 5.

Challenges Teachers Face in Differentiated Learning

No	Statement	Mean	Level
1	I allow students to participate in activities (individual or group) cooperatively	3,10	High
2	I allow students to present their work verbally	3,13	High
3	I will enable the student to submit their work non-verbally	3,10	High
4	I allow students to present their work in writing	3,30	High
5	I allow students to present their work in writing	2,87	High
6	I provide time for students to display their learning outcomes according to student modality	3,80	High
7	I assess student performance based on their abilities and skills	2,87	High
8	I devote additional time to assess the learning outcomes of students with special needs	2,83	High
9	I assess student learning outcomes based on the results of the initial assessment	3,83	High
10	Administrative support available for parents and caregivers	3,63	High
Total Average		3,25	High

Source: Processed Primary research data (2023)

Formal government rules for implementing differentiated learning are new for teachers. However, some teachers have implemented differentiated learning in the classroom. Teachers have indeed tried to implement student-centred learning since the 1994 CBSA curriculum. What teachers focus on in differentiation learning is how to structure learning that is not only student-centred implementation but the

determination of content/material and methods based on each student's conditions. Of the 30 teachers have implemented differentiated learning.

Based on the results of an interview with one of the teachers at SMKN 2 Pariaman City, it can be seen the teacher's readiness regarding the implementation of differentiated learning strategies has been implemented. The teacher says this differentiated learning strategy has been around for a long time. The answers to the questions asked can prove this. According to an interview with one of the teacher's Entrepreneurship, "Differentiated learning strategies give Flexibility to students to increase their potential by the learning readiness, interests, and learning profiles of these students. In addition, the teacher also added, "It seems more developed and analyzed.". Such conditions can occur because SMKN 2 Pariaman City has implemented an independent curriculum. In his interview, the teacher also confirmed all teachers in the school had implemented a differentiated learning system. However, judging from the naming, the teacher feels differentiated learning has advantages and disadvantages. According to him, "Students can explore more because they are not fixated on the teacher, and teachers and the government desire something," he continued, "Unfortunately, maybe for some students, a burden because they are used to being given material from the teacher."

According to a curriculum representative at MAN Insan Cendekia Padang Pariaman, in current conditions where technological developments and the massive use of social media as a source of information, students tend to be pragmatic in learning. They prefer learning teachers show documentaries, read visualized sources such as comics and infographics and use e-books as their literacy material rather than having to read printed books. Students with diverse ethnic backgrounds, learning and listening abilities and various competencies accompany this condition. In planning differentiated learning in entrepreneurial subjects, it is necessary to pay attention to aspects of diversity.

Teachers also involve several stakeholders in planning their differentiated learning, including partners. The role of teacher partners is very strategic in the maturity of differentiated learning planning. These partners include the Subject Teacher Deliberation (MGMP) on entrepreneurship. As curriculum representatives at MAN Insan Cendekia Padang Pariaman, teacher partners have strategic roles, including being a place for discussion when preparing material, compiling teaching modules, and implementing how we can understand differentiated learning theoretical and praxis.

The applicative forms of differentiated learning that respondent teachers have carried out vary. Teachers are applying various learning models and media—some conduct initial tests first to group students in education. Some teachers make unstructured observations instead of giving initial tests for consideration of the implementation of learning. An example is a teacher grouping students into two groups: students are more interested in pictures and prefer reading. The grouping is still based on the teacher's observation, not through specific tests. Different treatments were applied to each group. Teachers use media or materials packaged

in many pictures for image groups. In contrast, for reading groups, teachers provide discussion materials packaged into stories, or students independently search for material on the internet.

Teachers must know the differences between students: family background, environment, learning style, interests and talents, and mastery of prerequisite material. Teachers who have identified student needs cannot use identical results as the basis of differentiated learning. Teachers must simultaneously provide different materials to each student, related to student differences in mastering prerequisite material and students' speed in mastering specific skills or materials. Students who complete the material are entitled to enrichment, while slow-to-follow learning is entitled to scaffolding and remedial. Variations of learning methods and models can be synchronized with grouping students according to their needs. Good time management is necessary. Indeed, experience and assistance are needed and can be carried out optimally by allocating available time.

CONCLUSION

The conclusion of this study is as follows. (1) It was found that the readiness of secondary school teachers for learning, which was differentiated in content, process, product, and learning environment was good. Where the difference in content is 4.44, the teacher is ready, which indicates that the teacher has used small groups to teach skills to students; the difference in the process is 3.82, the teacher is prepared, which suggests that the teacher gives Flexibility to students regarding learning outcomes. In the homework assigned, product differentiation 4.28, the teacher is ready, which indicates that the teacher has designed learning in favour of students. The difference in the learning environment is 4.27. The teacher is prepared, showing that the teacher has helped students understand that some students need to move to learn and some prefer to sit still. This is because there is already a complete understanding of differentiated learning by school teachers. The application of differentiated learning in entrepreneurship subjects is considered very effective; this is indicated by the increased knowledge of each component that has been tested; differentiated learning is also considered more attractive compared to other learning because, in the differentiated learning process, many learning media are presented according to the needs of different styles. Each student's learning so that students are more interested in following the learning process. (2) The challenges teachers face regarding differentiated learning in the independent curriculum in entrepreneurship subjects have not been maximized. However, teachers still have difficulties managing classes in the classroom, making good learning planning and providing technology-based learning media.

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