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THE TRANSITION PROCESS FROM THE 2013 CURRICULUM (K13) TO THE MERDEKA CURRICULUM IN LEARNING AT MTS AL- WASHLIYAH TEMBUNG

Nanjah Fachira Ayundari¹

Universitas Islam Negeri Sumatera Utara, Indonesia (nanjahfachiraa@gmail.com)

Rustam

Universitas Islam Negeri Sumatera Utara, Indonesia (rustam_pakpahan@uinsu.ac.id)

Kata Kunci:	ABSTRACT
Perubahan, Implementasi, Kurikulum, Pembelajaran, Pengembangan	Studi ini mengeksplorasi proses transisi dari Kurikulum 2013 (K13) ke Kurikulum Merdeka di MTs Al-Washliyah Tembung, sebuah reformasi pendidikan yang bertujuan untuk mempromosikan pembelajaran yang berpusat pada siswa dan pengembangan karakter melalui nilai-nilai Pancasila. Tujuan penelitian ini adalah untuk menganalisis bagaimana transisi tersebut dilaksanakan, mengidentifikasi tantangan yang dihadapi selama proses tersebut, dan menilai kesiapan serta upaya keberlanjutan sekolah dalam mengadopsi kurikulum baru. Pendekatan studi kasus kualitatif digunakan, melibatkan wawancara dengan pemangku kepentingan kunci, observasi lapangan, dan analisis dokumen. Temuan menunjukkan bahwa meskipun upaya awal seperti pelatihan dan sosialisasi kurikulum telah dilakukan, namun dokumentasinya kurang optimal dan tidak konsisten. Para guru mulai mengadopsi metode baru, termasuk penilaian diagnostik dan proyek Profil Pelajar Pancasila (P5), tetapi pelaksanaannya masih tidak konsisten karena terbatasnya sumber daya dan panduan. Upaya standarisasi ada tetapi tetap informal, tanpa adanya SOP tertulis yang jelas. Studi ini menyimpulkan bahwa transisi masih berada dalam fase "perubahan" dari Model Manajemen Perubahan Lewin dan menyoroti perlunya strategi yang sistematis, pelatihan terstruktur, dan dokumentasi yang komprehensif untuk memastikan keberlanjutan kurikulum jangka panjang dan peningkatan kualitas pendidikan.

¹ Correspondence author

Keywords:

*Change,
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culum, Learning,
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ABSTRACTS

This study explores the transition process from the 2013 Curriculum (K13) to the Merdeka Curriculum at MTs Al-Washliyah Tembung, an educational reform aimed at promoting student-centered learning and character development through Pancasila values. The purpose of this research is to analyze how the transition was implemented, identify challenges faced during the process, and assess the school's readiness and sustainability efforts in adopting the new curriculum. A qualitative case study approach was used, involving interviews with key stakeholders, field observations, and document analysis. The findings indicate that while initial efforts such as training and curriculum socialization were conducted, they lacked optimal documentation and consistency. Teachers have started to adopt new methods, including diagnostic assessments and Pancasila Student Profile (P5) projects, but the implementation remains inconsistent due to limited resources and guidance. Standardization efforts are present but remain informal, with no written SOPs in place. The study concludes that the transition is still in the "changing" phase of Lewin's Change Management Model and highlights the need for systematic strategies, structured training, and comprehensive documentation to ensure long-term curriculum sustainability and improved educational quality.

A. INTRODUCTION

Curriculum is one of the important components in education to determine the direction and objectives of learning. In Indonesia, the curriculum has undergone several changes, one of which is the transition from the 2013 Curriculum (K13) to the Merdeka Curriculum. This change aims to improve the quality of education and prepare students to be more ready to face challenges in the future. Without a curriculum, education cannot be implemented because the curriculum functions as the framework for managing education (Muzharifah et al., 2023). Curriculum changes in Indonesia have occurred several times, from KTSP 2006, the 2013 Curriculum, to the most recent Merdeka Curriculum (Firmansyah, 2023; Herman *et al.*, 2023; Setiawati, 2022). The transition from the 2013 Curriculum to the Merdeka Curriculum has brought various responses from teachers, students, and parents. The shift from the 2013 curriculum (K13) to the Merdeka curriculum in Law Number 20 of 2003 concerning the national education system states that education must meet the needs of students and society, and must be relevant to the development of the times. Therefore, the regulation of the Minister of Education and Culture (Permendikbud) regarding the Merdeka curriculum explains the uniqueness in learning and assessment (Permendikbud, 2018).

The Merdeka Curriculum has become a subject of study in several researches conducted in Indonesia (Firmansyah, 2023; Listianto et al., 2023; Muzharifah et al., 2023; Zainuri, 2023). Previous research shows that the process of curriculum change from K-13 to the Merdeka Curriculum has been directed at strengthening the profile of Pancasila students, starting from socialization activities to the implementation of character education in accordance with Pancasila, thus the implementation of the Merdeka curriculum has had a positive impact (Firmansyah, 2023). The change from the 2013 curriculum to the Merdeka curriculum presents its own challenges for teacher performance. The Merdeka curriculum comes with a simpler concept and provides more freedom for teachers to carry out learning, but this requires teachers to adapt to new methods and assessments (Listianto et al., 2023).

Related to the dynamics of curriculum change, it is expected to provide space for students to play a greater role in their learning. Theoretically, effective change management is very necessary to ensure that the curriculum transition runs smoothly and provides optimal results. Thus, it is hoped that the Merdeka Curriculum can provide space for students to be more actively involved in learning, explore their interests and talents, and improve the overall quality of education (Wahyudi & Ariyani, 2023). Empirically, data in the field shows that this transition does not always run smoothly. For example, at MTs Al-Washliyah Tembung there are still many senior teachers who are not ready to implement the Merdeka curriculum. "This curriculum change is too fast for us," said one teacher. According to the researcher's interview results, only 50% of teachers feel ready to effectively implement the transition to the Merdeka curriculum.

This study focuses on the process of transition and implementation of the Merdeka curriculum at MTs Al-Washliyah Tembung. With this focus, the research is expected to provide an in-depth understanding of how preparation, implementation, and stabilization of the curriculum are carried out in the field. Possibly, these aspects have not been specifically researched before. The researcher is interested in this topic because this curriculum change is highly relevant to

current educational challenges. This research aims to provide a comprehensive understanding of curriculum changes as well as the challenges and opportunities in implementing the Merdeka curriculum at the Madrasah Tsanawiyah level. By focusing on the case at MTs Al-Washliyah Tembung, the study will analyze several important aspects in the transition process from the 2013 Curriculum (K13) to the Merdeka Curriculum, including the preparation stage, implementation of curriculum transition, stabilization process, as well as the challenges and opportunities faced during the transition.

As an initial step, data collection will be carried out through interviews and field observations. With this method, it is expected that a clear picture can be obtained about how the curriculum transition is implemented and its impact on the teaching and learning process at MTs Al-Washliyah Tembung. Thus, this research not only contributes to academic literature but also provides recommendations for related parties in improving the quality of education according to the needs of the times. This research is expected to provide a deep understanding of the curriculum transition process and provide recommendations for improving the quality of education. Therefore, this research is titled "The Transition Process from the 2013 Curriculum to the Merdeka Curriculum in Learning at MTs Al-Washliyah Tembung."

B. METHOD

This study employs a qualitative approach using a case study design. The research was conducted at MTs Al Washliyah Tembung for approximately one month, utilizing data collection techniques such as semi-structured interviews to obtain in-depth information from informants, passive participant observation to observe the learning process and curriculum implementation, and the collection of documents related to the curriculum transition. Data analysis was conducted using the Miles & Huberman model, which includes data reduction, data display, and conclusion drawing (Miles, M. B. & Huberman, 2009). To enhance the validity and reliability of the findings, this study employed source triangulation, method triangulation, and theoretical triangulation (Pradistya, 2021). With this qualitative approach and comprehensive data collection and analysis techniques, the study is expected to provide an in-depth understanding of the curriculum transition process at MTs Al Washliyah Tembung.

C. RESULT AND DISCUSSION

This study found that the transition process from the 2013 Curriculum to the Merdeka Curriculum at MTs Al Washliyah Tembung was not an instant shift, but rather a gradual process involving preparation, implementation, and continuous evaluation by various stakeholders within the madrasah environment. These findings were obtained through in-depth interviews, direct field observations, and the examination of supporting documents that revealed the real dynamics of curriculum policy implementation at the school level. By critically analyzing the three main aspects preparation stages, implementation process, and efforts to stabilize the curriculum this study provides a comprehensive picture of how national policies are enacted in actual classroom settings, as well as the challenges

faced by teachers and school management in adapting to a new educational paradigm.

Preparation Phase in the Curriculum Transition

The preparation stage is a crucial initial step in the transition process from the 2013 Curriculum to the Merdeka Curriculum at MTs Al Washliyah Tembung. In the change theory proposed by Kurt Lewin, this stage is known as "unfreezing," where institutions begin to break away from old patterns and prepare to embrace new changes (Mellita & Elpanso, 2020). Based on an interview with the P5 teacher, socialization of the Merdeka Curriculum had already begun through morning literacy activities. The teacher stated, *"Socialization is conducted through 30-minute morning literacy sessions, where students read and absorb information available in the literacy corner."* This statement indicates that the initial approach was carried out informally through reading habits, but it does not yet reflect a structural understanding of the curriculum content.

Additionally, the Vice Principal for Curriculum Affairs confirmed that socialization was carried out in two sessions with external speakers: *"There were speakers from the district, the first session was for Merdeka Curriculum socialization, and the second session was for P5 socialization."* However, field observations revealed that these socialization activities were not followed by proper administrative documentation such as meeting minutes, attendance records, or presentation materials. This indicates a lack of comprehensive understanding among all stakeholders, as emphasized by Syafaruddin & Amiruddin (2017), who highlight the importance of collective understanding in curriculum management.

Beyond socialization, the school also conducted teacher training as part of its readiness strategy for the implementation of the Merdeka Curriculum. In an interview, a teacher stated, *"Teacher training has been conducted, where teachers also have to learn! It means we have to figure out the P5 process and we also get guidance and supervision every morning."* This interview suggests that the training carried out was still limited and informal, with guidance provided regularly at specific times. The Vice Principal for Curriculum Affairs added, *"The teacher training was conducted externally, and then the teachers carried out the training internally and received supervision."*

Although training activities were underway, observations found that there was no official documentation such as participant lists, activity reports, or training certificates that could be used for long-term evaluation. This lack of documentation is a major weakness, as there is no concrete evidence available to assess the effectiveness of the training or identify future development needs (Mellita & Elpanso, 2020).

Table 1. Socialization and Teacher Training in the Preparation Stage

Component	Implementation
Socialization	Conducted through morning literacy sessions and the presence of external speakers
Teacher Training	Morning supervision and training provided by external parties

In addition to training, the madrasah also encourages teachers to develop Lesson Plans (RPP) and teaching modules aligned with the standards of the Merdeka Curriculum. One teacher stated, *“We, the teachers, must not create RPPs carelessly; they must follow the standards of the Merdeka Curriculum.”* This reflects a significant awareness among teachers of the need for high-quality and standardized guidance in the learning process. The Vice Principal for Curriculum Affairs further emphasized this by saying, *“Teachers have their references, and we must not create lesson plans arbitrarily; we must follow what has already been established.”*

However, once again, this process lacked adequate supporting documentation such as sample RPPs, performance evaluations of teachers based on those lesson plans, or official standard guidelines from the madrasah. This absence of documentation weakens the ability to measure the effectiveness and consistency of implementation.

Meanwhile, the availability of facilities and infrastructure at MTs Al Washliyah Tembung was also a focal point during the preparation stage. According to a teacher, *“As for facilities and infrastructure, Alhamdulillah, they are available. There may still be minor shortages, but overall, we feel they are sufficient and adequate.”* The Head of the Madrasah added, *“Regarding facilities and infrastructure, Alhamdulillah, they have been adequate from before until now. For example, the studio equipment is complete; however, we still lack a dedicated space for students to practice the arts, even though the school already owns various musical instruments and other art equipment. In addition, space for other activities such as Tilawatil Quran is also limited due to the school's space constraints. The school has actually submitted a request for an arts room, but it has not yet been realized.”*

This indicates that while the madrasah has made progress in terms of equipment and learning tools, there are still significant shortcomings in terms of physical space and dedicated rooms for creative and religious extracurricular activities.

Table 2. Development of Teaching Materials and Facilities-Infrastructure

Component	Implementation
Lesson Plan (RPP) Development	Prepared according to the standards of the Merdeka Curriculum
Facilities and Infrastructure	Equipment is available, but physical space is limited

Regarding readiness evaluation, the madrasah acknowledged that, up to now, no formal assessment has been conducted to evaluate the readiness of teachers and infrastructure in facing the curriculum transition. The P5 teacher admitted honestly, *“As for readiness evaluation, we haven’t done it yet because we haven’t planned it, but we definitely will.”* The Vice Principal for Curriculum Affairs expressed a similar view, *“Regarding readiness evaluation, we haven’t done one yet, but we plan to conduct it later.”* This absence of a formal evaluation is unfortunate because, according to change management theory, readiness evaluation is a crucial

aspect of the unfreezing stage meant to detect how prepared individuals and the organization are for change (Mellita & Elpanso, 2020).

Based on interview data gathered by the researcher, it was found that out of all teachers interviewed, approximately 50% stated that they felt ready to implement the Merdeka Curriculum, while the rest admitted they were not fully prepared due to limited training and lack of understanding. The representation of this data is shown in the following chart:

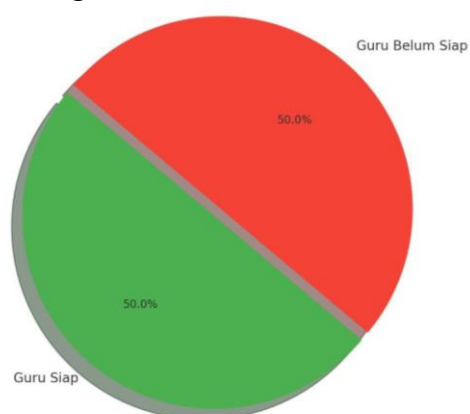


Figure 1. Teacher Readiness Level for the Merdeka Curriculum

Overall, it can be concluded that the preparation phase at MTs Al Washliyah Tembung has been implemented in terms of socialization, training, lesson planning, and the provision of facilities and infrastructure. However, the main weaknesses lie in the lack of proper documentation, absence of a structured readiness evaluation, and limited adequate learning spaces. Teacher readiness also remains partial and uneven, indicating the need for further training interventions to ensure that the transition process can proceed effectively and sustainably.

The Implementation of the Transition from the 2013 Curriculum to the Merdeka Curriculum

The implementation phase represents a transformative stage in the transition from the 2013 Curriculum to the Merdeka Curriculum. At MTs Al Washliyah Tembung, this process has begun with various adaptation efforts initiated by both teachers and school management. Based on interviews, observations, and documentation, the implementation includes the use of diverse teaching methods, assessment practices, the execution of the *Projek Penguatan Profil Pelajar Pancasila* (P5), and the initiation of external collaborations. This stage aligns with the changing phase in Kurt Lewin's change management model, where changes are actively applied within the institution's working system (Mellita & Elpanso, 2020).

Teachers have demonstrated increasing variety in their teaching methods. In an interview, one teacher stated, *"Yes, I use discussions, presentations, and sometimes group work. But not all subjects can be taught this way."* This indicates efforts to shift towards more active and student-centered learning. However, observations reveal that this practice is not yet consistent across all classrooms or among all teachers. Some classes still rely heavily on traditional lectures. This inconsistency suggests that understanding of differentiated instruction is not yet

comprehensive and that ongoing training is needed to enhance teachers' abilities in designing teaching strategies tailored to students' needs (Wahyudi & Ariyani, 2023).

Assessment practices are also evolving. Teachers reported conducting diagnostic assessments at the beginning of lessons. One teacher shared, *"We start with an initial test to gauge student ability, then adjust accordingly."* Formative and summative assessments are also being used to measure competency achievement. However, most assessments are still dominated by quizzes and written assignments. Authentic assessment practices such as projects, portfolios, or demonstrations were rarely observed. In fact, the Merdeka Curriculum emphasizes the importance of assessments that evaluate not only outcomes but also learning processes (Sisdiana et al., 2019). This reflects a growing awareness of the need for quality assessment, although practical application still requires further development.

The implementation of the *Projek Penguatan Profil Pelajar Pancasila* (P5) has begun and is documented through the school's official social media. Activities include projects on environmental cleanliness, patriotism, and tolerance. The P5 coordinator stated, *"We document student activities on the school's Instagram as part of the P5 implementation, even if it's still simple."* While this indicates progress, not all subject teachers are actively involved in integrating P5 into their teaching. P5 activities remain stand-alone projects rather than cross-curricular efforts. Ideally, P5 should be collaborative, contextual, and reflective, becoming a central tool for character education embedded throughout the learning ecosystem (Wahyudi & Ariyani, 2023).

Regarding external collaboration, MTs Al Washliyah Tembung has established partnerships with various parties, including students from UIN and UNIMED, Guru Penggerak (teacher leaders), alumni, teacher working groups (MGMP), and art studios. These collaborations support both P5 activities and teacher training. The principal explained, *"We involve external parties like university students, alumni, and teacher leaders to support the curriculum implementation."* However, based on documentation and observation, these collaborations lack structured management and sustainability. Activities are often temporary and dependent on specific occasions or needs. There is no Standard Operating Procedure (SOP) or long-term program planning to build strategic partnerships. In modern curriculum management, such collaborations should be systematically structured and serve to strengthen institutional capacity (Syafaruddin & Amiruddin, 2017).

From the perspective of monitoring and evaluation, the school has conducted internal observations of teaching practices and student achievements. However, interview findings reveal that evaluations are not yet accompanied by written documentation or standardized reporting systems. Evaluations are mostly informal and administrative in nature, lacking data-driven reflection that should inform improvements in implementation strategy. In Lewin's change model, the success of the changing phase depends greatly on systematic evaluation before entering the refreezing stage (Mellita & Elpanso, 2020).

In conclusion, the implementation of the Merdeka Curriculum at MTs Al Washliyah Tembung shows positive progress across various dimensions. Teachers' efforts to apply active learning strategies, implement assessments, and engage external stakeholders reflect the institution's adaptive spirit toward curriculum

reform. Nevertheless, key weaknesses remain such as limited P5 integration, underutilization of authentic assessments, and the absence of systematic collaboration and evaluative documentation. These indicate that the change process is still ongoing and requires sustained reinforcement. Therefore, follow-up training, collaborative system development, and structured evaluation planning are essential agendas for ensuring the successful and sustainable implementation of curriculum change in this madrasah.

The Stabilization Process of the Merdeka Curriculum at MTs Al Washliyah Tembung

The stabilization or refreezing process in the context of curriculum reform is a crucial phase to ensure the continuity and reinforcement of new practices within the learning culture of the school. At MTs Al Washliyah Tembung, this stage has begun with internal curriculum evaluations, although they remain administrative in nature and not yet fully structured. Nevertheless, a teacher remarked, “Yes, curriculum implementation evaluation is carried out, and it is regulated, it must be done for every student.” This statement reflects awareness of the importance of evaluation in curriculum management. However, observations reveal that evaluation is still conducted manually and lacks standardized instruments or well-documented formative assessment data.

Efforts to improve the quality of teaching also play a key role in this process. The Vice Principal for Curriculum Affairs emphasized, “Improving the quality of teaching must be done, because it is crucial to achieve the success of the Merdeka Curriculum.” However, without adequate documentation and clear quality benchmarks, the effectiveness of these improvements is difficult to assess comprehensively. This indicates the need to develop a comprehensive learning quality monitoring system (Wahyudi & Ariyani, 2023).

One major challenge in the refreezing stage is the absence of written standardized teaching documents, such as SOPs or implementation guidelines. This results in inconsistent teaching practices among teachers. In change management, the lack of guiding instruments often causes changes to be inconsistent and revert to old patterns (Mellita & Elpanso, 2020). Meanwhile, ongoing teacher competency development shows a positive trend, but it has not been fully documented in the form of training certificates or competency assessment results. Without concrete evidence, it is difficult to monitor and evaluate improvements in teacher capacity.

The enhancement of learning resources is also part of the stabilization process. The school has begun to develop digital and local-based teaching materials, but not all teachers are able to access and utilize them optimally. According to Setiawati (2022), the use of innovative learning resources is essential in supporting curriculum transformation. Field conditions indicate that additional training is needed so that teachers do not rely solely on textbooks but are also able to develop contextual teaching materials.

Collaboration with external stakeholders and parents has also begun, although their participation remains limited. Their involvement is mostly moral and administrative support, not yet reaching the level of curriculum planning or assessment of student learning outcomes. According to Wibowo (2021), strategic collaboration with stakeholders is a crucial pillar in stabilizing changes in

educational institutions. The lack of documentation of meetings or collaboration outcomes also hinders the assessment of this partnership's effectiveness.

The commitment to sustaining the implementation of the Merdeka Curriculum has become part of the school's strategic plan. The focus is on expanding implementation to all grade levels, especially grades VII and VIII. However, long-term planning documents and resource allocation are still limited. This indicates that the refreezing stage at MTs Al Washliyah Tembung is still in its early phase and requires systematic reinforcement so that the curriculum does not remain merely a policy project but becomes fully internalized in the school's learning culture.

Table 3. Indicators of Merdeka Curriculum Stabilization at MTs Al Washliyah Tembung

Aspek	Status Implementasi	Keterangan
Curriculum Evaluation	Present, not systematic	Still administrative, not yet based on evaluative data
Teaching Quality	Gradually improving	Not yet fully documented
Process Standardization	Not yet documented	No SOPs or written guidelines available
Teacher Competency	In development	Limited certification and tracking
Learning Resources	Needs strengthening	Digitalization and training not evenly distributed
Stakeholder Collaboration	Initiated	Not yet intensive and participatory
Sustainability of Implementation	Planned	Long-term strategic plan not yet formally written

D. CONCLUSION

Based on the research conducted at MTs Al-Washliyah Tembung, the transition process from the 2013 Curriculum (K13) to the Merdeka Curriculum has gone through three main stages: preparation, implementation, and stabilization. In the preparation stage, it was found that socialization and training related to the Merdeka Curriculum had been carried out but were not yet optimal and lacked documentation, making evaluation and follow-up processes difficult. Access to the Merdeka Mengajar platform was available to teachers, but the development of contextual and innovative learning resources remained very limited. The school's infrastructure was generally adequate; however, the lack of dedicated spaces hindered the implementation of student activities. Lesson plans (RPP) were prepared in accordance with standards but were not supported by complete documentation.

During the implementation stage, teachers began applying various teaching methods, including diagnostic assessments. However, consistency in differentiated

instruction remained low. Assessment results had not been fully utilized as the basis for adjusting teaching strategies. The Strengthening of Pancasila Student Profiles (P5) project had been integrated into learning activities, but field implementation showed the need for technical guidelines and further training. Collaboration among teachers, students, and parents had started to form, yet interactions were not yet intensive or comprehensive.

In the stabilization stage, internal evaluation of the Merdeka Curriculum implementation was being carried out but was not yet structured or sustainable. Efforts to improve teacher competence, as well as innovations in teaching methods and the use of technology, had begun but lacked focus and documentation. Collaboration with external stakeholders had started, although its scope and intensity remained limited. Additionally, efforts to standardize learning processes had not yet been formalized into systematic SOPs, and long-term planning for the sustainability of the curriculum implementation had not been thoroughly designed.

Overall, this study indicates that although there is a commitment from the school to implement the Merdeka Curriculum, the process still faces several challenges, particularly in terms of human resource readiness, facilities, and evaluation and documentation systems. Referring to Lewin's model (Unfreezing–Changing–Refreezing), this transition process is still in the "changing" phase, which requires strengthening in various aspects to achieve stability and sustainability. Therefore, more systematic strategies, structured training, and comprehensive documentation are needed as a foundation for policymaking and improving the quality of education at MTs Al-Washliyah Tembung and other educational institutions undergoing similar transitions.

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