

The Effect of Implementing Merdeka Curriculum, Learning Facilities, and Teacher Quality on the Learning Achievement of *Sekolah Penggerak* in East Lombok

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Abstract: This study aims to 1) know the effect of the implementation of the *Merdeka* Curriculum on student learning achievement in *Sekolah Penggerak* in East Lombok, 2) know the effect of learning facilities on student learning achievement in *Sekolah Penggerak* in East Lombok, 3) know the effect of teacher quality on student learning achievement in *Sekolah Penggerak* in East Lombok, especially in *Sekolah Penggerak* at the Junior High School (JHS) level. This research is a type of quantitative research using a correlational design. The results of this study show that 1) Implementing a *Merdeka* Curriculum influences student learning achievement. 2) Learning facilities have no partial influence on student achievement. 3) Teacher quality has a partial influence on student learning achievement.

Article History

Received: 9-11-2023

Revised: 14-11-2023

Published: 20-11-2023

Key Words :

Curriculum, Sekolah Penggerak, Learning Facility, Teacher Quality

How to Cite: Yang Yuliana Puji Astuti, B., Fahrurrozi, M., & Muhammad, F. (2023). The The Effect of Implementing Merdeka Curriculum, Learning Facilities, and Teacher Quality on the Learning Achievement of Sekolah Penggerak in East Lombok. *IJE : Interdisciplinary Journal of Education*, 1(2), 157–166. <https://doi.org/10.61277/ije.v1i2.44>



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Introduction

Education has a strategic and important role in the formation of a nation. Education also seeks to guarantee the prosperity of a nation. Because education inherits the noble values of a nation. Therefore, education is not only about how to know, how to do, and how to live together; what is very important is how to (Daulay, 2012).

Education plays an important role in developing the potential that humans possess. As set out in Chapter II of Chapter 3 of the National Education System Act No. 20 of 2003, the purpose of national education is to develop the potential of the pupils to become people who believe and fear the One God, to be noble, healthy, knowledgeable, competent, creative, independent, and to become democratic and responsible citizens. (Hiyadat & Abdillah, 2019).

Educational success can be seen in student learning achievements at school. Learning achievement is a reflection of the student's learning effort. Learning achievement is the assignment of knowledge or skills developed by the subject, usually indicated by test scores or scores given by the teacher. Measurement of learning achievement can be seen from the Repeat Day (UH), Middle Semester (UTS), or End Semester Repeats (UAS). Students' learning performance is influenced by two factors: the subject of study, among others, talent, interest,

learning activity, learning motivation, intelligence, factors outside the student's environment, learning method, curriculum, teaching program, and adequate learning facilities (Cynthia et al., 2016).

In the Indonesian education system, education has undergone eleven curriculum changes, starting in 1947 with a very simple curriculum and continuing until the 2013 curriculum. Despite the shift, the purpose of the curriculum device is nothing more than to improve on previous curricula (Sumarsih et al., 2022).

Pasca appointed Nadiem Makarim on October 23, 2019 as Minister of Education, Culture, Research, and Technology of Indonesia. Nadiem Makarim has created a number of policies and programs related to education in Indonesia. One of the best programs launched is the School of Motion, which was launched by the Ministry of Education, Culture, Research, and Technology on February 1, 2021. The mobility school program will begin in the 2021–2022 academic year in 2,500 schools spread across 34 provinces and 110 districts and cities. (Sumarsih et al., 2022).

West Nusa Tenggara is one of the provinces that has begun to deploy mobilization schools in several districts and cities, one of them in the East Lombok district. According to Baiq Lian Krisnayurarti (2022), Head of the Department of Education and Culture of Eastern Lombok, primary and secondary schools (SMP) were selected in the first division, and in the second division, 17 schools were re-elected as primary and secondary schools. So far, in East Lombok, 30 primary schools (SMPs) have been selected as secondary schools (Muadzin, 2022).

As for the schools that were chosen in the first division, namely, SMPN 4 Masbagik, SPPN 4 Selong, SPDN 3 Montong Gading, SPN 3 Sikur, SPNK 1 Sukamulia, SPNN 1 Wanasaba, SPNL 2 Masbagiki, SPSN 4 Keruak, SPNS 3 Sambelia, SPNB Islam NW Anjani, SPMC NW Kalijaga, SMPIT Arrisalah Paok Lombok, and SMP Islam Al Madani Mamben Lauk (Muadzin, 2022).

As for the schools chosen as driving schools in the second generation, namely, SMPN 1 Pringgabaya, SMN 1 Keruak, SMBN 3 Pringgaba, SMDN 5 Selong, SMNN 2 Jerowaru, SMNL 1 Suralaga, SMNK 2 Aikmel, SMNS 3 Selong, SMPN 1 Aikkel, SMSN 3 Wanasaba, Islamic Darul Ilmi Otorita, Islamical Al Lathiyah Tinggar, Islam Islamic Al Qimmah, Islamist Al Sirojul Ulum, Muslim Islamic Integrated Raudatul Mujahidin Kumbang, and Islamic UI Dhiya UI Seruni Mumbul (Muadzin, 2022).

In addition to the driving school of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), Nadiem Makarim has launched a new curriculum, namely Curriculum Merdeka Learning. (Prastiwi Davira, 2022).

Merdeka's own curriculum is curricular with a variety of intracurricular learning where content will be more optimal so that students have enough time to deepen concepts and strengthen the teacher's competence. (Kemedikbud, 2022).

In addition to the curriculum, things that have a role in and influence student learning achievement are learning facilities. Facilities in an educational institution are an important part to pay attention to. The existence of this facility will support the academic and non-academic activities of students and the realization of a conducive teaching and learning process. (Cynthia et al., 2016).

Learning facilities are the means and facilities required by the educational unit to support the course of the learning process. Learning facilities cannot be separated from

teaching and learning activities. In Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, paragraph 45 para. 1 states that each unit of formal and non-formal education provides means and facilities that meet the educational needs in accordance with the growth and development of the physical, intellectual, social, emotional, and mental potential of the pupils. (Habsyi et al., 2020).

In addition to learning facilities, what influences the learning performance of students is the quality of teachers in teaching. Linda Darling and Hammond (2017) define teacher qualities as a set of attributes, skills, and personal understanding that an individual brings into the teaching process. A qualified teacher will be competent in his field and support the learning process of his pupils. (Yunus, 2016). Moreover, according to Mammadova (2019), the quality of teachers is one of the main challenges that affect the opportunities of students in low- and middle-income countries to get a quality education. (Susiani & Abadijah, 2021).

In the learning process, the key player in determining the achievement of learning results is the teacher. If you look deeper, the responsibility of a teacher is to be a teacher, a guide, a builder, and anyone who provides learning facilities to help him achieve his learning goals. Since the teacher is a part of the learning process that is closely related to the student, the competence or ability of the teacher will have a strong influence on the success of the learning process. (Hayati, 2022).

Research Method

The population in this study is the students of class VIII (eight) in several Schools of Movement (SP) that are in the East Lombok namely SMPN 1 Sukamulia, SMPN 3 Sikur, SmPN 4 Selong, Islamic Primary School Al Madani Mamben Lauk, which has a total of 386 people. This figure was obtained after observations at the Sekolah Penggerak (SP).

The sampling technique in this study uses the random samplings technique. In this technique, each member of the population has the same probability to be selected to be a sample member. This random sampling uses the following formula:

$$ni = \frac{n}{N} \times Ni$$

Description:

n_i = Samples in schools

n = Research samples

N = Research population

N_i = Population in schools I

To see the proportion of samples used in each school, is 77.

Data collection techniques used in this research, observation and survey.

Based on its approach, this type of research is a quantitative research method. Quantitative research is inferential in drawing conclusions based on the results of statistically tested hypotheses using empirical data from data collection through measurement. (Djaali, 2020). The researchers used correlational designs in this study. Correlational research usually examines the relationship between the free variable represented by X and the bound variable marked by Y. In this study, there are three independent variables: implementation of the free curriculum (X1), learning facilities (X2), and teacher quality (X3). (Y).

The hypothesis test used in this study is a partial test (test t) According to Setiawan (2017) explains that the t test (partial test) is used to find out the influence of each free variable on a bound variable. The t test is also used to see the significance of influences of individual free variables on other constantly circling variables. (Y).

This test is performed by comparing the value of significance or thitung with the table with the provision: 1) If the value Sig. < 0.05 or Thitung > ttable then Ho is rejected and Ha is accepted, then it can be said that variable X has a significant influence on variable Y. 2) If Sig < 0.05, or thitung < ttable, then Ho has been accepted or Ha is treated, then we can say that Variable X does not have a significant effect on variabel Y.

Result and Discussion

In order to obtain data on this survey, the researchers filled in the questionnaire first because the school used as the penalty site is performing the final assessment of the semester. The completion of the questionnaires was carried out on Monday, June 5, 2023; Wednesday, June 7, 2023; Thursday, June 14, 2023; and Friday, June 23, 2023. The process of collecting data for this study is, of course, not without the help of some parties, such as the head of the school and also the teachers. The samples used in this research were teachers and also students at the SMPN 1 Sukamulia, SMPN 4 Selong, SMPN 3 Sikur, and the SMP Islam Al-Madani, which is a driving school located in the district of East Lombok.

In this study, there are three independent variables, namely the implementation of independent curricula, learning facilities, and the quality of teachers, and a bound variable, namely student learning achievement. The variable description contains data information that includes the lowest (minimum), highest (maximum), mean, and standard deviations obtained from data processing results using the program SPSS v. 22.0. The results of the study can be seen in the table below.

Table 1: Statistical Description

Variabel	N	Min	Max	Mean	Std. Deviation
Implementasi Kurikulum Merdeka (X ₁)	77	47	59	51,87	2,628
Fasilitas Belajar (X ₂)	77	40	50	45,15	2,455
Kualitas Guru (X ₃)	77	55	70	62,15	3,116
Prestasi Belajar siswa (Y)	77	25	30	27,09	1,258

Based on the data processing results table created with the help of the SPSS v.22.0 program, it can be concluded that:

1. On the independent curriculum implementation variable (X₁), the lowest score (minimum) was 47, the highest score was 59, the average was 51,87, and the standard deviation was 2,628;
2. On the learning facility variable (X₂), the lowest score (minimum) was 40, the highest score was 50, the mean score was 45,15, and the standard deviation was 2,455;
3. On the learning facility variable (X₃), the lowest score (minimum) was 55, the highest (maximum) score was 70, the average score was 62.15, and the standard deviation was 3.116;
4. Last for the bound variable is the student's learning achievement (Y), which obtained the lowest score (minimum) of 25, the highest (maximum) score of 30, the average score of 27,09, and the standard deviation of 1,258.

Based on regression analysis using the SPSS program, the following results were obtained:

Table 2: Results of Regression Analysis

Model		Unstandarized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.290	2.727		7.074	.000
	IKM	.150	.053	.314	2.864	.005
2	(Constant)	23.650	2.647		8.935	.000
	FB	.076	.59	.149	1.302	.197
3	(Constant)	19.015	2.747		6.921	.000
	FB	.130	.044	.322	2.943	.004

Based on calculations made with the help of the SPSS program, it is concluded that:

1. Table = $t(a/2; n - k - 1) = t(0,05/2; 77 - 3 - 1) = (0,025; 73) = 1,996$, so the resulting table is 1,996. Based on the table of regression test results obtained that show a Sig value < 0.05 ($0,005 < 0.05$) or $thitung > ttable$ ($2,864 > 1,996$), it can be concluded that there is an influence between the variable implementation of independent curriculum (X1) and learning performance (Y);
2. Table = $t(a/2; n - k - 1) = t(0,05/2; 77 - 3 - 1) = (0,025; 73) = 1,996$, so the resulting table is 1,996. Based on the regression test results table, if the value Sig. > 0.05 ($0,197 > 0.05$) or $thitung < ttable$ ($1,302 < 1,996$), then it can be concluded that there is no influence between the learning facility variable (X2) and learning performance (Y);
3. Table = $t(a/2; n - k - 1) = t(0,05/2; 77 - 3 - 1) = (0,025; 73) = 1,996$, so the resulting table is 1,996. Based on the regression test results table, if Sig value is < 0.05 ($0,004 < 0.05$) or $thitung > ttable$ ($2,943 > 1,996$), then it can be concluded that there is an influence between the teacher quality variable (X3) and learning performance (Y).

Discussion

1. The impact of the implementation of the free curriculum on student learning achievement

Based on the results of research carried out in four mobility schools in the East Lombok district, testing the hypothesis (korelasi X1 terhadap Y) Implementation of an independent curriculum influences student learning achievement. As for the value of the table obtained through the distribution table, it is 1,996, whereas the value received using the program SPSS v.22.0 is 2,864. If the value Sig. < 0.05 ($0,005 < 0.05$) or $thitung > ttable$ ($2,864 > 1,996$) is obtained from the regression test table, it can be concluded that there is an influence between the variable implementation of the independent curriculum (X1) on learning performance (Y).

From the analysis that has been carried out on this study compared to previous research, we can draw the conclusion that quantitatively, the survey of the variable implementation of independent curriculum has an influence on the student's learning performance, citing excellent results. The difference between this research and the previous research is in the type of research. In the previous study, the results were obtained from the results of the interviews and observations carried out. Whereas in this study, the researchers use a quantitative study type, which is the result obtained based on the

processing of data from the tabulation data of the questionnaire distributed to the respondents.

There are independent curriculum implementation factors that can affect student learning performance, namely:

a. Learning activities

In the application of the independent curriculum, the learning activities are adjusted with the distribution of lesson hours that have been adapted to the rules of the free curriculum. After the implementation of the independent curriculum in the educational unit, the extracurricular learning activities should also be adapted to the resources of the educational unit and the interests of the students. In addition, learning activities are also focused on students in order to form independent and moral students.

b. Project Implementation

Next is the implementation of project activities, in which project activities are project-based co-curricular activities designed to strengthen efforts to develop competence.

The four mobilizing schools have so far undertaken project activities to strengthen the profile of students in Pancasila. Each school has a different project theme and a different success rate. The project activities were carried out by four schools, namely, Workshop (SMPN 1 Sukamulia), Multimedia (SMDN 4 Selong), Culture (SMN 3 Sikur), and Handicrafts (SMP Islam Al-Madani).

Based on observations and interviews conducted by the researchers during the study, the four schools have been making maximum efforts in the project activities during the implementation of the independent curriculum.

In addition, based on observations during the study, the teachers also stated that the implementation of independent curricula indirectly affects the learning performance of the students. Since the implementation of an independent curriculum in a mobilizing school also adds skills or abilities to students through project activities, we can take from one of the many examples of projects carried out at SMPN 1 Sukamulia, whose theme is workshops. In the project, the students are taught to make a product, either food or another product, which is then sold through the bazaar activities carried out by the school. During project activities, such workshops indirectly provide students with additional skills, both in terms of creativity and trading. The same goes for the other three schools, where the existence of projects each semester that are carried out indirectly increases the ability and insight of students, thus indirectly improving their learning performance in both academic and non-academic areas.

In addition to adding non-academic capabilities through project success implementation, the curriculum is independent of student learning achievements and is also in line with the values when assessments are carried out both formatively and sumatively. The average scores achieved by schoolchildren during the independent curriculum are already quite good, and the class scores are at 80 and above with the predicate of the letter B, although some students have not yet met but most have already fully met the teacher assessment standards.

2. Impact of Learning Facilities on Student Learning Performance

Based on the results of research carried out in four mobility schools in the East Lombok district, testing the hypothesis (korelasi X_2 terhadap Y) The learning facility has no influence on the student's learning performance. As for the value of the tables obtained

through the distribution table, it is 1,996, whereas the value received using the program SPSS v.22.0 is 1,302. Based on the table of results of the regression test, it is found that if the value Sig. > 0,05 (0,197 > 0,05) or $t_{hitung} < t_{table}$ (1,302 > 1,996), then it can be concluded that there is no influence between the learning facility variables (X2) on learning performance. (Y).

In line with the results of the hypothesis test based on field observations based on the opinions of both teachers and students, The actual learning facility is more likely to affect the learning process than the student's learning performance. Because if the learning facilities are not well filled, then it will interfere with the teaching activities. For example, in Islamic High School Al-Madani, there are fewer facilities, such as a classroom. So one of the classes must study outside the classroom, which makes the learning process inconvenient and less comfortable for teachers and students.

At other mobility schools like SMPN 1 Sukamulia, SMPN 4 Selong, and SMPN 3 Sikur, the facilities at the school are generally very good. Both in terms of facilities, up to the facilities available at the school. With supporting facilities, students can learn not only theory but also practice using the facilities already available in the school. So that the learning process goes well and is not hampered by the lack of control over the learning facilities available at the school.

3. The Influence of Teacher Quality on Learning Achievement

Based on the results of research carried out in four mobility schools in the East Lombok district, testing the hypothesis (korelasi X1 terhadap Y) Implementation of an independent curriculum influences student learning achievement. As for the value of the tables obtained through the distribution table, it is 1,996, whereas the value received using the program SPSS v.22.0 is 2,943. Based on the table of results of the regression test, it is found that if the value Sig. < 0,05 (0,004 < 0,05) or $t_{hitung} > t_{table}$ (2,943 > 1,996), then it can be concluded that there is an influence between the teacher quality variable (X3) and learning performance. (Y).

The analysis that has been carried out on this study, replaced with previous research, can lead to the conclusion that a quantitative examination of the quality of teachers and teacher competence is equal and has a partial influence on learning performance. What distinguishes this examination from previous research lies in the test of the hypothesis used and the number of respondents used as samples in the research.

Whether there are factors related to teacher quality based on Linda Darling Hammond, Cynthia D. Prince, and Fachrudin's (2021) theory of teacher effectiveness, teacher quality encompasses several things, namely:

a. Intelligence and Ability

Intelligence and ability here mean the early ability of a teacher to do observation and to think diagnostically.

While conducting observation activities in mobility schools, the researchers can assess that most teachers already have good initial skills. Teachers in the mobility school also have brackets such as teaching materials that can end the learning activities and the ability of teachers to deliver materials to students so that students understand the learning material well.

b. Knowledge of how to teach

The second factor is the teacher's knowledge of how to teach a field of study to the student, which is related to the teaching techniques performed by the teacher.

During the research, the researchers can see that most teachers are still performing the same gradual technique using the method of lectures. However, some teachers balanced it with occasional movements so that during the learning process it became more lively and students did not get bored.

c. The teacher's ability to interact with students

Next is the teacher's ability to interact with the student, which is related to the ability of a teacher in the classroom. How a teacher arranges to keep class conditions conducive.

Based on the observations performed by the researchers during their research activities, most teachers are good at interacting with students during teaching in the classroom. In the small example of SMPN 1 and Islamic High School Al-Madani, teachers in the school already have the ability to interact with excellent students. When teaching, teachers in both schools will not only remain silent on their benches; they will occasionally walk around monitoring all students so that all students get the same attention. Because of that, the classroom has become more conducive and more focused on learning.

d. The teacher's expertise in evaluating students

The last factor is the teacher's expertise in evaluating, which is related to the final decision made by the teacher in assessing the student. Both from attitude assessment to the assessment of the student's ability to understand the material given to the teacher.

Based on the observational results of the study, the researchers can see that the evaluation ability of teachers in each school is already very good.

In addition, it is based on the results of field observations, both from interviews with teachers and students as well as observations carried out during the research. The quality of the teacher has a very great influence on the student's learning achievement. As one of the teachers in SMPN 4 Selong said, Mr. Selamat He said the teacher's ability in the classroom will have a strong influence on the learning process; indirectly, the quality of the teacher will affect the student's achievements or learning outcomes in the future.

According to the results of the observations of the researchers during the conduct of research in the four driving schools used as the location of research, the quality of teachers in teaching indeed greatly affects students when in class. The quality mentioned here relates to the teacher's ability to understand the material, the delivery of the material, and how teachers master the class while doing the learning process in the classroom. Based on the observations that researchers made during the study, the process of learning the ability of the teacher when teaching does greatly affect students. To determine whether the teacher's quality is good or not can also be seen from the assessment values carried out and from the results of interviews and observations of the student's assessment value in the four schools that have met the standard of the visible assessment of students' values that are in the number 80 with the predicate of the letter B that indicates the quality of teachers in all four schools has been sufficiently good.

Conclusion

Based on the analysis of the data and the test of the hypothesis carried out, the conclusion can be drawn that:

1. Implementation of an independent curriculum has a partial influence on student learning achievement. Based on the test of the hypothesis carried out, we obtain a table value of 1,996 and a sig value of 0,005. This means that if the regression test results obtain a Sig value $< 0,05$ ($0,005 < 0,05$) or $t_{hitung} > t_{table}$ ($2,864 > 1,996$), then we can conclude that there is an influence between the variables of implementation of independent curriculum (X1) on learning performance (Y).
2. The learning facility has no partial influence on the student's learning achievement. Based on the test of the hypothesis carried out, we obtained a table value of 1,996 and a sig value of 0,197. This means that if the regression test results obtain a Sig value $> 0,05$ ($0,197 > 0,05$) or $t_{hitung} < t_{table}$ ($1,302 > 1,996$), then we can conclude that there is no influence between the learning facility variables (X2) on learning performance (Y).
3. The quality of the teacher has a partial influence on the student's learning performance. Based on the hypothesis test performed, we obtained a table value of 1,996 and a sig value of 0,004. If the regression test results indicate that the score of Sig. $< 0,05$ ($0,004 < 0,05$) or $t_{hitung} > t_{table}$ ($2,943 > 1,996$), then it can be concluded that there is an influence of the teacher's quality variable (X3) on learning achievement (Y).

Recommendation

This research is expected to be used as a reference for further research using variables related to the implementation of independent curricula, learning facilities, teacher quality, and learning performance, both qualitative and quantitative. The obstacles encountered when passing research are more related to the distribution of time between one location and another; besides that, other obstacles are also present, like less work by some parties.

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