

Article

Independent Curriculum Management at Public Elementary School 32 Banyuasin III, Banyuasin Regency

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Abstract: This study explores the implementation of curriculum management under the Kurikulum Merdeka at SD Negeri 32 Banyuasin III, Banyuasin Regency. The purpose of this research is to examine how school leaders, teachers, and staff plan, organize, implement, and evaluate the Kurikulum Merdeka in order to improve the quality of education. A qualitative descriptive method was employed, with data collected through interviews, observations, and documentation. The findings reveal that curriculum management at SD Negeri 32 has been conducted systematically, with active involvement of teachers and alignment with student needs and school context. However, challenges such as limited resources and varying teacher competencies still hinder optimal implementation. This research highlights the importance of continuous training, strong leadership, and collaborative efforts in successfully managing the Kurikulum Merdeka in elementary schools.

Keywords: Curriculum Management, Educational Leadership, Elementary School, Kurikulum Merdeka, Teacher Involvement.

1. Introduction

Schools are educational institutions established by the government or foundations and used by everyone to learn. Schools are now not only places to learn, but also places to build character and develop students' talents and interests. Therefore, today schools with complete facilities and infrastructure are more sought after than schools with incomplete facilities and infrastructure. As a result, schools are currently competing to provide complete facilities and infrastructure as well as high-quality educators who can guide and direct students in learning activities and develop students' talents and interests.

The curriculum created by the government and adjusted to the conditions and capabilities of the school is used by the school to direct students in the teaching and learning process. The curriculum functions as a tool that supports the teaching and learning process and the formation of student character, as well as a forum for fostering and developing student talents.

Designing a curriculum requires a strong foundation considering the important role of the curriculum in the educational process and the goal of improving human life. The basis for compiling and developing the curriculum must be understood and considered by education implementers, teachers, and other parties related to education management. They must use this basis to guide them in implementing the curriculum at every level of education.

The 2013 curriculum emphasizes more on competency with competency-based thinking based on attitudes, skills, and knowledge, according to Kurinasih and Berlin (2017:22). The 2013 curriculum has several main characteristics. The first is that it requires teachers to acquire knowledge and find out as much as possible because today's students can search for information freely thanks to advances in technology and information. The second is that it encourages students to improve their interpersonal and interpersonal skills, improve their critical thinking skills, and take responsibility for their environment. The third is the goal of improving their learning skills.

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Independent curriculum requires active participation of teachers in the creation, design, and implementation of the curriculum during the learning process in the classroom. Therefore, teacher preparation is very important for its implementation. As stated by Mulyasa (2018:34) that teachers are the most important part of the education system, and because teachers are always connected to the parts and systems of education, the curriculum will not be successful if teachers do not have the ability.

Planning, implementing, organizing, monitoring, and evaluating are part of curriculum management development. With the help of curriculum management, teachers can carry out learning activities comprehensively under the supervision of the principal. This allows teachers to improve student behavior in a better way so that the results can be seen.

The results of the study show that SD Negeri 32 Banyuasin, Banyuasin Regency has implemented the independent curriculum for more than a year. In the third year, the independent curriculum began with the Independent Learning Path, Independent Change Path, and Independent Path options. SD Negeri 32 Banyuasin, Banyuasin Regency, which is a driving school, implemented the independent curriculum based on considerations of the results of meetings from the Principal, teachers, supervisors and also the school committee.

2. Literature Review

Management

The definition of management is given by several experts. According to Suryatama (2014:41), management is the effective use of resources to achieve goals. Athoillah (2010:14) argues that management is the science and art of regulating the process of utilizing human resources effectively, supported by other resources in an organization, to achieve organizational goals. The word management comes from old French, and means "the art of implementing and organizing."

In addition, Siswanto (2006:2) said that management is the art and science of planning, organizing, directing, motivating, and controlling people and work mechanisms to achieve goals. Zazin (2011:28) said that management is the science and art of utilizing human resources and other resources in planning, organizing, implementing, and supervising activities, which are carried out effectively and efficiently by involving roles.

Independent Curriculum

Curriculum is a program or learning plan, according to Cow (in Hasibuan, 2019:42). According to Sanjaya (2005:5), curriculum is a learning plan consisting of several subjects that are arranged systematically with the aim of completing the program with the aim of obtaining a degree or diploma. which is not only about the subject, but also about how teachers design and apply it to learning, including student activities in and outside the classroom.

Independent curriculum, according to Soekamto (2022:100), is a curriculum that aims to foster students' interests and talents from an early age by focusing on essential materials, character development, and student competencies. This curriculum has been tested in 2,500 pioneering schools, and is also used in other schools. An independent curriculum should give students more freedom to choose how and when they learn, according to Crasto (2020:137). This allows everyone to learn according to their interests and abilities. Therefore, the independent curriculum allows the selection of materials that suit students' needs.

According to Nizam (2020:109), the goal of the independent curriculum is to improve graduates' abilities based on knowledge (cognitive domain), skills (psychomotor domain), and attitudes (affective domain). The independent curriculum encourages students to participate more actively in the learning process, increase their creativity, and build skills that are relevant to the modern world such as critical thinking, collaboration, and communication. The independent curriculum provides the flexibility to choose teaching materials and learning methods that are more in line with technological advances and the needs of society, according to Suhardi (2020:179).

3. Methods

This study uses a qualitative method. Qualitative research can be used for research on history, behavior, community life, concepts or phenomena, social problems, and others. According to Creswell (2019:192), qualitative research is a type of research that explores and understands the meaning in a number of individuals or groups of people who come from social problems. The reason researchers use a qualitative approach is because it allows them to find and understand what is happening in society

4. Results And Discussion

Research result

This research was conducted at SD Negeri 32 Banyuasin III, Banyuasin Regency from December 20, 2024 to January 10, 2025, to obtain data on the planning, implementation and evaluation of the independent curriculum, the researcher conducted observation activities, interviews with 6 informants of this research consisting of 1 principal of SD Negeri 32 Banyuasin III, Banyuasin Regency, and 5 teachers who teach at SD Negeri 32 Banyuasin III, Banyuasin Regency, which the researcher can provide information on the planning, implementation and form of evaluation of the independent curriculum at SD Negeri 32 Banyuasin III, Banyuasin Regency, as supporting data for this research, the researcher took documentation that was relevant to the problems that the researcher was studying.

1. Independent Curriculum Planning at State Elementary School 32 Banyuasin, Banyuasin Regency

The results of the researcher's interview with Ks/01 regarding what the principal did at the planning stage of implementing the independent curriculum at SD Negeri 32 Banyuasin showed that there were several activities carried out by the principal at the planning stage of the independent curriculum at SD Negeri 32 Banyuasin, namely: 1) Asking the teachers who teach at this school to plan activities to prepare teaching modules. The teaching modules that are prepared are teaching modules with the principles of the independent curriculum, which give teachers more freedom in determining learning materials and methods according to student needs, which include the integration of core competencies and basic competencies in a more flexible learning context and based on student potential; 2) Determining the profile of Pancasila students, namely making a character education plan that can be integrated into each learning to form students who have character and attitudes in accordance with Pancasila values; 3) Planning the development of learning resources that are in accordance with student needs and developing relevant learning resources to support more meaningful learning; 4) Organizing differentiated learning, namely a learning approach that allows for differences in students' learning methods and learning speeds, as well as adjusting the material to students' interests and needs; 5) Planning to collaborate with related parties such as parents, communities, and local governments) work together to plan the implementation of a curriculum that is appropriate to each condition and context; 6) Planning the development of more formative and holistic learning evaluations to monitor student development continuously, not only based on final exams; 7) Planning training activities and developing teacher competencies so that teachers understand and implement the principles of the independent curriculum in the learning process.

The data obtained by the researcher from the results of interviews with informants of this study regarding the threat of independence planning at SD Negeri 32 Banyuasin III, namely: 1) Limited technological infrastructure such as unstable internet access or lack of digital devices. This can hinder the implementation of technology-based learning methods that are part of the independence curriculum; 2) Limited availability and quality of human resources who do not yet have and inadequate understanding and skills, limited time for training can slow down the full adoption of the independence curriculum; 3) Limited budget to support various needs of the independence curriculum, such as procurement of learning tools, teacher training, or provision of appropriate teaching materials. This can hinder the process of implementing the curriculum optimally; 4) Lack of support from parents for changes in the education system, so it will be difficult to create an effective learning environment

2. Implementation of the Independent Curriculum at State Elementary School 32 Banyuasin, Banyuasin Regency

The researcher's question with Ks/10 regarding the implementation process of the independent curriculum at SD Negeri 32 Banyuasin III is that the independent curriculum at SD Negeri 32 Banyuasin III is: 1) Socializing the independent curriculum to teachers who teach at this school. This is very important for me to do so that all parties on duty at this school understand the basic principles of this curriculum and their role in its implementation; 2) Conducting training for teachers on duty at this school, so that they can carry out their duties professionally in implementing the independent curriculum, by carrying out project-based learning innovations, differentiation approaches, and formative assessments; 2) Compiling learning modules that are in accordance with student needs and can focus on practical skills, character, and mastery of relevant knowledge; 3) Carrying out learning activities by taking an approach that prioritizes students as the center of learning. Students

are given the freedom to choose learning paths according to their interests and speed; 4) Utilizing technology in learning to enrich and facilitate the teaching and learning process, in the form of digital media, online learning platforms, or applications that support creativity and collaboration between students; 5) Carrying out continuous evaluation and assessment during the learning process. Assessment does not only focus on the final exam, but also on assignments, portfolios, self-reflection, and feedback from teachers; 6) Conducting reflection to determine the quality of the implementation of the independent curriculum that has been implemented, if there are still shortcomings, improvements and follow-up are made

The data obtained by the researcher from the results of interviews with informants of this study regarding the threats to the implementation of the independent curriculum at SD Negeri 32 Banuasin III are: 1) Limited technological infrastructure such as unstable internet access or lack of digital devices. This can hinder the implementation of technology-based learning methods that are part of the independent curriculum; 2) Limited availability and quality of human resources who do not yet have and inadequate understanding and skills, limited time for training can slow down the full adoption of the independent curriculum; 3) Limited budget to support various needs of the independent curriculum, such as procurement of learning tools, teacher training, or provision of appropriate teaching materials. This can hinder the process of implementing the curriculum optimally; 4) Lack of support from parents for changes in the education system, so it will be difficult to create an effective learning environment

3. Evaluation of Independent Curriculum Management at State Elementary School 32 Banyuasin, Banyuasin Regency

Based on the results of the researcher's interviews with the five informants of this study regarding the evaluation of the independent curriculum at SD Negeri 32 Banyuasin III, there are several forms of evaluation carried out to evaluate the independent curriculum at SD Negeri 32 Banyuasin, namely: 1) Holistic assessment that includes not only aspects of knowledge (cognitive), but also skills (psychomotor) and attitudes (affective). This assessment pays attention to the overall development of students, both in academic and non-academic aspects of SD Negeri 32 Banyuasin III teachers towards students; 2) Performance assessment (authentic assessment). The assessment prioritizes performance-based evaluation (authentic assessment), where students of SD Negeri 32 Banyuasin III are assessed based on their ability to work on projects, practical assignments, presentations, discussions, or activities that reflect the application of knowledge in real situations. This encourages students to be more active and creative in learning; 3) Project-based assessment. In the independent curriculum, project-based assessment is more dominant. Students are assessed through projects or assignments carried out in groups or individually. This assesses the ability of students of SD Negeri 32 Banyuasin III in planning, implementing, and completing projects, as well as in applying the knowledge gained during the learning process; 4) Assessment of the process and results. The assessment of the independent curriculum pays more attention to the student's learning process, not just the end result. Teachers who teach at SD Negeri 32 Banyuasin III assess how students learn, how they solve problems, collaborate with friends, and their attitudes in undergoing the learning process. This provides a more comprehensive picture of student development; 5) The assessment format is more varied. Assessment in the independent curriculum uses various techniques, such as observation, interviews, self-assessment, peer assessment, portfolios, and presentations. These techniques allow teachers to measure students' abilities from various aspects, including social skills, speaking skills, and the attitudes and values they demonstrate during the learning process; 6) Assessment emphasizes self-reflection. In the independent curriculum, students are given the opportunity to reflect on themselves and assess their own progress. Students can do self-assessment, where they assess their understanding of the material, skills that have been achieved, and areas that need to be improved. This helps students to be more aware of their own development and gives them a sense of responsibility for their learning; 7) Assessment prioritizes the learning process and character development. Assessment also involves aspects of character development, such as honesty, cooperation, responsibility, discipline, and empathy. Teachers assess how students interact with their friends, their attitudes towards assignments, and how they show a sense of responsibility and initiative in learning; 8) Assessment is more flexible. The independent curriculum provides more flexibility in the time and method of assessment. Teachers can provide more opportunities for students to demonstrate their understanding through various forms of assignments, both individual and group, which are carried out in a more flexible time and according to the speed of student learning; 9) The assessments implemented support continuous learning (formative assessment). Assessment in the independent curriculum

prioritizes formative assessment, which is an assessment that is carried out continuously during the learning process. This assessment is used to provide useful feedback for students to improve and enhance their understanding before reaching the final assessment; 10) There is collaboration in providing assessments (peer-assessment). The independent curriculum encourages the use of peer assessment, where students assess each other's work or contributions

The data obtained by the researcher from the results of interviews with informants of this study regarding the threat of evaluating the independent curriculum at SD Negeri 32 Banuasin III are: 1) Limited technological infrastructure such as unstable internet access or lack of digital devices. This can hinder the implementation of technology-based learning methods that are part of the independent curriculum; 2) Limited availability and quality of human resources who do not yet have and inadequate understanding and skills, limited time for training can slow down the full adoption of the independent curriculum; 3) Limited budget to support various needs of the independent curriculum, such as procurement of learning tools, teacher training, or provision of appropriate teaching materials. This can hinder the process of implementing the curriculum optimally; 4) Lack of support from parents for changes in the education system, so it will be difficult to create an effective learning environment

Discussion

Every organization, including schools, needs to formulate a strategic plan as a guideline in carrying out various activities within it. Strategic planning in the scope of education is a plan that is determined carefully, namely starting from formulating plans, implementing and creating systematic guidelines in solving a problem in the realm of education to achieve the goals and objectives that have been set. Based on this, strategic planning is important to discuss.

Taylor (in Ramli, 2017:170) stated that planning is a way to manage change so that organizations can survive in an ever-changing environment. This can be used to overcome the complexity of the internal environment caused by the diverse needs of each work unit. Furthermore, Stainer (in Salusu, 2020:105) stated that planning is a process that helps decide where a company, organization or institution will go and how to get there, as well as determine its goals and objectives. It can also help managers think more strategically about their current actions and future plans.

The curriculum is a tool that can be used in order to achieve the ideals and goals of education that have been set by the principal in collaboration with all elements of education in schools such as educators and education personnel, the curriculum is a foundation that can be used as a guideline in implementing directed learning activities from all levels of education whose existence is known to the government and recognized by the community. The current education system is all guided by the curriculum that has been set by the government as a foundation for organizing an integrated education system that has a number of components including the basis and goals of education to be achieved, containing data on educators and education personnel, curriculum, management, and educational institutions that are interconnected and function to achieve educational goals. Thus, education interacts with the internal and external environment that must be responded to by education planners and implementers, including principals and teachers, as well as education curriculum supervisors. Thus, national education is faced with the demands of the internal needs of schools, both principals, teachers, education personnel, students and responses to external changes, which include changes in regulations and legislation in the field of education, advances in science and technology, changes in values

The success of the implementation of the education program and the ability of children to absorb the learning program implemented by the teacher and whether or not the desired educational goals are achieved The success or failure of something depends on the curriculum management that is planned and implemented (Abdullah, 2010:175). Therefore, the independent curriculum has two elements, namely the ideal independent curriculum and the actual independent curriculum. The ideal independent curriculum is an independent curriculum that is prepared as a guideline for teachers in carrying out learning tasks for their students, while the actual independent curriculum is a curriculum that is designed that can actually be implemented by teachers according to the circumstances and conditions that exist at that time (Sanjaya, 2018: 22-24).

The results of Hendro's research (2016) in his research results showed that from the evaluation of the context of supporting facilities and infrastructure for the implementation of K13 in Belu district, it was in the less good category (50.57%), student and teacher understanding was in the good category. Input evaluation, teacher and student guidebooks were not yet available, teacher and principal training was running well (79.44%), while teacher mentoring was running poorly (37.3%), learning management was in the fairly good category (73.47%), for student services were also in the fairly good category (69.64%). The results of the process evaluation showed that the learning process was running quite well (76.51%), while the assessment process was running poorly (49.28%).

When compared with several studies that are relevant to the research conducted by the researcher, there are differences in research results that are not the same. The results of the research conducted by the researcher at SD Negeri 32 Banyuasin III regarding the independent curriculum starting from the planning stage, implementation stage or implementation and evaluation of the independent curriculum at SD Negeri 32 Banyuasin III have been carried out well.

5. Conclusion

The planning of the independent curriculum at SD Negeri 32 Banyuasin III, Banyuasin Regency has been carried out well, the principal has made a planned plan as preparation for implementing the independent curriculum at SD Negeri 32 Banyuasin III, the planning activities carried out by the principal of SD Negeri 32 Banyuasin are; 1) Asking teachers to plan activities to prepare teaching modules, and determine learning materials and methods according to student needs, which include the integration of core competencies and basic competencies in a flexible learning context, based on student potential; 2) Determining the profile of Pancasila students, namely making a character education plan that can be integrated into each learning to form students who have character and attitudes in accordance with Pancasila values; 3) Planning the development of learning resources according to student needs and developing relevant learning resources to support more meaningful learning; 4) Organizing differentiated learning that allows for differences in students' learning methods and learning speeds, and adjusting materials to students' interests and needs; 5) Planning collaboration with parents, communities, and local governments to work together to plan the implementation of a curriculum that is appropriate to each condition and context; 6) Planning the development of more formative and holistic learning evaluations to monitor student development continuously, not only based on final exams; 7) Planning training activities and developing teacher competencies

The implementation of the independent curriculum at SD Negeri 32 Banyuasin III, Banyuasin Regency has been carried out well, in implementing the independent curriculum it begins with a deep understanding of the philosophy and objectives of the independent curriculum, designing learning that is in accordance with student characteristics and local contexts, providing ongoing training for teachers, both independently and through training programs organized by the education office regarding modules that are more project-based and focus on developing student skills. Discussing and sharing experiences in implementing the independent curriculum, encouraging teachers to use various media and learning applications and technology in the learning process and adapting them to students' learning styles, interests and talents

Evaluation of the management of the independent curriculum at SD Negeri 32 Banyuasin III, Banyuasin Regency has been carried out well, to evaluate the independent curriculum, the principal carried out observation activities, academic supervision, monitoring and evaluation of teachers to find out the extent of their understanding and ability in implementing the independent curriculum, holding discussions or sharing together to discuss the shortcomings that need to be met so that the independent curriculum runs without any obstacles, seeking joint solutions to overcome obstacles and challenges in implementing the independent curriculum at SD Negeri 32 Banyuasin III.

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