

Implementasi Pembelajaran Ilmu Pengetahuan Sosial Menggunakan Kurikulum Merdeka Belajar di SMP Negeri 4 Jember Tahun Pelajaran 2022/2023

Implementation of Learning Social Sciences Using the Independent Learning Curriculum at SMP Negeri 4 Jember 2022/2023 Academic Year

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ABSTRACT

This research aims to describe the process of planning, implementing and evaluating social studies learning using the Independent Learning Curriculum at SMP Negeri 4 Jember. The research method used is descriptive qualitative with observation, interviews and document analysis as data collection techniques. Data analysis uses the Miles and Huberman interactive model, and data validity is obtained through triangulation of techniques and sources. The research results show that in the planning process, teachers create Teaching Modules with learning objectives guided by central Learning Outcomes. Implementation of learning is carried out through preliminary, core and closing activities, with a focus on the implementation cycle of the Independent Learning Curriculum to create differentiated learning. Evaluation is carried out through three forms of assessment, namely formative assessment, group project-based assessment, and student assessment instruments.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan proses perencanaan, pelaksanaan, dan evaluasi pembelajaran IPS menggunakan Kurikulum Merdeka Belajar di SMP Negeri 4 Jember. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan observasi, wawancara, dan analisis dokumen sebagai teknik pengumpulan data. Analisis data menggunakan model interaktif Miles dan Huberman, serta keabsahan data diperoleh melalui triangulasi teknik dan sumber. Hasil penelitian menunjukkan bahwa dalam proses perencanaan, guru membuat Modul Ajar dengan tujuan pembelajaran berpedoman pada Capaian Pembelajaran pusat. Pelaksanaan pembelajaran dilakukan melalui tahapan pendahuluan, kegiatan inti, dan penutup, dengan

fokus pada siklus implementasi Kurikulum Merdeka Belajar untuk menciptakan pembelajaran berdiferensiasi. Evaluasi dilakukan melalui tiga bentuk asesmen, yaitu asesmen formatif, asesmen berbasis proyek kelompok, dan instrumen penilaian siswa.



Introduction

Education is the main element in human development. Education management must be oriented towards how to create change for the better. Education in Indonesia continues to experience developments in creating various learning designs in the form of strategies, methods, and related to administration or learning implementation design. One aspect that cannot be separated from the education system is the existence of the curriculum. A curriculum becomes a guideline for implementing learning well (Pahmi & Sukatin, 2020). The curriculum is a set of programs related to learning in education that are designed, developed and implemented to achieve a predetermined educational goal (Lisa Chamisijatin et al., 2020).

Curriculum development must be carried out based on future challenges, future competencies, public perceptions, developments in knowledge and pedagogy and emerging negative phenomena. In this case, the government is trying to make strategic efforts by creating a new policy, namely the Independent Learning Curriculum. This aims to revive the movement for education. The Independent Learning Curriculum was approved in 2020 and entered into a trial period in 2021. According to the Ministry of Education, Culture, Research and Technology, in the 2022/2023 academic year there are already 142 thousand schools that have chosen and will implement the Independent Learning Curriculum independently, both in elementary, middle school and high school/vocational school levels (Ulya, 2022). The Independent Learning Curriculum is planned to be implemented nationally in the 2024/2025 academic year. With this new curriculum change, cooperation, strong commitment, seriousness and real implementation are needed from all parties (B. F. dkk Sari, 2020).

The Independent Learning Curriculum is a curriculum that prioritizes freedom of thought and in the learning process teachers have the freedom to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. The Merdeka Belajar curriculum focuses on freedom and creative thinking.

The Independent Learning Curriculum is expected to be able to develop students according to their potential and abilities, because with the Independent Curriculum they get critical, quality, expressive, applicable, varied and progressive learning. One of the programs outlined by the Ministry of Education and Culture in launching independent learning was the start of a driving school program (Ainia, 2020).

The Merdeka Curriculum focuses heavily on achieving real learning outcomes, namely by achieving knowledge of student behavior, student abilities and student learning outcomes. The Merdeka Curriculum has a flexible and flexible nature (Maman Suryaman, 2020). The difference between the 2013 Curriculum and the Independent Learning Curriculum lies in the mandate of the approach. In the 2013 Curriculum this carries a mandate regarding a science-based approach or scientific approach. However, the independent learning curriculum will provide a project-based approach (F. I. Sari et al., 2023).

In the Independent Learning Curriculum, the use of E-learning technology is a new mainstay in learning in schools, which requires the readiness of teachers and students (Rosidah et al., 2021). The use of information technology and its use can be a provision for students in future life, namely the implementation of online learning. The readiness of all educational components will be tested, especially on Social Sciences Subject Teachers whose schools will implement the Independent Learning Curriculum. Teachers play a very important role in implementing the Independent Learning policy. A teacher as a driver of independent learning, means a teacher who is required to be able to be active and enthusiastic, creative, innovative and skilled in order to become a facilitator driving change in schools (Ayes & Alsubeai, 2016). Therefore, it is not surprising that one of the basic aspects and as a guideline for a teacher, namely the curriculum, will undergo various changes in order to adapt to existing developments.

Social studies subjects are integrated subjects, namely the concept can be said to be a teaching and learning approach that involves several fields of study to provide meaningful experiences to students. Implementation of social studies learning in the Independent Learning Curriculum requires adjustments and various obstacles for social studies subjects. Research conducted by Ari Gunawan (Gunawan, 2022) at SMP Negeri 10 Depok City shows that currently there are still many teachers who are confused about implementing the Independent Curriculum. Teachers need to know

what readiness is needed when implementing the Independent Learning Curriculum in the learning process at school and the form of assessment used.

SMP Negeri 4 Jember is one of the junior high schools in Jember Regency which is.

Literature review

Social Science Learning

Learning can be defined as a system or process of teaching educators and students which is planned or designed, implemented and evaluated systematically so that educators and students can achieve learning goals effectively and efficiently (Makki & Aflahah, 2019) .

Social Sciences is an integration of various branches of social sciences such as: sociology, history, geography, economics, politics, law and culture. Social Sciences is a field of study which is a fusion or combination of a number of social subjects. Social Sciences is defined as an effort both in terms of knowledge and high-level thinking abilities of students who are expected to ultimately have high awareness and responsibility towards themselves and their environment(S. et al., 2021). Social Sciences can also be interpreted as a field of study that studies, examines, analyzes social symptoms and problems in society by reviewing various aspects of life as a combination. This is in accordance with Nursid's opinion that IPS is studying, examining, assessing human life systems on the surface of the Earth (Setiawan, Denny., 2022).

Social studies learning is learning that develops thinking concepts based on the reality of social conditions that exist in the students' environment, so that by providing social studies learning it is hoped that it can produce good and responsible citizens towards the nation and state. The characteristic of social studies learning is that it emphasizes the study of social problems that occur in everyday life (Pratiwi & Dkk, 2021). The main aim of social studies learning is to develop the potential of students to be sensitive to social problems that occur in society, to have a positive mental attitude towards improving all inequality that occurs, and being skilled at overcoming every problem that occurs every day, both affecting individuals and society (Setiawan, Denny., 2022). The scope of social studies learning consists of facts, concepts and generalizations related to national

social problems, along with developments in science, technology and the demands of the global world (Supardi, 2011).

Independent Learning Curriculum

The Merdeka Belajar curriculum is a curriculum with diverse learning. This curriculum focuses on essential content so that students have enough time to explore concepts and strengthen their potential. The curriculum is implemented to train independence in thinking and students can develop their potential according to their talents and interests.

The Independent Learning Curriculum is one of the initiative programs that wants to create a happy and enjoyable learning atmosphere. The aim is so that teachers, students and parents can feel a happy atmosphere (Syukri Bayumie, 2019). The essence of independent learning is exploring the greatest potential of teachers and students to innovate and improve the quality of learning independently. What is meant by independence is not just following the educational bureaucratic process, but truly educational (Prayoga, 2020).

The following is a table of the main components of the Independent Learning Curriculum:

Table 1
Main Components of the Independent Learning Curriculum

No.	Main component	Independent Learning Curriculum
1.	Basic Framework	Based on the objectives of the National education system and national education standards and developing the Pancasila Student Profile.
2.	Targeted competency	Learning outcomes are arranged per phase (KI and KD are integrated) and there is an ATP (learning objective tool).
3.	Curriculum Structure	The JP allocation is regulated annually according to the conditions of the educational unit. The first 2 hours of learning, namely intracurricular and cocurricular.
4.	Learning	Strengthening differentiated learning according to students' achievement stages.
5.	Evaluation	a. Strengthening formative assessments to design learning according to student achievement stages. b. Authentic assessment, especially the Pancasila student profile project. c. There is no separation of attitudinal, social and spiritual assessments.
6.	Teaching tools provided by the government	Textbooks and non-textbooks - Examples: teaching modules, flow of learning objectives, examples of projects to strengthen Pancasila students, examples of educational unit operational curricula.

Source: Data processed by researchers, 2023

The aim of the Independent Learning Curriculum is to answer previous educational problems. The existence of this curriculum will direct the development of students' potential and competencies. This curriculum functions to develop potential, one of which is a learning process that is designed to be relevant and interactive (Khoirurrijal et al., 2022). The Merdeka Belajar curriculum focuses on optimizing content so that students have sufficient time to explore concepts and develop their potential. The advantages of the Independent Learning Curriculum include; simpler and more profound; more relevant and interactive and more independent (Khoirurrijal & Dkk, 2022). The Independent Learning Curriculum Program is still not perfect to implement. There are several obstacles or challenges that must be faced, including; get out of the comfort zone of the learning system; have no experience of independent learning programs; limited references; teaching skills; minimal facilities and teacher quality (Supini, 2020).

Method

This research uses qualitative research with a descriptive qualitative approach. The research location is at SMP Negeri 4 Jember. The main factor for the researcher choosing this school was because the researcher wanted to know what the condition of the new school was with the existing system in the school, including one of the schools that was a pilot or piloting project in implementing the Independent Learning Curriculum in Jember Regency.

Determining informants using purposive techniques. The main informants are the Social Sciences Subject Teacher in class VII A, namely Mr. Dedy Pratama, S.Pd and students in class VII A. Determining the class uses a purposive sampling technique while determining students uses a random sampling technique with the assistance of Mr. Dedy Pratama to appoint students randomly. in the classroom. Supporting informants are the Head of SMP Negeri 4 Jember and the Deputy Head of Curriculum for SMP Negeri 4 Jember. Data collection techniques use observation, interviews and documentation. The data analysis technique uses the Miles and Huberman field data analysis model through data reduction, data presentation and inference and verification. The technique for checking the validity of the data that researchers use is using source triangulation and technical triangulation techniques.

Results and Discussion

The results of this research are focused on the implementation of social science learning using the Independent Learning Curriculum at SMP Negeri 4 Jember for the 2022/2023 academic year which is implemented through several stages, including the following:

Social Studies Learning Planning using the Independent Learning Curriculum at SMP Negeri 4 Jember for the 2022/2023 Academic Year

Planning for the Implementation of Social Studies Learning Using the Independent Learning Curriculum at SMP Negeri 4 Jember is carried out starting from the teacher, guided by the learning outcomes provided by the center, then creating a teaching module which includes learning objectives and a flow of learning objectives.

Learning outcomes in this research are included in the secondary education phase D, namely for class VII. Teachers are given learning outcomes for 3 years and adjusted to the teacher's wishes in compiling them. The way to sort learning outcomes here is that each subject has a team consisting of several teachers. The Social Sciences subject team held a forum to determine essential material to be sorted into classes 7, 8, 9 to be included in teaching modules in the learning planning stage.

The initial stage of sorting learning outcomes is that they must be in accordance with the Educational Unit Operational Curriculum (KOSP) at SMP Negeri 4 Jember. This is in line with what was expressed by Mr. Dedy Pratama, S.Pd., that:

"Learning achievements from the center will later be sorted into a set of competencies and scope of learning materials that are in accordance with the Educational Unit Operational Curriculum at SMP Negeri 4 Jember. The operational curriculum of the educational unit here is prepared based on the vision, mission and characteristics of SMP Negeri 4 Jember. The characteristics of SMP Negeri 4 are that the school is located in an urban area and the potential is adapted to the surrounding area, then later the learning objectives can be linked to local parties in collaboration or it could be said that learning does not have to be carried out at school. SMP Negeri 4 is close to the Coffee and Cocoa Research Center (PUSLITKOKA), in social studies learning you can collaborate with Puslitkoka in creative economy material. Children can understand what a creative economy looks like. It turns out that there are many products from Jember that have been collected and sold widely to the community, such as coffee, chocolate and others. "So this will provide benefits, if we collaborate with outside parties in this independent curriculum, it will make it easier to achieve the learning goals that we want to achieve in accordance with the characteristics of the school."

The final stage of sorting learning outcomes to determine essential material through several stages, namely analyzing learning outcomes to determine competencies, teaching materials, and learning variations consisting of learning strategies and approaches into learning objectives which are then arranged systematically in order from easy to difficult , simple to complex, and from concrete to abstract. The most important thing is that the learning outcomes from this center are then sorted by the teacher and must be achieved within a period of three years.

In creating teaching modules as initial planning, teachers must understand the learning process in accordance with the characteristics of SMP Negeri 4 Jember, guided by learning outcomes. Based on learning outcomes, teachers must sort the essential material and then create teaching modules. In this teaching module there are learning objectives and a flow of learning objectives, where teachers are given the freedom to arrange what kind of

teaching module they want by looking at the characteristics of the school. Basically, learning objectives are adjusted to the characteristics of the students, then narrowed down again according to the characteristics of the school.

Based on the data obtained, it can be seen that the learning objective flow (ATP) is a variety of methods that must be carried out by each teacher to achieve the learning objectives. The following is a statement from Mr. Dedy Pratama, S.Pd regarding the flow of learning objectives, that:

"Related to the flow of learning objectives, to achieve these learning objectives we have to go through various processes that must be passed, in this process we usually use teaching aids because in this independent learning curriculum, learning must be fun, so that students are not aware that they are carrying out a learning process. . So, ATP is our way of achieving learning goals through various processes, using game props and so on. It can be concluded that the planning phase is CP to TP and ATP. "So from CP in general we divide it into teaching modules which contain TP and ATP."

Based on the results of the interview, there is harmony regarding the planning phase in the learning implementation process using the independent learning curriculum according to Mrs. Ratna Indayani S.Pd as Deputy Head of Curriculum at SMP Negeri 4 Jember, as follows:

"In planning for IKM, every teacher is required to deposit only teaching modules because they serve as guidelines for learning. The week 1 meeting covered this and so on. The creation of this teaching module is based on learning outcomes from the center which are then sorted by subject teachers which will contain the core components of the teaching module, namely learning objectives and the flow of learning objectives."

Implementation of Social Studies Learning using the Independent Learning Curriculum at SMP Negeri 4 Jember for the 2022/2023 Academic Year

In the implementation stage of social studies learning using the independent learning curriculum, Mr. Dedy started by referring to the independent curriculum cycle which aims to make it easier to achieve the learning goals emphasized in the independent learning curriculum. The first thing in the implementation cycle of this independent curriculum is that learning must be fun. The second cycle of implementing the independent curriculum is learning material. There are three things that are attempted in the independent learning curriculum, namely collaboration, groups and play. Finally, in the Independent Curriculum Implementation cycle, there is a formative assessment activity. In this independent learning curriculum, the process is the main key to learning.

Implementation of Social Studies Learning using the Independent Learning Curriculum at SMP Negeri 4 Jember is carried out in 8 steps, namely introduction, core activities consisting of several stages such as identifying problems, searching

and managing information, planning and developing ideas, socializing ideas, reflecting on learning and the final step is closing.



Figure 1 Implementation of social studies learning in class VII A

The statement above is supported by the results of classroom research conducted by researchers on February 28 2023. The results of these observations show that Mr. Dedy's learning implementation begins with the learning preparation stage by preparing students by carrying out diagnostic assessments. Mr Dedy did this by using a matchmaking card game. These match cards are where students try to match, there are 2 types of cards taken, the first is the answer and the question. Then students are expected to look for answers from the match card. This match card can be a reflection stage to get students who already understand and there are also students who don't understand the material. Then the teacher conveys the learning objectives to students as a reference in learning. Then the teacher gives a trigger question to stimulate students' curiosity from general thinking to narrowing down the material that will be presented by Mr. Dedy. The core stage of learning is carried out by Mr. Dedy by explaining the main points of the material being studied and determining the topics that students can study inductively about the material being discussed.

The next stage, Mr. Dedy formed groups consisting of several students and gave assignments in the form of questions or problems related to the material presented to be analyzed and answered for, then discussed in groups. The use of digital systems in group assignments is also emphasized on students to make learning videos for each group from the Renderforest application which are made creatively, easy to understand and can be understood. After the discussion had been carried out, Mr. Dedy randomly appointed representatives from each group to present the results of the discussion and learning video projects, then comment and clarify questions and problems discussed by each group. In the Independent Learning Curriculum you don't have to collect everything in the form of a learning video, but during classroom observations the researcher found that Mr Dedy used

another method considering that in the independent learning curriculum learning must be differentiated, such as combining it with students coming forward to explain again.

In the final stage of learning, Mr. Dedy gave the students the opportunity to ask questions, then Mr. Dedy and the student representatives provided conclusions together regarding the material that had been studied. And reflect on learning as a form of feedback on the learning that has been implemented.

Evaluation of Social Studies Learning using the Independent Learning Curriculum at SMP Negeri 4 Jember for the 2022/2023 Academic Year

The evaluation that is the focus of researchers here is the evaluation of the implementation of social science learning using the independent learning curriculum at SMP Negeri 4 Jember. This assessment is carried out in 3 stages, the first is from the formative assessment that has been carried out, the second is from the project-based assessment that students carry out in groups, and the student assessment instrument. This statement is in accordance with the interview conducted by researchers with Mr. Dedy Pratama, S.Pd, he stated that:

"In implementing social studies learning using the independent curriculum, I carry out assessments in 3 ways, firstly, during the learning process, I carry out a formative assessment, namely about how the learning process takes place, such as in group discussions by observing each student how they contribute to the group discussion. . Then secondly, I carried out an assessment of making project-based assignments, such as Mas Iqbal, when observing that I gave the task of making learning videos from the Renderforest application, from this task children will be interested and trigger the creativity within them to make good and good learning videos. interesting. The final way is to create an assessment instrument, which is guided by a rubric as a measuring tool in achieving learning objectives, from collecting assignments linked to the rubric that has been created. This assessment instrument is a guide for me to assess what I want to assess in the learning process."

Mr. Dedy Pratama, S.Pd as a social studies subject teacher and driving teacher always provides learning that is in accordance with the independent learning curriculum, namely differentiated learning. With this differentiated learning, students will be able to learn subject matter based on their abilities, what they like, and how they learn. During the planning stage, Mr Dedy always relies on the flow of learning objectives that have been created in the teaching module. This is proven by the students who feel enthusiastic, enjoyable, and do not easily feel bored or fed up in participating in the learning process.

Discussion

Social Studies Learning Planning using the Independent Learning Curriculum at SMP Negeri 4 Jember for the 2022/2023 Academic Year

Based on the research findings obtained, this Teaching Module is an enhanced RPP, but in the independent learning curriculum it has been renamed the teaching module. There are also components missing and there are also components added. This is in line with John Dewey's progressivism perspective. It can be proven from the relationship between progressivism and learning planning in the independent learning curriculum, namely that the administrative burden on teachers will be reduced as can be seen from simpler learning planning tools. John Dewey's progressivism is a school that requires a process to provide better change (Triyatno, Fauziati, 2022).

The results of further research findings are that social studies learning planning using the independent learning curriculum is relevant to the planning developed by Dick and Carey. This is evidenced by the coverage of several stages in Dick and Carey's planning, namely identifying learning needs and writing general learning objectives, conducting learning analysis, identifying students' initial behavior and characteristics, writing specific learning objectives, preparing benchmark tests, developing learning strategies, developing materials. teaching, as well as designing and implementing formative and summative assessments (Nasution, 2017).

Based on the two theories mentioned (John Dewey's progressivism and Dick and Carey's learning planning theory), as a comparison it can be viewed in constructivism theory. Constructivism is a learning approach that emphasizes the active role of students in constructing their own knowledge through interaction with the environment and learning experiences. In the context of constructivism, learning is seen as a process in which students are actively involved in building their own understanding. The teacher acts as a facilitator or guide, not just as a transmitter of information (Suparlan, 2019). Curriculum and learning planning in constructivism places more emphasis on practical experiences, projects and authentic assignments that support the construction of knowledge by students. By comparing the Merdeka Belajar Curriculum with constructivism theory, we can see similarities in the emphasis on active experience, the role of the teacher as facilitator, the use of projects, authentic assignments, and adapting learning to the needs of students. This illustrates that the Independent Learning Curriculum has relevance to the principles of constructivism in shaping students' learning experiences.

Implementation of Social Studies Learning using the Independent Learning Curriculum at SMP Negeri 4 Jember for the 2022/2023 Academic Year

Based on the research findings obtained, that in the implementation of social studies learning using the Independent Learning Curriculum at SMP Negeri 4 Jember there are 8 steps in the results and discussion. Based on the data from these findings, it is confirmed that there is a relevant relationship with the cognitive learning theory perspective pioneered by Jean Piaget. This theory views that learning is "learning does not only involve the relationship between stimulus and response". Proven at the formative assessment implementation stage. This formative assessment is an assessment that refers to the learning process, seen when the teacher sees the student's learning process from the beginning to the end of the lesson. So, at the learning implementation stage in the independent learning curriculum, learning must emphasize the learning process (Wahyuni, Tri et al., 2023).

Based on the results of subsequent research, the concept of implementing learning in the independent learning curriculum is relevant to humanistic theory. Humanistic theory is based on the philosophy of progressivism which emphasizes freedom in self-actualization which leads to self-creativity. Main concepts in humanistic learning theory. this is how learning can humanize humans (Juita & Yusmaridi, 2021).

In conclusion, the combination of cognitivism and humanistic theories in the implementation of the Independent Learning Curriculum at SMP Negeri 4 Jember creates a holistic approach. Learning is not only seen as an end result, but also as a process that humanizes and empowers students. In the narrative of this research, a learning journey map is drawn that combines the wisdom of these two major theories, creating a learning foundation that is effective and relevant for student development..

Evaluation of Social Studies Learning using the Independent Learning Curriculum at SMP Negeri 4 Jember for the 2022/2023 Academic Year

Based on the research findings obtained, the evaluation stage of social studies learning using the Independent Learning Curriculum at SMP Negeri 4 Jember, uses authentic assessment. This authentic assessment is carried out in three forms, the first from formative assessments that have been carried out, the second from project-

based assessments carried out by students in groups, and student assessment instruments.

This statement is in accordance with the Educational Assessment standards of Minister of Education and Culture No. 21 of 2022, which explains that the forms of assessment in the independent learning curriculum include formative assessments and summative assessments (Peraturan Kementerian Pendidikan, Kebudayaan, n.d.). The results of subsequent research findings, assessment of learning evaluation in the independent learning curriculum is in line with humanistic theory, it is proven that assessment is not only carried out on results but also on the learning process (Juita & Yusmaridi, 2021).

Humanistic theory, which is based on the philosophy of progressivism, emphasizes individual freedom in self-actualization. These findings reflect a humanistic approach that not only assesses the final result, but also assesses the learning process as a whole. In other words, assessment in the context of the Merdeka Belajar curriculum does not only focus on the end product of learning, but also places emphasis on respect for the learning process. In a humanistic perspective, assessments carried out on the learning process can further humanize students, recognizing the important role of experience and active participation in the teaching and learning process. Therefore, the implementation of assessment in learning evaluation in the Merdeka Belajar curriculum reflects humanistic principles which place freedom and self-development at the core of education.

Conclusion

Based on the research results, it can be concluded that (1) the planning process, that the teacher begins by creating a Teaching Module containing Learning Objectives and a Flow of Learning Objectives which are guided by the Learning Outcomes provided by the center. (2) implementation process, the teacher carries out several stages, namely introduction, core and closing activities based on the independent curriculum implementation cycle by strengthening the creation of differentiated learning. (3) evaluation process, the teacher carries out assessments

from three forms of assessment, the first from formative assessments that have been carried out, the second from project-based assessments carried out by students in groups, and student assessment instruments.

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