

Independent Curriculum Reform in High School Historical Thinking Skills

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ABSTRAK

Banyak guru yang masih kesulitan mengimplementasikan strategi pembelajaran yang mampu mengembangkan keterampilan berpikir sejarah, seperti berpikir kritis, analitis, dan reflektif. Penelitian ini bertujuan untuk pengembangan kurikulum yang diprogramkan oleh Kementerian Pendidikan, Kebudayaan, Olahraga, Ilmu Pengetahuan dan Teknologi. Penelitian ini menggunakan penelitian kualitatif dengan pendekatan deskriptif dengan menggunakan metode penelitian naturalistic inquiry. Data penelitian ini diperoleh dari observasi, wawancara, dan dokumentasi. Teknik analisis data meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dari penelitian ini adalah pembelajaran kurikulum meliputi penilaian kegiatan belajar mengajar sejarah yang diintegrasikan ke dalam proses pembelajaran dan menetapkan jadwal penilaian sumatif yang terstruktur sesuai dengan penilaiannya. Hambatan implementasi dan solusi akan terlihat ketika RPP atau modul pengajaran tidak diterapkan dalam kegiatan pembelajaran di kelas. Oleh karena itu, penting agar ATP, CP dan modul pengajaran dilaksanakan sesuai dengan Kurikulum Merdeka. Implikasi dari Kurikulum Merdeka memberikan lebih banyak ruang untuk pendekatan pembelajaran yang menekankan pada berpikir kritis. Ini memungkinkan siswa untuk lebih mendalami analisis historis, evaluasi sumber, dan memahami konteks sejarah secara lebih mendalam. Kesimpulan dari penelitian adalah menunjukkan bahwa Kurikulum Merdeka berkontribusi pada peningkatan kualitas pembelajaran sejarah di SMA, dengan fokus yang lebih besar pada keterampilan berpikir kritis dan analisis.

ABSTRACT

Many teachers still have difficulty implementing learning strategies that can develop historical thinking skills, such as critical, analytical, and reflective thinking. This study aims to create a curriculum programmed by the Ministry of Education, Culture, Sports, Science and Technology. This study uses qualitative research with a descriptive approach and the naturalistic inquiry research method. The research data were obtained from observation, interviews, and documentation. Data analysis techniques include data collection, reduction, presentation, and concluding. The results of this study show that curricular learning consists of an assessment of history teaching and learning activities integrated into the learning process, and a structured summative assessment schedule is determined according to its evaluation. Implementation barriers and solutions will be seen when the RPP or teaching modules are not applied in classroom learning activities. Therefore, the Merdeka Curriculum must implement ATP, CP, and teaching modules. The Merdeka Curriculum provides more space for a learning approach emphasising critical thinking. This allows students to delve deeper into historical analysis and source evaluation and understand the historical context more deeply. The study concludes that the Independent Curriculum improves the quality of history learning in high schools, focusing more on critical thinking and analysis skills.

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1. INTRODUCTION

Evaluation of the results of various assessments determined by educational institutions, such as the Computer-Based National Examination (UNBK), Progress in International Reading Studies (PIRLS), International Mathematics and Science Learning Trends (TIMSS), and International Student Program (PISA): Basic Education appears to have gaps in the quality of secondary education. This situation occurs because some students who are still economically disadvantaged (underprivileged families) have limited access to quality teachers and learning resources and technology (Aan et al., 2020; Amelia et al., 2021; Sugiyono, 2021). This is starting to be felt by some students, teachers and education administrators. Freedom to Learn has the opportunity to reduce the quality gap. School autonomy and the capacity of teachers (if needed), school leaders (classroom management), and learning technology are strengthened, especially through the implementation of educational intervention programs with flexible and varied curriculum approaches (Batubara & Aman, 2020; Darwin et al., 2019). The essence of Merdeka Belajar is exploring as much as possible the potential of teachers and students to innovate and improve the quality of learning. Therefore, equal access to technology is necessary (Aegustinawati & Sunarya, 2023; Fadillah & Yusuf, 2019; Nugraha, 2020a). Merdeka Belajar is a revolution in Indonesian education that is increasingly quality. Independence provides a wide range of flexibility in the curriculum. Even though the Merdeka Curriculum is designed to encourage critical thinking skills, in reality many teachers are not fully ready to apply this learning method. Many teachers are still trapped in traditional teaching methods which focus more on memorizing facts rather than in-depth analysis (Abdullah, 2019; Churiyah et al., 2020). A flexible curriculum requires creative and adaptive teachers. However, not all teachers have sufficient skills or training to develop teaching materials and methods that comply with the principles of the Independent Curriculum. As a result, the desired flexibility is often not realized in the classroom. Although training for teachers is essential, often existing training is insufficient or unsustainable. Teachers need ongoing support to develop the skills required in the Independent Curriculum, but many feel they lack such support (Ainia, 2019; Hamdi et al., 2022). The use of technology in history learning requires adequate infrastructure, such as internet access and technological devices. Many schools in remote areas still lack these facilities, so the goal of technology integration has not been fully achieved (Kurniawan, 2023; Marisa, 2020).

This gap causes the quality of history education to be uneven in various schools. Schools with better resources may be able to implement the Merdeka Curriculum more effectively, while less fortunate schools will fall further behind. This creates injustice in access to quality education. Without adequate critical thinking skills, students will be less prepared to face future challenges (Fahira et al., 2020; Kuwoto et al., 2018). In an increasingly complex world, critical and analytical thinking skills are essential for success in higher education and the world of work. This gap highlights the importance of providing more support and training for teachers. Continuous and comprehensive training is very important so that teachers can fully understand and apply the principles of the Independent Curriculum. There needs to be continuous assessment and evaluation of the implementation of the Independent Curriculum (Fitri et al., 2019; Halim & Sudirman, 2020). This will help identify existing problems and find appropriate solutions to overcome them, so that the objectives of this curriculum can be achieved more effectively. Gaps in technology infrastructure emphasize the need to accelerate infrastructure development in lagging schools. Access to adequate technology is very important to ensure that all students have equal opportunities to learn with modern and interactive methods (Javanisa et al., 2022; Martono et al., 2023). The Minister of Education and Culture of the Republic of Indonesia (Hendri, 2020). "Freedom to learn" means freedom to think. Nadiem A. Makarim defines freedom of learning as the freedom to innovate and learn independently and creatively. This means that schools, teachers and students have the freedom to learn and prepare lessons. The preamble to the 1945 Constitution obliges the Indonesian government to manage the lives of its people wisely. Article 31 paragraph (3) of the 1945 Constitution directs the government to organize and implement a national education system that strengthens the faith, piety and noble morals of all Indonesian citizens and makes them fully human. The manifestation of this obligation is the promulgation of Law Number 20 of 2003 concerning the National Education System which provides a legal and philosophical basis for implementing policies on independence of learning, freedom of thought, freedom to innovate and freedom of independent learning. giving teachers to represent creatively and students have the freedom to learn and prepare for learning (Pangestu & Rochmat, 2018; Rahmawati et al., 2022).

Previous research focused on the use of interactive digital media in history learning and found that students who used this media showed significant improvements in critical thinking skills and understanding of historical context (Nyoman Serma Adi et al., 2017; Purnawanto, 2022). This is in line with previous research that examined impact of a student-centered curriculum and found that this approach increases students' active participation and their involvement in the learning process (Mustaghfiroh, 2021; Wineburg et al., 2023). Barriers to technology use in rural schools and found that infrastructure constraints were the main barrier to effective integration of technology in learning. This research combines various

disciplines, such as education, technology, and history, to create a more comprehensive approach to improving students' historical thinking skills. Provide ongoing training programs for teachers, which include project-based teaching skills, the use of technology in learning, and critical thinking skills evaluation methods. Providing schools with more flexibility in adapting independent curricula according to local context and student needs, while ensuring consistent educational quality standards (Yulifar & Agustina, 2022; Zahwa et al., 2020). Develop learning methods that encourage active student participation in the learning process, such as group discussions, collaborative projects, and presentations.

By identifying and understanding the gap between expectations and reality in implementing the Independent Curriculum, as well as offering solutions based on previous research studies, it is hoped that this research can make a significant contribution in improving the quality of history education in high school (Yusuf & Arfiansyah, 2021). A student-centered approach based on individual needs. The Merdeka Belajar Curriculum category creates a competency-based curriculum that focuses on developing soft skills and personality. Meanwhile, in the assessment system category, Merdeka Belajar presents formative and portfolio-based assessments at SMA Pasundan 2 Cimahi City in 2022, Directorate of Development of SMA Pasundan 2 Cimahi, Bandung Regency (Satriawan et al., 2019; Winarti et al., 2020). From these results, it is clear that the concept of independent learning has been introduced by SMA Pasundan 2 Cimahi City, especially in the 10th grade science and social studies classes. Efrisco said the government has given schools freedom over the curriculum they use. It depends on how the school responds to this policy by implementing it in each school in accordance with the goals the school must achieve (Susi & Yasir, 2019; Yang et al., 2018). Most educational problems are still under control and are still regulated by binding regulations, so that teachers and students do not feel sufficient autonomy to determine the direction of learning and learning policies. Freedom to Learn makes learning very flexible, both in terms of content, strategy and learning location (Nugraha, 2020b; Umami et al., 2019; Yusuf & Arfiansyah, 2021).

Previous research states that the concept of the Merdeka Belajar implementation pattern developed by Nadiem Makarim can be taken from several things: First, the concept of Merdeka Belajar is an answer to the problems teachers face in their teaching practice. Second, freedom to assess student learning using various types and forms of assessment tools, free from burdensome administration, and free from various pressures that threaten, criminalize and politicize teachers (Reisman, 2019; Ulhaq, 2020). From the conclusion above, the concept of active, innovative and comfortable learning must be able to realize that students are in accordance with the needs of the times, especially in this day and age. Implementing independent curriculum learning can improve the quality of education in Indonesia (Alsubaie, 2019; Mursyid et al., 2020). Teachers should also act as facilitators to shape students' characters who think critically, creatively and innovatively, have communication and collaboration skills, and have character (Fitria et al., 2020; Harris & Reynolds, 2019) The process of implementing an independent curriculum provides an opportunity for researchers to investigate the system and coordination of government policies to improve the quality of education in Indonesia (Hasan, 2020; Hidayati et al., 2022). This government policy can advance the implemented curriculum, restore the previously implemented curriculum, and improve the quality of learning both actively and passively as a result of this policy. Lack of Preparation Without proper support and training, teachers will experience difficulties in implementing their own curriculum (Safari, 2023; Widiadi et al., 2023).

The novelty of this research lies in an innovative approach that integrates multidisciplinary-based learning strategies, educational technology, and an emphasis on developing historical thinking skills. This research offers a new perspective by emphasizing the application of inquiry learning methods, primary source analysis, and simulations of historical events to build a deeper and more relevant understanding for students. The aim of this research is to analyze and develop strategies for implementing the Independent Curriculum that are effective in improving students' historical thinking skills at the Senior High School (SMA) level. This research aims to identify challenges and obstacles in implementing the curriculum, as well as designing innovative and relevant learning models to support the development of critical, analytical and reflective thinking skills in history learning. Apart from that, this research also aims to evaluate the effectiveness of using educational technology and project or inquiry-based learning methods in the context of the Independent Curriculum, as well as providing practical recommendations for educators, policy makers and educational institutions to improve the quality of history learning holistically. Thus, it is hoped that the results of this research can contribute to educational reform efforts that are more relevant to students' needs in the era of globalization and digitalization.

2. RESEARCH METHODS

This research uses a qualitative approach. This is in line with one of the characteristics of qualitative research: the exploration of a social problem or phenomenon and the development of a specific

understanding of that phenomenon (Yulifar, 2020; Zhu & Liu, 2021). The qualitative approach according to is called "naturalistic research". The reason for using this approach is so that observations and data collection are carried out in the natural environment, that is, without disturbing the research object. In this research, researchers examine the Independent Curriculum for History Education at SMA Pasundan 2 Cimahi City, a school that seeks to achieve its educational goals through the implementation of the Independent Curriculum, in accordance with government guidelines for curriculum changes in 2013 (Vhalery et al., 2019; Yamin & Syahrir, 2020). We're trying to see how it's implemented. The government's commitment to advancing education in Indonesia during the pandemic. The number of participants involved was around 3 high school history teachers who implemented the Independent Curriculum. Including around 30 students in grades 10 and 12 who take history subjects according to the Independent Curriculum. Involving around 3 school administrators, namely the Principal, Deputy Principal, and Deputy Head of Curriculum) to gain views on curriculum implementation from their point of view.

Data Analysis Method This research uses a mixed method that combines a qualitative approach to provide critical thinking skills tests to students before and after implementing the Merdeka Curriculum to measure the improvements that occur. Qualitative data analysis Use thematic analysis to identify key themes from interviews and classroom observations. This includes data coding, theme grouping, and interpretation of results. Using triangulation to combine findings from various data sources (questionnaires, interviews, and observations) to ensure the validity and reliability of research results. With this approach, it is hoped that this research can provide a comprehensive picture of the impact and implementation of the Independent Curriculum Reform on historical thinking skills in secondary schools, as well as offer evidence-based recommendations for further improvement. The method used in this research is similar to naturalistic research (Wahyudin, 2020; Wasimin, 2021), which describes naturalistic research as just another term often used for qualitative research, or naturalistic research is a paradigm developed for qualitative research. However, some authors refer to this as a type of qualitative research as people who pioneered naturalistic inquiry. Hatch defines naturalistic investigation as a direct method for identifying naturally occurring activities in the field. In this research, researchers collected data without interference from the research subjects (Hutabarat et al., 2019; Saripudin et al., 2020).

Researchers also do not manipulate or influence sources or activities carried out in this field. This means that researchers conduct research in the natural environment because the data obtained is in accordance with data in the field, as explained in naturalistic research methods (Johnston & Sheehan, 2020; Suhartono, 2020). The data collected in this research will be based on efforts to implement a unique history curriculum at SMA Pasundan 2 Cimahi City which is subject to government policy, in order to implement the curriculum set by Nadiem Nakarim Wang, Minister of Policy and Education. Therefore, this research is consistent with the characteristics of naturalistic survey research proposed (Rahmawati et al., 2022; Setiawan & Aman, 2019; Yulifar, 2020) This means that this research has a natural background with humans as instruments, not something that is created or available, and is used by the researcher himself or by other people who collect data. Primary data; Tacit knowledge is used in this research. This means that researchers can draw conclusions that confirm things that are implied based on intuition and emotion (Agostinho, 2020; Astini & K, 2020; Yulifar & Agustina, 2022).

Naturalistic research is a qualitative research method because it is easily adapted to cases that involve many realities and facts in the field. Observations and interviews were used in this research. This study describes the role of teachers and principals in a unique curriculum reform in high school history. Additionally, determine whether the free curriculum is effective. Apart from that, are there any challenges or obstacles that students face regarding historical thinking skills when implementing an independent curriculum in high school. To implement this design, data is collected, processed, and presented in a way that is useful and understandable to readers. Places, actors and activities are used as objects of qualitative research using observation methods. SMA Pasundan 2 Kota Cimahi, one of the secondary schools in Cimahi City, was the place where this research was conducted. The targets of this research are teachers and school principals. To carry out this research, observation, recording and interviews were carried out directly in the field (Arsana et al., 2022; Azanella, 2019).

In-depth Teacher Interview: Objective: To obtain an in-depth picture of the experiences, challenges and strategies used by teachers in implementing the Merdeka Curriculum. Format: Semi-structured interview with open questions. Example Questions: "What is your experience teaching history with the Merdeka Curriculum?", "What strategies do you use to overcome obstacles in implementing this curriculum?" **In-depth Student Interviews:** Objective: Get an in-depth picture of the history learning experience based on the Merdeka Curriculum and how this curriculum influences their critical thinking abilities. Format: Semi-structured interview with open questions. Example Questions: "How was your experience studying history with the Merdeka Curriculum?", "Do you feel more able to think critically after following this lesson?" **School Administrator In-Depth Interview:** Objective: Obtain an in-depth view of

management and support for the implementation of the Merdeka Curriculum from the perspective of school administration. Format: Semi-structured interview with open questions. Example Questions: "How do you support the implementation of the Merdeka Curriculum in your school?", "What are the biggest challenges you face in supporting teachers and students?" Class Observation: Objective: To see directly the implementation of the Merdeka Curriculum in history learning, including teaching methods and student involvement. Format: Participant observation with field notes. Aspects Looked at: Teaching methods, use of technology, student involvement, and class dynamics.

3. RESULT AND DISCUSSION

Results

In the Independent Curriculum for History Learning document, this history teacher guide is built based on Minister of Education and Culture Regulation Number 56 of 2020 concerning Process Standards, Minister of Education and Culture Regulation Number 56 concerning Basic Framework and Structure of High Schools/Madrasahs. Aliyah Curriculum and Minister of Education and Culture Regulation Number 81a of 2013 concerning Research on the Implementation of the Middle School Curriculum. Carrying out an independent research program certainly requires the participation of many different stakeholders. A very important factor is the teacher. In fact, teachers are considered the spearhead and leaders in efforts to achieve national education goals. In the context of formal education, teachers are the first parties who come into direct contact with students in the educational process through various learning activities in the classroom. Therefore, the teacher's role as a motivator, motivator and supporter must have insight and the ability to manage learning, both at the planning, implementation and assessment stages. Likewise, history subject teachers in SMA/MA must have broad insight and be able to teach history. History teachers must also be able to convince students of the importance of history as a tool for educating national character. History teachers must have a national vision and develop historical thinking so that they can become students in everyday life.

Pedagogically and academically, this guide was developed due to an innovative independent study program in the teaching of history. Several aspects of innovation need to be developed in the form of implementation guides for teachers, because the success of implementing an independent curriculum is largely determined by the success of teachers in implementing these innovations in the classroom. Indeed, the innovative aspect of the Independent Curriculum is one sign of the success of the Independent Curriculum, and its implementation in the classroom is a manifestation of this innovation. The innovation of history subjects changes the perspective of history teaching in many aspects. History teaching in the Merdeka program is designed as a subject that is full of historical skills and ways of thinking, develops national values, develops inspiration and links national historical events with local historical events in the series of Indonesian history. This innovation will make teaching history a powerful educational vehicle for the development of the Indonesian nation that is able to face global challenges, build a productive national life, and be able to become global citizens while maintaining the personality of Indonesian people. This guide was developed as a guide for implementing various innovations that need to be developed by history teachers in independent study programs.

Therefore, the orientation of history teaching focuses on how to use textbooks and teacher's books, linking national history content with local history and world history in an innovative and constructive learning process. Building a learning process based on a scientific approach to historical development. thinking skills and history skills. In addition, this guide provides additional technical guidance for developing learning outcomes assessments, lesson plans, or history teaching modules for use as references and learning guides in the classroom. The educational modules for both schools were created by the history teachers themselves. There are similarities in the components of school teaching modules. The components of the school teaching module are identity, initial skills, Pancasila student profile, infrastructure, target students, role models, goals, understanding meaning, activating questions, preparation and stages of learning activities, assessment, remediation, reflection, attachments, student worksheets. , an assessment tool for observing discussion activities, a glossary, and a bibliography. The history teaching module created is comprehensive, interesting, informative, and in accordance with planning principles. Specifically, this guide provides technical guidance for teachers to manage and develop effective history learning through: Historical thinking capacity, historical skills, knowledge of historical questions, local history documents.

Application of local government abilities, skills, ideas and historical documents to develop learning plans and teaching modules, interesting learning processes, and evaluating learning outcomes as well as developing historical learning outcomes as inspiration for improving current and future life. The scope of this guideline includes: The introduction includes context, purpose and scope. Characteristics of History

subjects which discuss the rationale, objectives and scope of History subjects, Learning Design discusses learning frameworks, learning approaches, learning strategies and approaches, as well as making learning plans that refer to content standards, process standards and science learning practical. method. Learning models are building learning models, selecting models, connecting documents and models proactively, creatively, creatively and effectively to achieve meaningful and meaningful learning goals for students. Assessment is the definition of learning outcomes, approaches to assessing history learning outcomes, behavior towards history learning outcomes, principles of assessing history learning outcomes, assessing history learning outcomes and reporting the results of student learning assessments. Communication and learning resources are communication and learning resources, both those that utilize what is available in the surrounding environment and those that apply information and communication technology. Teachers as drivers of school culture discuss school culture, school is a learning activity, the role of teachers in school development is learning activities, the image of multifunctional and exemplary teachers, use of the natural, social and cultural environment, collaboration between subject teachers and teachers of other subjects, teachers and students, teacher staff and community, school model and culture.

Improving the program is a necessity, considering the variety of demands and challenges both internal and external. For example, internal challenges related to educational conditions related to educational requirements related to 8 national education standards, including Graduate Competency Standards (SKL), Content Standards (SI), Process Standards, Evaluation Standards, Management Standards, Cost Standards, Infrastructure Standards, Educators and Education Personnel Standards. Apart from that, facing the needs of life and developments in science and technology, it is necessary to improve thinking, strengthen program management, deepen and expand material as well as improve learning and assessment. All of this aims to improve the quality of education in order to prepare the nation's next golden generation, namely a generation that is not only intelligent but also has attitudes and skills that are based on noble and correct ethics. At the same time, external challenges relate to globalization and the skills needed to face increasingly complex future challenges. To meet these needs and overcome these challenges, a general and basic learning outcome or learning path was developed to characterize graduates as not only physically and intellectually intelligent, but also spiritually intelligent, with appropriate attitudes and social skills.

Therefore, the Independent program is designed using a content design that uses skills as an orientation and connects subject content with the content of each subject. Core competencies are transferable or operational, namely abilities that should be possessed by someone who has completed a study program at a certain educational unit or level of education. Learning outcomes are the ATP achievements that students expect at each grade level or program. The content also describes the quality of balance between the acquisition of technical skills and soft skills. Independent Curriculum Development is based on a number of main principles. First, graduation competency standards originate from the needs of society, the state and national education goals. Second, content standards emerge from graduate competency standards. Third, all subjects contribute to shaping students' attitudes, skills and knowledge. Fourth, subjects arise from the skills that need to be acquired. Fifth, all topics are linked by content. Sixth, consistency between skills requirements, content, learning processes and postgraduate assessments. Rigorous application of these principles is essential to the successful implementation of an independent research program. The existence of the Independent Curriculum has undergone important and fundamental changes.

This is shown in the program objectives, organizing the program content using ATP for all subjects and all aspects of learning outcomes, the learning process using science to guarantee the principle of student discovery and assessing learning outcomes that emphasize the ability to use research. Knowledge, attitudes and skills are such that they undermine verbal expression. It is hoped that these changes will also give rise to innovative independent research programs that can gradually answer and overcome the various problems discussed above. The spirit of this program can be believed to have a very strong position because it is the right means to make the Indonesian generation a golden generation in 2045. This depends and to a certain extent can face different challenges. Independent curriculum development also focuses on refining thinking, strengthening curriculum management, deepening and expanding material, perfecting the learning process, and adjusting teaching loads to ensure conformity between what is desired and what is produced. Curriculum development is important considering ongoing advances in science, technology, arts and culture as well as changes in the future of society locally, nationally, regionally and globally. These various advances and changes have given rise to internal and external challenges in the field of education. Therefore, implementing an independent research program is a strategic step in facing globalization and the future needs of Indonesian society.

History subjects are taught using student-based active learning methods (active learning). This kind of learning approach is more likely to provide opportunities for students to make learning more meaningful. Learning will be meaningful if students experience each learning process themselves through

active activities and can utilize them every day. The knowledge they (students) absorb does not come from teacher information, but rather from the discovery (excavation) of information by students themselves through the learning activities carried out. The learning process in educational institutions takes place in an interactive, inspiring, fun, stimulating manner, motivates students to participate actively and creates sufficient space for initiative, creativity and independence depending on the students' talents, interests, physical and psychological abilities. For this reason, each educational unit plans learning, implements the learning process, and evaluates the learning process in order to increase the efficiency and effectiveness of skills acquisition by graduates.

To implement these learning principles, independent study programs require the use of different approaches in the learning process. The application of a scientific approach must of course include the scientific method or inference process, starting from a certain (unique) phenomenon with specific and detailed research, then drawing conclusions. To meet scientific requirements, an investigation method must be based on evidence from objects that can be observed, tested, and measured using certain theoretical principles. Therefore, the scientific method usually includes a series of activities aimed at collecting data or facts through observation and experimentation, then formulating and testing hypotheses. In essence, the scientific method is related to the existence of truth, impartiality, objectivity, and analysis. Several principles that need to be remembered when studying history in SMA/MA are that learning history is based on the continuity of past events with present life, between national and local historical events, as well as understanding local historical events based on the integrity of a historical event.

To develop an understanding of the continuity between what happened in past lives and the present, in the exercises for each historical period, students are asked to look for physical heritage entities (especially artifacts) and abstract heritage (traditions, ideas, views of life, values, habits) in that society, inherited from historical events in a certain period. Develop links between historical events at national and regional levels. In this exercise, each student is asked to research historical events in their region, especially historical events since the time of the national movement and analyze the relationship and contribution of these events to events occurring at the national level. national. Develop a learning process for historical skills and competencies in the first (first and second) semester so that students understand basic historical concepts and master basic historical skills as well as improve the application of basic concepts and basic skills in studying various historical events in the following semester (from the third semester to the second semester) .

The ability to understand and think, historical skills and concepts are important requirements for studying historical events in the following semester. To develop thinking abilities, skills and the ability to use historical concepts, teachers can use one or more historical events that have been studied in Indonesian history subjects or historical events that have been studied in secondary schools, therefore it is recommended to use modern historical events. Every historical event in semester III and beyond can be designed as a learning activity for one semester, not just the work of one or two consecutive meetings per publication. Therefore, students, both in groups and individually, can choose to study one or more historical events in depth during one semester. The results of this in-depth research are presented to the class in various forms (articles, videos, brochures, diagrams, etc.) so that other students have in-depth knowledge and understanding of other historical events based on student reports. The process of studying history provides students with the opportunity to use various sources such as textbooks, reference works, documents, sources or artifacts and provides many opportunities to create their own "history". Students are free to choose national historical events from each period and regional historical events related to the period discussed.

From the beginning of the year, SMA/MA, SMK/MAK history teachers must determine how many national and regional historical events students should study as part of their overall history teaching plan. History learning strategies can be implemented progressively synchronously (from old to young), progressively synchronously (currently based on observing monuments or current life problems to look for answers in the past from closest to furthest), or using synchronization (connecting one event to another). other events at one time). the same period, perhaps in different locations or at the same time). The method used is a learning method and not a teaching method, therefore it can be used project-based learning (students choose a historical event and discuss it individually or in groups for one semester) or collaborative learning (learning in heterogeneous groups including people from various backgrounds behind). knowledge and skills help overcome deficiencies in various forms) The application of a scientific approach with child activation strategies and methods is what differentiates the independent program from previous programs. It is necessary to utilize school resources effectively so that teachers and students can carry out their learning activities.

Discussion

There are many learning models that can be applied in history learning. In accordance with the characteristics of the Merdeka Mengajar Program, there are at least three important models that need to be developed in teaching history (Astika et al., 2023; Ayundasari et al., 2021). This problem-based learning model really supports the implementation of an independent curriculum, especially those related to the stages of the learning process. Through this problem-based learning activity, students will gain important knowledge that will help them become problem solvers, and have their own learning model and group participation skills. The learning process uses a systematic approach in solving problems or facing challenges required in everyday life (Wasimin, 2021; Yusuf & Arfiansyah, 2021). Problem-based learning is an approach and learning model that presents problems in context to stimulate student learning. In courses that implement problem-based learning, students work in groups to solve real-world problems. Problem-based learning is a learning method that encourages students to "learn how to learn", work in groups to find solutions to real-world problems (Aan et al., 2020; Fitri et al., 2019; Yulifar, 2020). The problems posed have the effect of arousing students' curiosity. Mathematics questions are given to students before they study concepts or material related to the problem they want to solve.

The project-based learning model is a learning model that uses projects/activities as a means. Students engage in exploration and evaluation of historical, interpretive, synthetic, and informational sources to produce various types of learning outcomes. Project-based learning is a learning activity where students choose a historical event to be used as a learning project for one month, several months, or one semester. During this learning process students carry out investigations, make decisions and have the opportunity to work independently and develop their creativity (Ainia, 2019; Alwasilah, 2020). Project-based learning provides students with the opportunity to select historical events listed in a semester and work on them as a project that semester. Through project-based learning, students are expected to be able to create their own stories. The teacher's role in project-based learning must be as a facilitator, trainer, guide/advisor and intermediary to achieve optimal results in accordance with students' imagination, creativity and innovation. The discovery learning model is a learning theory which is defined as a learning process that occurs when students are not given lessons in their final form but must organize them themselves. As stated by Bruner, "Discovery learning can be defined as learning that takes place when students are not presented with learning material in its final form but have to organize it themselves" (Astika et al., 2023; Javanisa et al., 2022).

Bruner's basic idea is Piaget's view that children must play an active role in classroom learning. As a learning strategy, discovery learning is based on the same principles as inquiry and problem solving. There is no big difference between these three terms. Discovery learning emphasizes the discovery of concepts, principles or generalizations, but these concepts, principles or generalizations are already known or designed by the teacher, whereas in inquiry the problem is not the result of engineering, so students must use all their abilities, thinking and skills to obtain problem results through the research process. The discovery learning model is a learning theory which is defined as a learning process that occurs when students are not given lessons in their final form but must organize them themselves. As stated by Bruner, "Discovery learning can be defined as learning that takes place when students are not presented with learning material in its final form but must organize it themselves" (Harris & Reynolds, 2019; Zhu & Liu, 2021). Bruner's basic idea is Piaget's view that children must play an active role in classroom learning. As a learning strategy, discovery learning is based on the same principles as inquiry and problem solving.

There is no big difference between these three terms. Discovery learning emphasizes the discovery of concepts, principles or generalizations, but these concepts, principles or generalizations are already known or designed by the teacher, whereas in inquiry the problem is not the result of engineering, so students must mobilize all their abilities and thinking skills, to get the problem results, through the research process (Alwasilah, 2020; Azanella, 2019). Knowledge is the result obtained from memorization, reflection, deduction and induction (research). Knowledge is needed to develop cognitive abilities, psychomotor skills and the acquisition of values and habits in the emotional field. Knowledge created by cognitive abilities can be memorized knowledge and can also be used as knowledge (factual knowledge) (Ulhaq, 2020; Winarti et al., 2020). Knowledge in the form of memorization only requires cognitive abilities at the memorization level. Usable knowledge requires cognitive knowledge at the level of understanding or higher. Knowledge in the form of memorization is knowledge that is stored in the student's memory without any modification compared to the original knowledge and can only answer questions in the form of memorization (Agostinho, 2020; Alwasilah, 2020). The knowledge used (practical knowledge) is also aimed at developing cognitive abilities at the level of understanding (previously called comprehension), application, analysis, evaluation (evaluation) and creating something new (creative) that students will obtain by developing thinking and learning, skills, ability. Knowledge is used to develop psychomotor skills and emotional abilities.

Knowledge assessment can be done through assessing skills which are characterized by physical movements when carrying out a certain action or task. Everyone will clearly see the results of the skills assessment in the form of a person's particular movements or actions towards an object (Alsubaie, 2019; Churiyah et al., 2020). From these actions and movements it will be known whether someone has achieved learning outcomes that meet the predetermined criteria and standards. Therefore, Ramiszowski started his psychomotor abilities with the activity of seeking knowledge (acquiring knowledge). Without the ability to think, a person cannot determine what to do, perhaps even once in a very short time, and cannot gain accurate knowledge through trial and error. Attitude is a reflection of the psychological aspects of psychomotor abilities. Attitude controls the degree to which a person is "engaged" in psychomotor work and to what extent. The difference between history education and historical science lies in its values. History education activities contain values that should be conveyed. This value is embedded in the text, and the writer's task is to express it. To obtain this meaning or value, the text must be interpreted or interpreted. For example, in the history of a nation, we see the values of nationalism, patriotism, independence and solidarity in society, as well as religious, ethical and moral values (Darwin et al., 2019; Fadillah & Yusuf, 2019). Likewise, historical knowledge is a collection of examples to reflect on past problems and experiences (Hasan, 2020; Hutabarat et al., 2019).

From there we hope to obtain the meaning of historical studies that are contemporary and useful for everyday life. Therefore, learning history not only fosters a national attitude, but also fosters an attitude of loving peace, preserving culture, enjoying local products, caring for the environment, becoming an environmentally friendly consumer, and entrepreneurship ((Martono et al., 2023; Ningrum & Pengembangan Perangkat PembelajaranNingrum, 2019) Previous research revealed that history education in schools has a dual purpose, namely passing on historical knowledge and forming national identity. Teaching historical knowledge involves acquiring basic concepts to understand the relationship between past, present, and future events (Suhartono, 2020; Ulhaq, 2020). To optimize it, students need to acquire knowledge that allows them to critically understand aspects of society, politics, economics and world history. This goal links history education and history as a scientific discipline. On the other hand, by paying attention to the goals of forming and strengthening national and social identity, as well as obtaining values from past events through historical awareness, students can obtain information about the positive aspects of social norm system groups. This goal is closely related to the need to present history lesson content as everyday history in the context of societal history (Yang et al., 2018; Zahwa et al., 2020).

If teaching history is a means of developing the nation and character, then national identity and identity as well as the values of patriotism and nationalism tend to be seen as the most important things contained in history learning. But history also plays another role. This means increasing historical awareness, accepting and respecting other people in a humanitarian context, not using the past as historical revenge, transforming conflict, and ultimately creating peace (Yamin & Syahrir, 2020; Yusuf & Arfiansyah, 2021). Of course, this ideal can be realized depending on how historical stories and historical studies are taught. Teachers and lecturers need to change their view that history is not just a collection of facts, but history has broad benefits for many aspects of life. Therefore, history can be used to build a better life, but it can also be used to destroy human life (MacMillan, 2008). The paradigm shift in history education in Construction 5.0 also needs to pay attention to changes in the global political and economic situation, so that building networks between nations becomes important, and world life is no longer dominated by the interests of each nation-state (Mustaghfiroh, 2021; Wineburg et al., 2023).

Increasing globalization strengthens the political, economic, and cultural unity of nations. On the other hand, the ideas of cross-border education and pluralism are not yet sufficiently integrated. History learning is still limited to its focus: nation-states. Therefore, history education must have the courage to break through traditional paradigms so that it is ready to become a means of transmitting values through historical awareness and paying attention to diversity as a construction of national identity in a global context. The IKM program, which is the policy of the Ministry of Education, Culture, Sports, Science and Technology, addresses this possibility. Freedom to learn essentially begins with freedom to think (Halim & Sudirman, 2020; Martono et al., 2023). This influences the learning process and encourages fun and meaningful learning activities. At the higher education level, independent learning is supported by independent campuses, where students are encouraged to acquire various skills that will help them enter the world of work. Education aims to free society from the shackles of ignorance, poverty, pressure from the authorities, and resistance to interference from social conditions (Hidayati et al., 2022; Nyoman Serma Adi et al., 2017).

This goal is also taken into account in history education. In secondary education, freedom of learning is realized through creative history learning. Creative pedagogy encourages students to learn according to their interests, realize their potential, carry out fun and creative activities to solve problems in their own way, and interpret learning material in everyday life. Encourage them to have opportunities to

connect with life (Reisman, 2019; Safari, 2023). Creative pedagogy aims to enable joyful and meaningful learning. Through creative and meaningful history learning, we hope to achieve various breakthroughs in the new paradigm of history education. With advances in science, technology and art, various research in the field of history learning is increasingly developing. This has a major impact on history learning at a conceptual level and history learning at a practical level. The topics that develop include everything related to the objectives of teaching history, the history teaching curriculum, history teaching materials including their presentation and development, the history learning process and the assessment of history learning. Traditional history education tends to emphasize purely intellectual or cognitive aspects. In this context, history education aims to master various aspects of the field of history (Darwin et al., 2019; Hamdi et al., 2022). Unlike history classes, current thinking is developed for the future. This means that history learning is not only based on scientific principles, but also has ethical and emotional dimensions (values).

This is what is meant by the axiomatic task of history (use of knowledge). Postmodernism, which involves a cultural shift, leads to a historical culture that changes traditional perspectives and ultimately encourages historical awareness. In a 21st century perspective, learning is generally associated with the use of digital technology. The same goes for history class. Therefore, history teachers (most of whom are from the digital immigrant generation) must be able to utilize various digital applications, package materials digitally, create various digital learning media, and facilitate learning that is familiar with technology (Alwasilah, 2020; Fadillah & Yusuf, 2019). These various developments represent a different style from the ideas and models of traditional history education, whose main task is the cultivation of national character. History classes cover the axiomatic aspects of historical science. In this case, the development of history education ideas and curricula cannot be separated from politics. Selected educational materials that are considered the nation's best stories become school stories to preserve the nation's collective memory. Therefore, history learning materials traditionally contain a grand narrative or narrative of a nation's historical journey, with the theme of political history dominating (Efiyanto, 2020; Fitri et al., 2019). On the other hand, postmodern thinking has influenced the development of history as a science and must be taken into account in history learning. Postmodernism encourages efforts to dismantle the reality of traditional traditions of teaching history. Traditional history education before postmodernism only focused on providing material specified in the curriculum by the government or taught and adopted by previous teachers (Agostinho, 2020; Fitri et al., 2019). These themes revolve around themes of political history, war and power, as well as the role of major figures in the context of epic stories. It is true that the collective memory of a nation needs to be developed through historical education, but so does society, tied to the identities of their immediate communities, such as family and society, which are not part of the mainstream of history.

The study of history in the new paradigm also aims to develop multilateral thinking skills and encourage historical imagination. You can not only remember past successes, but also process them for the future. Freedom to learn not only provides students with the opportunity to develop their potential, but it is also hoped that teachers can better prepare and design their history learning. Teachers can use a personal approach as the best learning style to explain the importance of recognizing and accepting students as consumers of creative learning designed by teachers as craftsmen (Mursyid et al., 2020; Reisman, 2019). Sharing the creative history learning process allows teachers and students to engage in creative work as a form of historical writing. These works are not only relevant to mainstream history, because everyone has the opportunity to make history. The subject matter of history is a historical narrative with an official national interpretation or canonical history. In official reporting, the criteria used are not truth based solely on scientific principles, but truth based on scientific principles and national interests. This trend has occurred in various countries, although to varying degrees, and is an interesting study for history education. This official history is then called school history and is published in official textbooks used in school history classes.

Therefore, apart from students' understanding and teaching skills, history teachers also need to master the material in the context of school history (Ulhaq, 2020; Zahwa et al., 2020). Merdeka program school teachers plan history lessons, prepare learning objectives (ATP) and teaching modules. The government provides sample plans and reference materials that teachers can access. In the first semester, teachers will take part in in-house training (IHT) courses offered at each school. One of the activities carried out is literature and ATP discussions for two semesters. Teachers in schools determine ATP by understanding and analyzing learning outcomes (CPs) determined in the decisions of the Educational Standards, Programs and Assessment Agency. The ATPs for both schools were developed by their own history teachers based on government guidelines and references. The ATP for SMA Pasundan 2 Cimahi City contains elements of identity, CP, objectives, time allocation, materials, models and methods, assessment, learning resources and a glossary. The ATP for SMA Pasundan 2 Cimahi City contains the components Identity, CP, Rationale, Components, TP, Documents, Time Allocation, Pancasila Student Profile and

Glossary (Vhalery et al., 2019; Yang et al., 2018). There are similarities and differences between the two components of ATP. Teaching modules are also prepared by teachers before class starts. The history teaching module functions as a reference and guide for classroom learning. Educational modules are created by history teachers themselves. There are similarities in the components of the teaching module. The components of the teaching modules for the two schools are identity, initial skills, Pancasila student profile, infrastructure, target students, role models, goals, meaningful understanding, trigger questions, preparation and stages of learning activities, assessment, remediation, reflection, attachments, worksheets for student engagement, assessment tools for observing discussion activities, glossary and bibliography. The history teaching module created is comprehensive, interesting, informative, and in accordance with planning principles (Efiyanto, 2020; Fadillah & Yusuf, 2019)

Comparison of the findings of this research with previous research shows several significant differences in approach, focus, and impact on history learning at the high school (SMA) level. Previous research generally highlights the limitations of history learning which tends to be traditional, rote-based, and does not support the development of higher-order thinking skills. These findings show that lecture methods and the use of conventional teaching materials are the main obstacles in achieving the goals of more critical and analytical history education. On the contrary, the results of this study provide evidence that the implementation of the Independent Curriculum with an inquiry-based approach, primary source analysis, and project-based learning can significantly improve students' historical thinking skills. This research also shows that the integration of educational technology, such as interactive applications and digital simulations, is able to create a more immersive and engaging learning experience than traditional methods reported in previous studies. Additionally, this research highlights the importance of intensive training for teachers to adopt innovative learning strategies, an aspect often overlooked in previous research. Thus, this research enriches insight into the implementation of a more relevant and contextual Independent Curriculum, while providing practical solutions to overcome challenges in teaching history found in previous studies.

The implications of this research for history education at the senior secondary school (SMA) level are very significant, both in the pedagogical, policy and curriculum development context. Pedagogically, the results of this research emphasize the importance of developing higher order thinking skills (HOTS) through a more interactive and inquiry-based learning approach. The limitations of this research lie in the variations in the context of implementing the Independent Curriculum which can vary between schools, depending on resource readiness, teacher competency, and infrastructure support. Many schools may not have adequate technological facilities to support digital or interactive learning. As a recommendation, the government and education stakeholders need to strengthen training and assistance for teachers to adopt learning approaches that are in accordance with the Independent Curriculum.

4. CONCLUSION

History learning in the independent study program includes three stages, namely implementation, learning materials or planning and assessment. By establishing an independent curriculum, the quality of education can be improved, especially in the learning implementation plans (RPP) or teaching modules that will be implemented. ATP, KOSP and teaching modules are aligned with independent curriculum principles. KOSP SMA Pasundan 2 Cimahi City can be accessed freely and school history teachers know the existence and contents of KOSP. The implementation of history learning has gone well, respecting the principles of learning, but there are still principles that have not been maximized as well as problems and solutions in its implementation. Learning is designed around student achievement and provides meaningful understanding that begins with thought-provoking questions about various topics, especially in the teacher's teaching process in learning. The learning method at SMA Pasundan 2 Cimahi City includes assessment of history teaching and learning activities which are integrated into the learning process that will be carried out in class. Each school carries out formative and summative assessments based on its function..

5. BIBLIOGRAPHY

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