

## Empowering EFL teachers to craft dynamic English lessons that align with the Merdeka Curriculum

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### Abstract

This program aimed to empower EFL teachers to design English lessons that align with the emancipated curriculum. Participatory action research was applied in this study which was conducted at an English teachers' community at junior high level (MGMP) in one of the regencies in Central Java, Indonesia. 19 English teachers participated in this program. It covers planning, arrangement, development, and evaluation of the program. Planning was conducted through need analysis by employing a survey and FGD, it was found that classroom differentiation was the major challenge for English teachers in implementing the national curriculum. Thus, a Differentiated Instruction (DI) material for the EFL classroom was designed to be integrated into the program. The workshop materials was arranged by collaborating with an expert and the program developer. Program development was implemented through a one day workshop. A documentation was used to collect the data in the program development. After joining the workshop, one of the English teachers' representatives was interviewed and expressed a positive view of the program.

Keywords: Differentiated Instruction, English Lesson, Emancipated Curriculum, Teacher Professional Development

### Abstrak

Program ini bertujuan untuk memberdayakan guru Bahasa Inggris dalam merancang pelajaran bahasa Inggris yang selaras dengan kurikulum nasional. Pengabdian masyarakat ini mengadaptasi metode penelitian tindakan partisipatif yang diterapkan di dilakukan di komunitas guru bahasa Inggris tingkat SMP (MGMP) di salah satu kabupaten di Jawa Tengah, Indonesia. Sebanyak 19 guru bahasa Inggris berpartisipasi dalam program ini. Program ini meliputi perencanaan, perancangan, pengembangan, dan evaluasi program. Perencanaan program dilaksanakan melalui analisis kebutuhan menggunakan survei dan FGD (Focus Group Discussion) yang menemukan ditemukan bahwa diferensiasi kelas merupakan tantangan utama bagi guru bahasa Inggris dalam mengimplementasikan kurikulum nasional. Oleh karena itu, materi DI (Differential Learning) untuk kelas EFL dirancang untuk diintegrasikan ke dalam program. Lokakarya satu hari diadakan sebagai upaya membekali kompetensi guru dalam implementasi pembelajaran berdiferensiasi. Setelah mengikuti lokakarya sebagai bentuk evaluasi program salah satu perwakilan guru bahasa Inggris diwawancarai dan menyatakan pandangan positif terhadap program tersebut.

Kata kunci: Pembelajaran Berdiferensiasi, Pembelajaran Bahasa Inggris, Kurikulum Nasional, Pengembangan Profesional Guru

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## 1. Introduction

Switching curricula may not be a rare phenomenon in the history of Indonesian education, yet it always leaves pros and cons and brings two sides of a coin to the table: opportunities and challenges. The opportunities usually promote teacher development, such as making them more creative in the administration and implementation of pedagogical activities. The challenges both teachers and students experience can range from inadequate access to proper learning facilities to mental and intellectual unpreparedness, and so on.

The recent shift from the 2013 Curriculum to the emancipated curriculum (*Kurikulum Merdeka*) brings about the same issues. Among the four primary changes brought by the Emancipated Curriculum are that emancipated standard school exams (*USBN*) to be developed by each school; the emancipated exam (*UN*) is changed to a minimum competency assessment and character survey; educators have the liberty to design lesson plans (*RPP*); and there is now the flexibility in new student admissions regulations (*PPSB*) (Firdaus et al., 2022). Nugroho & Narawaty (2022) added that while all the ever-implemented Indonesian curricula have the same goal of the Emancipated Education System and Emancipated Education Standards and have the same vision of building Pancasila personality among the students, they have these differences from the previous curricula: the basic framework, targeted competencies, curriculum structure, learning formula, learning equipment provided by the government, and curriculum equipment. An example of the teaching-learning adaptation is the simplification of lesson plan formatting, which causes controversy because, despite a great number of teachers welcoming the fresh, simplified concept of teaching preparation drafting, another group of teachers feels it is not spacious enough to cover all lesson plans in just one or two pages only (Aulia, 2021).

The main characteristics of the emancipated curriculum that supports learning recovery are 1) Project-based learning for the development of soft skills and character according to the Pancasila student profile, 2) Focus on essential material so that there is sufficient time for in-depth learning for basic competencies, such as literacy and numeracy .3 ) Flexibility for teachers to carry out differentiated learning according to students' abilities and make adjustments to local context and content (Nafi'ah et al., 2023; Wiguna & Tristaningrat, 2022). These traits serve as foundational guidelines for applying the emancipated curriculum, especially during its initial phase, launched as the education system transitioned from the restricted phase to the new normal following the pandemic.

Reflecting on the implementation of the emancipated curriculum and other types of curriculum, Junaidi (2021) highlighted several conditions that should be met when schools consider implementing the new curriculum: (1) It is the right of an educational unit to implement the curriculum but priorly there should be a dialogue with parents, students, and community leaders; (2) he government must provide support in a policy package, not just give permission; (3) Permission can be given if the school is ready with the agreement of the school community, and is willing not to remove compulsory

lessons because it can lead to counter-narratives that hinder the Emancipated Curriculum; (4) Schools must also conduct an adequate study of the achievements to be targeted at students; (5) From the government side, teacher education in LPTKs (Educational Staff Education Institution) and PPGs (Teacher Professional Education) must be improved to also train the ability to develop contextual, relevant, fair, and ethical curricula. For in-service teachers, the government must also provide ongoing, collaborative training so that the proposed emancipated curriculum does not become raw or even counterproductive.

Since this curriculum is new to teachers, several challenges have been identified. Rumiati et al. (2024) revealed several challenges in the implementation of the emancipated curriculum in their study; (1) Students' levels of understanding, students' thinking abilities, students' skills, learning styles, levels of self-confidence, and students' levels of concentration vary so that teachers have difficulty in learning models and assessments that will be used in learning.; (2) Limited facilities and infrastructure owned by the school. This limitation makes it difficult for teachers to find various kinds of reference sources for different learning examples; (3) Limited teacher references regarding learning models that can accommodate differentiated learning. Teachers have difficulty determining the right learning model resulting in trial and error; (4) Teachers have limited initial knowledge and mastery of the material and context, so they have difficulty in composing trigger questions. Apart from that, the soft skills possessed by teachers are an obstacle because there are still many teachers who have not been able to show their contribution in being able to interact based on the demands of an independent curriculum, but instead focus on theory alone, there has been no clear acceleration in developing an approach to the use of technology; (5) Teachers do not yet understand how to develop/translate Learning Outcomes into learning objectives, so the material provided does not yet refer to essential material but still refers to the previous curriculum.

In addition, according to the results of FGD and mini survey during the need analysis before this program was implemented as an attempt to meet the teachers' needs with the program provided, it is found that teachers found several challenges in implementing the emancipated curriculum in designing their English lesson, and the major problem found is implementing flexible learning through differentiated instruction. Thus, this program is designed to support English teachers in designing English lessons that align with the Emancipated curriculum principles. A one-day workshop has been selected as the format to equip English teachers with practical and theoretical principles of the Emancipated curriculum, particularly differentiated instruction practices in English lessons. This program is expected to support the English teacher competencies in implementing the Emancipated curriculum, as well as supporting the English teacher community and the Ministry of Education, in order to enhance the English teachers' professional development.

## 2. Method

This study applied participatory action research where teachers are given wider opportunities and authority to implement their knowledge in English language teaching and learning. This teacher participation is an effort to find solutions to problems regarding the development of teacher professional competence in implementing the emancipated curriculum in English classes. This study was conducted during April – August 2023 which involved English teacher community (MGMP) at one of regencies in Central Java Indonesia. The English community consisting 24 English teachers; however, only 19 teachers were active in this program due to administering the final examination. The program was conducted at one of State Junior High School in that regency. This school was chosen as the setting of this study as this school was accessible to all the teachers to attend since other schools in which English teachers community members were far away from the central district. In addition, this school has more teachers who struggle to implement the Emancipated curriculum in their English lessons. This program was conducted by an English lecturer and was assisted by two students of the English education department. A curriculum trainer was invited to facilitate the program development.

Questionnaire and interview guidelines were used to collect the data. The questionnaire was used to collect data for the need analysis, which supported the interview from the FGD. Another interview guideline was used to gather data for the program evaluation. This study applied the following procedure to conduct the program for English teachers, as illustrated in Figure 1.

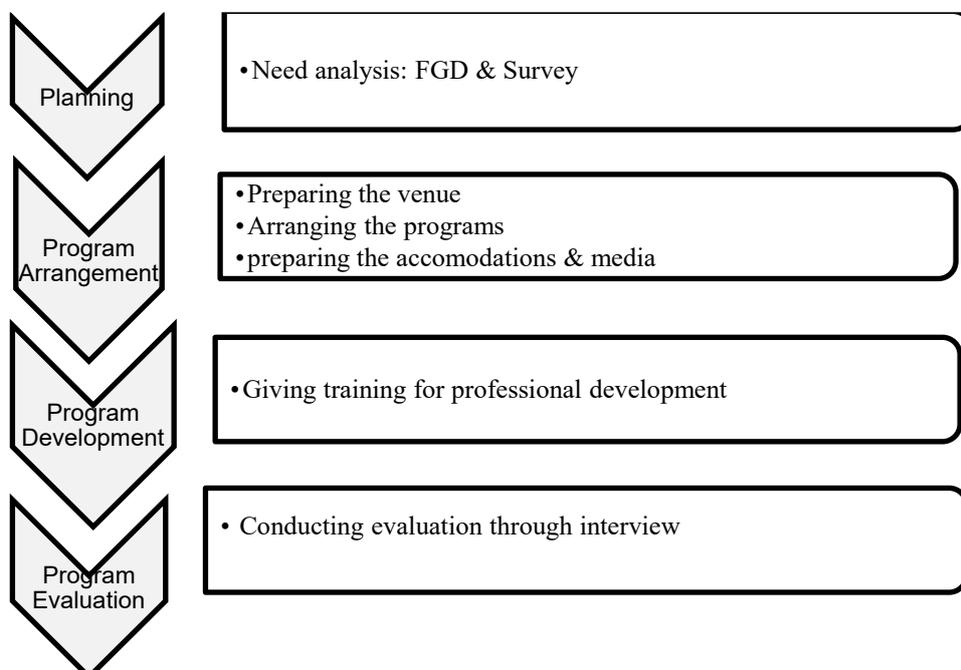


Figure 1. The Procedures of the Program

1. The first step was planning. The researcher tried to identify the problems faced by the English teachers through a survey and Focus group discussions (FGD). The FGD was attended by six English teachers who became the board committee of

the English teacher Community (MGMP), which was conducted face to face at one of the junior high schools affiliated with this community. The survey was completed by the 12 English teachers in this community via Google Forms, which were shared in the English teacher community WhatsApp group. All members have the opportunity to complete this survey without any coercion. Finally, only 12 community members completed this survey. After gathering data from both sources, the researcher sought to identify several points about what English teachers actually need to develop and the challenges they face in implementing the emancipated curriculum. Second, after identifying the data and information, the researcher began to arrange a program that fit the English teachers' needs. The program was a one-day workshop to strengthen teachers' ability to design differentiated English lessons, as identified in the needs analysis results.

2. The second step was program arrangement. In this step, the program initiator, together with a curriculum expert (Mrs. Amelia Thaurasia Kesuma), prepared workshop materials based on the results of the needs analysis conducted during the planning stage. A one-day workshop was held during this stage.
3. The third stage was the program development. It was the program's implementation. It was conducted at one of the junior high school halls in Suruh district, Semarang regency. 19 teachers attended this program. This program lasted for 8 hours from 8 a.m to 4 p.m. The program was facilitated by Mrs. A, one of the curriculum facilitators, who also helped arrange the module for the national workshop on emancipated curriculum implementation.
4. The last stage was program evaluation. Due to limited time and budget, the program evaluation consisted of an interview with one workshop participant. Further evaluation will be conducted in the separated study.

### **3. Results**

The results of this study are presented in four sections, corresponding to the program phases: planning, program arrangement, program development, and program evaluation.

#### **Planning**

A survey and a focus group discussion were conducted to identify what teachers need and the challenges they faced in implementing the emancipated curriculum. The FGD was attended by six English teachers who became the board committee of the English teacher Community (MGMP), which was conducted face to face at one of the junior high schools affiliated with this community. The survey was completed by the 12 English teachers in this community via Google Forms, which were shared in the English teacher community WhatsApp group. All members have the opportunity to complete this survey without any coercion. The following is the demographic profile of the respondents who participated in the survey.

The survey shows that all respondents have implemented the emancipated curriculum in their classrooms. 75% of them are new to using this newest curriculum in their schools. It shows that the emancipated curriculum is considered a new thing

among English teachers in the teacher community (MGMP). In other words, most of the English teachers implement the curriculum for less than a year. The next figure (Figure 3) illustrates the significance of the problems English teachers face in implementing the emancipated curriculum.

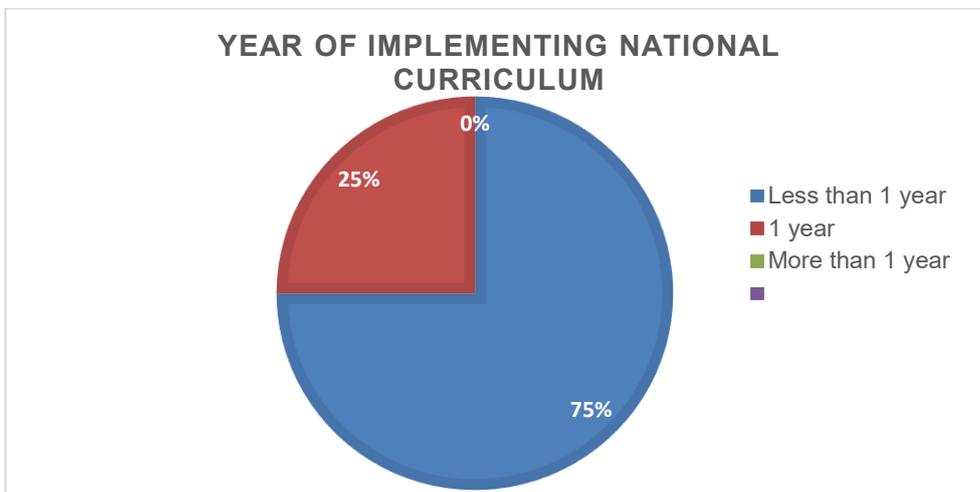


Figure 2. Year of Implementing Emancipated Curriculum

Figure 3 shows that all teachers face challenges in implementing the emancipated curriculum. Fortunately, only 20% of teachers face significant problems in implementing the emancipated curriculum. Table 1 outlines the challenges teachers face in implementing an emancipatory curriculum.

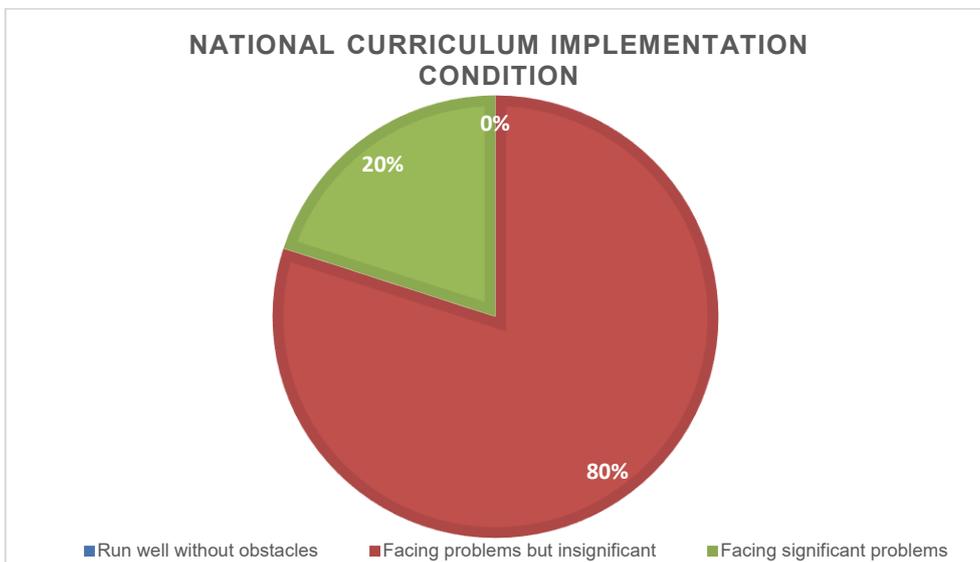


Figure 3: Emancipated Curriculum Implementation Condition

Table 1 illustrates several challenges faced by English teachers in infusing the emancipated curriculum into their English lessons. Various challenges are found. Facilitating classroom differentiation and implementing differentiated instruction are the most common challenges teachers face. Other problems faced by teachers include arranging learning modules, which is a new feature of the emancipated curriculum. It is similar to a lesson plan, but it is more comprehensive and simpler. Lowly motivated students still pose a challenge for teachers in the classroom. As the emancipated

curriculum focuses on the project and outcomes, implementing a P5 project (*Profil penguatan pengamalan Pancasila*) is also a challenge for teachers.

Table 1. Teachers’ Challenges of Implementing the Emancipated Curriculum

Participant	Challenges
Teacher 1	Facilitating students with different backgrounds and characteristics
Teacher 2	Implementation of P5 Project
Teacher 3	Implementing a centered classroom with classroom differentiation
Teacher 4	-
Teacher 5	Creating a high-selling value product
Teacher 6	implementing differentiated instruction
Teacher 7	implementing differentiated instruction
Teacher 8	Teacher-centered learning is still used because students have low learning competencies.
Teacher 9	-
Teacher 10	Designing a learning module
Teacher 11	Arranging differentiation instruction lesson planning
Teacher 12	Low-motivated students

Furthermore, additional information was obtained from an FGD with the committee and members of the teacher community regarding the material to be learned to support the implementation of the emancipated curriculum. Mrs. I, as the head of the teacher community, stated that “most teachers have misconceptions about differentiated instruction, which can be the focus of the training”. Mr. S, as the supervisor of this teacher community, also added that “we realize that we have not implemented the emancipated curriculum well, particularly for classroom differentiation”. Furthermore, Mrs. M also has a similar problem: “It is sophisticated to implement differentiated instruction in the emancipated curriculum”. From those statements, it is identified that the implementation of differentiated instruction as one of the principles to support the implementation of emancipated curriculum in English lessons has become a major problem for teachers in implementing this curriculum.

Based on the survey and FGD results with English teachers, it was found that differentiated instruction is the major challenge in implementing the emancipated curriculum. This information is related to the study investigated by several researchers (de Jager, 2023; Hollenweger, 2011; Suwastini et al., 2021) that teachers face when Differentiated Instruction is implemented in the classrooms: (1) class size, (2) time consumption for preparing and developing, (3) professional staff, (4) resources including administrative support, (5) parental support, and (6) teachers’ attitude. Thus, the program is structured to address teachers’ challenges through a workshop on how differentiated instruction is implemented in the English lesson.

### Program Arrangement

Based on the information from the survey and focus group discussion above, the researcher attempted to arrange a program as an alternative to address the teachers’ challenge. This program is in the form of a one-day workshop on the implementation

of differentiated instruction in the English lesson. This workshop was conducted to strengthen teachers' knowledge and competencies in classroom differentiation. Mrs. Amelia Tauresia Kesuma was invited as the facilitator of this one-day workshop. She is a module developer for the emancipated implementation. She not only delivered knowledge about the emancipated curriculum but also explained how it is practically implemented in the classroom.

A program was organized to strengthen English teachers' competencies in designing lessons that align with the emancipated curriculum principles, particularly in the implementation of differentiated instruction. The material in this program draws on several resources and theories. This material was about the introduction of the emancipated curriculum, the urgency of the differentiated instruction in the curriculum implementation, how this instruction is implemented in the English lesson, and the practice of arranging a lesson using differentiated instruction strategies.

### Program Development

A one-day workshop of differentiated instruction in English lesson is being held to strengthen teachers' competencies in implementing the emancipated curriculum, particularly differentiated instruction in English lessons. This program was participated by 19 English teachers. . This program is lead by Mrs. Amelia Tauresia Kesuma, a curriculum trainer and module developer for emancipated curriculum workshop. This program lasted for eight hours with various activities. First, this program begins with the workshop rules agreements. Figure 2 illustrates the group members discussing and arranging the class agreement that will be decided as the classroom rules during the workshop.



Figure 4. Workshop Participants Arrange Classroom Agreement

This activity resulted in two classroom rules, such as: participants should be active during the workshop and that one speaks, others listen. Then, Mrs. Amelia continues the activity with a discussion with participants, dealing with the teaching learning misconception through a true-false activity. Mrs. Amelia presents several statements about misconceptions in teaching and learning, then asks students to guess whether each statement is true or false, and asks the representative of the participant to share

the reason for their answer. Most of the teachers enthusiastically participate in guessing those statements and raise their hands when the facilitator asks them to share their comments. After revealing the participants' knowledge about the teaching learning misconception, Mrs. A explains the paradigm, philosophy, and the concepts of the emancipated curriculum, and why this curriculum should be developed. Figure 5. Describes when Mrs. Amelia delivers the workshop material about differentiated instruction implementation in English lesson.



Figure 5. Mrs. Amelia Delivers the Workshop Materials

The workshop not only delivers the material teachers need but also invites them to plan an English lesson that supports the implementation of differentiated instruction as one alternative to leverage the emancipated curriculum. The facilitator was firstly delivered the theories about the emancipated curriculum and differentiated instruction. In this session, the facilitator invites English teachers to share their prior knowledge about these materials, besides sharing the materials on the slides. Then, the activity continued with the practice of arranging the English lesson using differentiated instruction principles. Figure 6 describes the activity of arranging the English lesson.



Figure 6. Group Work on Arranging English Lessons

In this session, participants in some groups were asked to develop a lesson plan that supports classroom differentiation. Before that, the facilitator had shared an

example lesson plan that supports differentiated instruction implementation. Each group arranges a simple English lesson plan with various language skills. This lesson plan is limited to the main activity and the lesson assessment, which are differentiated by content, process, and product.

### Program Evaluation

The program's evaluation is limited to the post-workshop evaluation. A teacher representative was interviewed to assess their impression of the program's implementation and the benefits they received from joining. There were two questions that were delivered: (1) What is your impression of the workshop held?(2) Is there any feedback to enhance the next workshop program? He stated that “this program is beneficial for our teaching development, unfortunately, this program is limited. Hopefully, other programs could be conducted again continuously”. This interview is actually not sufficient to represent the program evaluation due to some limitations. There should be a classroom observation on how differentiated instruction is implemented in the classroom as an attempt to support the emancipated curriculum implementation, and further interviews with more teachers who attend the workshop. However, classroom observation of teachers' success and effectiveness in implementing this program has not been included due to limited time and budget.



Figure 7. Interview with the Representative of the Teacher

The interview revealed the teacher's positive perception of the program implemented. It seems that teachers are participating in a professional development program to enhance their competencies. It is related to the findings revealed by (Kusmaryani et al., 2016) There is teachers' awareness of the importance of professional development supported by a high number of programs attended, but it still does not show changes in professionalism. According to the survey results, teachers are unable to manage themselves and their workloads, and thus, they are trapped in routines. As a result, professional development is just conducted through regular programs.

Although differentiated instruction is not easy to implement, it is a suggested approach that meets the nature of an emancipated curriculum. Thus, differentiated

instruction has been adapted as the approach to implement the emancipated curriculum, the current curriculum implemented in Indonesian education. It responds to the question of how a flexible curriculum like the emancipated curriculum be implemented in schools that can provide varied learning activities to students (teaching at the right level) (Nasser et al., 2024). It is also equivalent to the pedagogical visions proposed by Ki Hajar Dewantara, the father of Indonesian education, which emphasize student-centered education and focus on initial strength as the essence of freedom of learning (Yuli et al., 2023).

This program is considered successful to implement; however, some limitations have been noted. First, the program is limited to workshops without any follow-up, such as classroom observation and further interviews with additional participants, to measure its effectiveness. Second, the limited budget which only covers the workshop implementation, limits the further implementation of this program. It is expected to receive more funding to continue this program next year.

#### **4. Conclusion**

This program is conducted to strengthen English teachers' competencies in designing English lessons that support the implementation of the emancipated curriculum. This study has revealed that most teachers face several challenges in implementing the emancipated curriculum in EFL classes, including differentiated instruction, implementing the P5 program, and arranging student-centered learning. The major challenge for teachers is implementing differentiated instruction in the classroom. Thus, a program is conducted to strengthen teachers' ability to implement differentiated instruction in the English classroom.

A workshop for English teachers was used as a strategy to help teachers minimize their challenges. As differentiated instruction is a major problem in the emancipated curriculum, a program on implementing differentiated instruction is held. A positive impression is received after the program is conducted. Teachers felt that this program benefits teachers by improving their knowledge and experiences. It is an opportunity for English teachers to expand their knowledge. Differentiated instruction is helpful for an emancipated curriculum that supports the flexibility of learning and students' needs. Since the program is limited in time and budget, it is recommended that the next researchers continue the study by examining the effectiveness of this program through classroom observation and differentiated instruction implementation in the classroom. Alongside the favorable view of this program, the Ministry of Education is recommended to organize similar initiatives to improve teachers' skills in implementing the emancipated curriculum, especially in English classrooms. As the workshop materials are relevant for improving teachers' skills in utilizing differentiated instruction to integrate the emancipated curriculum, it is recommended that teachers apply these concepts in their English classrooms.

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