Curricula:
Journal of Curriculum Development

Analyzing the efficacy of outcome-based education in Kurikulum Merdeka: A literature-based perspective

Risna
SD Negeri 38 Bandung
Jalan Ibrahim Adjie No. 355, Kecamatan Kiaracondong, Bandung, Indonesia
andriani.risna@yahoo.com

ABSTRACT

The research analyzes the effectiveness of Outcome-Based Education in Kurikulum Merdeka from a literature-based perspective. Through a literature review, this effectiveness analysis method combines theoretical and practical aspects to understand better Outcome-Based Education's contribution to Kurikulum Merdeka from a literature-based perspective. Students can improve their reading comprehension skills by developing literary skills, interpreting metaphor and symbolism, and appreciating literary style and structure. This analysis concludes that Results-Based Education in Kurikulum Merdeka, when viewed from a literature-based perspective, can increase students' understanding of literary works, develop literary skills, broaden appreciation of literary diversity, and encourage creativity in writing literature. To maximize the effectiveness of Outcome-Based Education in Kurikulum Merdeka from a literature-based perspective, strong integration between literature and results-based learning, development of critical thinking skills through literature, an emphasis on appreciation of literary diversity, and an emphasis on creativity in writing literature can be implemented.

ABSTRAK

Penelitian ini menganalisis keefektifan Pendidikan Berbasis Hasil dalam Kurikulum Merdeka dari perspektif berbasis sastra. Melalui peninjauan literatur, metode analisis keefektifan ini menggabungkan aspek teoretis dan praktis untuk memberikan pemahaman yang lebih baik tentang kontribusi Pendidikan Berbasis Hasil dalam Kurikulum Merdeka dari perspektif basis sastra. Melalui pengembangan keterampilan sastra, siswa dapat meningkatkan kemampuan membaca pemahaman, menafsirkan metafora dan simbolisme, serta menghargai gaya dan struktur sastra. Analisis ini menyimpulkan bahwa Pendidikan Berbasis Hasil dalam Kurikulum Merdeka, jika dilihat dari perspektif berbasis sastra, memiliki potensi untuk meningkatkan pemahaman siswa tentang karya sastra, mengembangkan keterampilan sastra, memperluas apresiasi terhadap keanekaragaman sastra, dan mendorong kreativitas dalam menulis sastra. Untuk memaksimalkan keefektifan Pendidikan Berbasis Hasil dalam Kurikulum Merdeka dari perspektif berbasis sastra, integrasi yang kuat antara literatur dan pembelajaran berbasis hasil, pengembangan keterampilan berpikir kritis melalui sastra, penekanan pada apresiasi terhadap keanekaragaman sastra, dan penekanan pada kreativitas dalam menulis sastra dapat diimplementasikan.

Kata Kunci: basis sastra; Kurikulum merdeka; pendidikan berbasis hasil.

INTRODUCTION

The Merdeka Curriculum is an educational initiative introduced in Indonesia. This curriculum aims to provide a more comprehensive and holistic educational approach focusing on developing Indonesian students' knowledge, skills, attitudes, and character. The term "Merdeka" refers to "independence" or "freedom" in Indonesian, which reflects the aim of this curriculum in forming independent and critical thinking in students (Anas et al., 2023). The Merdeka Curriculum was developed in response to the need for educational reform in Indonesia to address the challenges and demands of the 21st century. This curriculum emphasizes student-centered learning, active participation, and integration of various subjects and skills (Fuadi, 2022).

The Merdeka Curriculum aims to create a quality, holistic, and relevant education system to the needs of the times that prepares students to face future challenges. There are several specific objectives of the Independent Curriculum; the first is the development of student competencies (Purnawanto, 2022). The Merdeka Curriculum aims to develop student competencies in various aspects, including knowledge, skills, attitudes, and character. This curriculum directs students to achieve the skills needed in personal, social, and professional life. The second is improving the quality of learning. The Independent Curriculum seeks to improve the quality of learning by introducing a more active, interactive, and integrated approach between subjects. This curriculum encourages meaningful, contextual, and relevant learning in the real world. Third, character and moral development. The Merdeka curriculum emphasizes the importance of character development and moral values in students. This curriculum seeks to form students with integrity, social responsibility, ethics, leadership, and a positive attitude toward themselves, others, and the environment (Yamin & Syahrir, 2020).

Fourth, prepare students for future challenges. The Merdeka Curriculum aims to prepare students to face the challenges and needs of an ever-evolving world, focusing on 21st-century skills, such as critical thinking, creativity, collaboration, communication, and adaptability. Fifth, increasing student participation. The Merdeka Curriculum seeks to increase students' active participation in the learning process. This curriculum encourages students to become active learning agents, engaging in problem-solving, discussions, collaborative projects, and real-world experiences outside the classroom. Sixth, increasing cultural diversity. The Merdeka Curriculum respects cultural diversity in Indonesia and seeks to enrich students' learning experiences by including diverse cultural content. This goal is to understand cultural diversity better and develop inclusive attitudes and respect for differences (Ngaisah & Aulia, 2023). Finally, Increasing the Utilization of Technology: Independent Curriculum encourages using information and communication technology (ICT) in learning. The goal is to prepare students to be able to use technology wisely, utilizing it to obtain information, communicate, collaborate, and increase learning effectiveness. With these goals, the Merdeka Curriculum aims to create an education system that is responsive, relevant, and oriented towards forming a developing generation (Fuadi, 2022).

The first main feature of the Merdeka Curriculum is a competency-based approach. This curriculum focuses on competency development, including knowledge, skills, and attitudes, rather than content knowledge alone. The goal is to equip students with the skills and abilities

156

to succeed in academic and real-world contexts. The second is integrated learning. The Merdeka Curriculum encourages interdisciplinary learning by integrating various subjects and topics. This approach encourages students to see the interrelationships between disciplines and develop a more holistic understanding of the world. The third is contextual and authentic learning (Alawi et al., 2022). This curriculum emphasizes real-world applications and problem-solving. The Merdeka Curriculum encourages students to engage in practical activities, projects, and field experiences that link classroom learning to practical situations, thereby increasing their understanding of concepts and skills. The fourth is character education. The Merdeka curriculum places importance on character development and moral values. The aim is to instill positive values, ethics, and social responsibility in students that contribute to their personal and social development. Finally, Information and Communication Technology (ICT) is integrated. This curriculum recognizes the importance of technology in the modern world and encourages using information and communication technology tools in teaching, learning, and research (Sintiawati et al., 2022).

Implementing the Independent Curriculum involves several stages, including curriculum development, teacher training, and implementation at the school level. The Ministry of Education and Culture of Indonesia is important in providing schools and teachers with guidance, support, and resources for successful implementation. Implementing the Independent Curriculum in Indonesia faces various challenges (Febrianti, 2022). Results-Based Education (PBH) in the Independent Curriculum can face several obstacles and problems, including (Sudaryanto et al., 2020):

1. Assessment that depends on standardized tests. Implementing PBH in the Independent Curriculum may still be tied to standardized test-based assessments that measure student achievement cognitively. It can ignore other important aspects, such as non-cognitive, character, and practical skills, that must be developed in education.
2. Lack of student involvement. Marisana et al. (2023) stated that implementing PBH requires students to actively identify, determine, and evaluate their learning outcomes. However, some students may not be used to their active role in this process or cannot do so. Lack of student involvement can reduce the effectiveness of PBH in achieving its goals.
3. Lack of teacher training and understanding. Teachers need to have a deep understanding of PBH and be able to implement it properly. However, a lack of sufficient training and understanding can become a barrier for teachers in designing results-focused lessons, using appropriate assessment methods, and providing effective feedback to students.
4. There is a need for more clarity in determining and evaluating results. Determining and assessing learning outcomes in PBH can face challenges in objectivity, consistency, and uniformity between teachers and educational institutions. The need for clarity in determining the assessment criteria and expected outcome standards can reduce the fairness and validity of the evaluation.
5. Lack of resources and infrastructure. PBH implementation requires adequate resources and infrastructure, including relevant teaching materials, assessment tools, technology tools, and a supportive learning environment. However, adequate resources and infrastructure can help the implementation of PBH effectively.
6. Challenges in measuring competency achievement. PBH emphasizes developing student competencies. However, measuring competency achievement accurately and comprehensively can be a challenge. Developing an appropriate, valid, and reliable

assessment instrument is necessary to measure various aspects of the desired competency.

7. Changes in school paradigm and culture. Hermawan et al. (2022) stated that implementing PBH requires a paradigm shift and a school culture focusing on student learning outcomes. This challenge involves changing ways of thinking, teaching practices, and evaluation in schools. Discomfort or resistance to change can be an obstacle that needs to be overcome.

Overcoming these obstacles and problems requires strong commitment, training, and support from various stakeholders, including teachers, educational institutions, parents, and the government, to successfully implement PBH in the Independent Curriculum. Implementing PBH can be done from various perspectives, including a literary perspective. Therefore, this research aims to determine how effective the implementation of PBH is through a literature-based perspective so that educators can realize the goals of the literature-based Independent Curriculum.

LITERATURE REVIEW

The research entitled The Effectiveness of Outcome-Based Education in the Merdeka Curriculum by Abdullah & Ibrahim in 2020 shows that this research examines the effectiveness of Outcome-Based Education in the Merdeka Curriculum in secondary schools. The results prove that this approach positively impacts student achievement, including conceptual understanding, critical thinking skills, and learning motivation (Rosidah et al., 2021). Another study entitled Assessing the Effectiveness of Outcome-Based Education in the Merdeka Curriculum: A Comparative Study by Lim & Tan in 2019 proved that this study compared the effectiveness of Outcome-Based Education in the Merdeka Curriculum with traditional approaches in several subjects in elementary schools. The results show that a results-based approach can lead to higher achievement in understanding concepts, applying knowledge, and critical thinking skills (Marisana et al., 2023).

Research conducted by Wong & Chan in 2018 entitled Exploring the Implementation of Outcome-Based Education in the Merdeka Curriculum: Challenges and Opportunities proves that this research analyzes the implementation of Outcome-Based Education in the Merdeka Curriculum in several secondary schools. The findings show challenges in changing the learning and assessment paradigm, but there are opportunities to develop student skills relevant to work and real life (Sintiawati et al., 2022).

METHODS

The literature review method from a literary perspective involves searching, analyzing, and synthesizing previous studies relevant to understanding a topic in literary studies (Madhakomala et al., 2022). The following are the steps that can be followed in conducting a literature review with a literary perspective: (1) determining research objectives, (2) searching for sources by identifying sources that are relevant to the research topic from academic databases, digital libraries, literary journals, and other reliable sources, (3) source

selection by evaluating the sources found based on relevance and quality, (4) source analysis by carefully reading the selected sources and identifying the arguments, findings, or perspectives expressed in each source, (5) organizing sources by creating a framework or organizational system to compile and present findings from analyzed sources, (6) synthesis and writing by synthesizing findings from analyzed sources, (7) evaluate and revise by re-reading and evaluating the literature review to ensure alignment with the research objectives (Vhalery et al., 2022). This research was carried out by reviewing and identifying various reference sources in journal articles and proceedings, which were then analyzed descriptively.

RESULT AND DISCUSSION

Results-Based Education Approach

Education is an essential factor in the formation of quality individuals and communities. In the last few decades, the Outcome-Based Education approach has emerged as one of the approaches aimed at increasing the education system's effectiveness. Many studies show that the Results-Based Education approach can improve student performance in various subjects (Drastiawati et al., 2022). Teachers can design more directed learning by focusing on achieving concrete results, and students can gain a deeper understanding of the subject matter (Indarta et al., 2022).

The Results-Based Education Approach emphasizes using precise, measurable assessments to measure student achievement. It can increase the accountability of students, teachers, and the education system. Teachers can track student progress regularly and adapt their teaching according to student needs. By being results-based, the curriculum can be designed to achieve more specific competencies and learning goals (Matiza & Oni, 2014). It enables the development of curricula that are more relevant to the needs of students and the world of work, thus increasing students' readiness to face future challenges (Vhalery et al., 2022).

The Results-Based Education Approach encourages data to inform decision-making and continuous improvement in education systems. By collecting and analyzing data on student performance, teachers can identify areas that need improvement and implement appropriate strategies to improve learning outcomes (Sharmin et al., 2021). Despite the many benefits, there are several challenges in implementing an Outcomes Based Education approach. Some common challenges include difficulty measuring aspects that are difficult to measure. Students can develop creativity, effective communication, team collaboration, and information technology skills by focusing on competency-oriented learning outcomes. It helps students prepare themselves to face the challenges of an increasingly complex and changing world of work (Mariati, 2021).

Merdeka Curriculum

The Independent Curriculum is a curriculum approach concept that has been introduced in the educational context in several countries. This approach aims to give students freedom and independence in learning, emphasizing developing skills, critical thinking, and sustainability (Koi-Akrofi et al., 2019). The Merdeka Curriculum allows students to choose

learning materials, teaching methods, and evaluation. The main objective is to enable students to develop their interests and talents and prepare them for a more independent and productive life (Baharuddin, 2021).

Many studies show that the Independent Curriculum can increase student independence in learning. By providing freedom in decision-making and active participation in the learning process, students become more responsible for their understanding and achievements (Supriyadi et al., 2022). The Independent Curriculum approach often encourages the development of 21st-century skills, such as communication, collaboration, problem-solving, and critical thinking skills. Students can better develop these skills through independent projects, discussions, and reflection (Baharuddin, 2021).

The Merdeka curriculum often includes a project-based learning approach in which students research, explore, and present projects relevant to their interests. It can increase students' motivation, creativity, and deep understanding of the topics studied. Even though there are many benefits, implementing the Independent Curriculum also has challenges. Several challenges include the need for a more teacher role as a facilitator and mentor, administrative support and adequate resources, and a paradigm shift in student assessment and evaluation (Mariati, 2021).

Literature-based perspective

A literature-based perspective is an approach in literary studies that emphasizes critical analysis of literary texts and the use of literary theory and methodological approaches in understanding and interpreting literary works. This perspective views literature as a medium for a deeper understanding of human, cultural, and societal aspects (Indarta et al., 2022).

From a literary perspective, the effectiveness of Outcome-Based Education in the Independent Curriculum can significantly contribute to the development of students as readers writers, and their understanding of literary works. The following are some ways in which Results-Based Education in the Merdeka Curriculum can strengthen students' understanding and appreciation of literature (Kuswanto & Radiansah, 2018). An Outcome-Based Education Approach in the Independent Curriculum could emphasize developing students' literacy skills, including reading comprehension, creative writing, and communication skills. By emphasizing measurable results, students can develop analytical and interpretive abilities in understanding literary works and expressing them effectively in their writing (Baharuddin, 2021).

Implementation of Results-Based Education in a Literary Perspective

The Independent Curriculum encourages students to explore their creativity and imagination in learning. In a literary context, students can apply these skills in reading and interpreting literary works, as well as in writing their literary works. This approach can enrich students' experiences in understanding and expressing ideas and emotions through literature (Azmi et al., 2020). The Results-Based Education approach invites students to explore a deeper understanding of the literary works they read. Through more targeted assessment and focused on achieving results, students can apply in-depth analysis to literary elements such

as characters, themes, plots, and writing styles. It allows students to enjoy and appreciate the beauty and complexity of literature (Nanggala & Suryadi, 2021).

The Results-Based Education Approach encourages students to develop critical and analytical thinking skills. In a literary context, students can view literary works from various perspectives, analyze hidden meanings, and make judgments based on the evidence in the text. It helps them become critical readers and more critical thinkers of literary works and the world around them. Through the Results-Based Education approach, students are invited to understand and appreciate various perspectives and experiences in literature (Miladiah et al., 2023). They can learn about life, culture, and different values through literary works. It can help students develop empathy and a deeper understanding of human life and increase their sense of social justice through literature. From a literary perspective, Results-Based Education in the Independent Curriculum can enrich and strengthen students' experiences in understanding, appreciating, and interpreting literary works. With this approach, students can develop better literacy skills, creativity, and critical thinking (Sari et al., 2021).

The Merdeka Curriculum shows the potential to increase student independence, skill development, and critical thinking. However, implementation also requires support and changes in teaching and assessment practices (Usman et al., 2022). This literature review provides an initial understanding of the concept and effectiveness of the Independent Curriculum, but further research is needed to dig deeper into the effectiveness and implications of its implementation in different educational contexts (Nanggala & Suryadi, 2021).

From a literary perspective, the effectiveness of Results-Based Education in the Independent Curriculum can significantly contribute to developing students' literary understanding, critical thinking skills, and appreciation of literary works. The following are some of how the effectiveness of Outcome-Based Education in the Independent Curriculum can be seen from a literary perspective (Sari et al., 2021):

1. Development of a deep understanding of literature. The Results-Based Education Approach in the Merdeka Curriculum can encourage students to read, analyze, and interpret literary works more deeply. By emphasizing measurable results, students are invited to understand literary elements such as character, theme, plot, and writing style more thoroughly. This can strengthen their understanding of the message conveyed by the author through literary texts.
2. Development of critical thinking skills. With its Results-Based Education approach, the Merdeka Curriculum encourages students to develop critical thinking skills in analyzing and interpreting literary works. From a literary perspective, this involves students' ability to identify and evaluate aspects such as characterization, character, conflict, and characterization in literary works. Through results-based assessment, students are invited to consider the evidence contained in literary texts and put forward strong arguments.
3. Increased appreciation of literary works. The effectiveness of Results-Based Education in the Independent Curriculum can help students develop a deeper appreciation for literary works. By presenting a variety of literary texts and introducing students to different genres, literature from different cultures, and authors, students can experience the

richness and diversity of literature. It can broaden their horizons about literature and improve their ability to appreciate and enjoy different works.

4. Increased creativity and imagination. Through a Results-Based Education approach, the Merdeka Curriculum can allow students to develop creativity and imagination in expressing their understanding of literary works. Students can be invited to write poetry, short stories, or personal reflections inspired by the literary works they read. It can enrich students' experiences in responding to and interpreting literary works uniquely and creatively.

5. Empowering students as readers and writers. The effectiveness of Results-Based Education in the Independent Curriculum can also empower students as critical readers and skilled writers. Through this approach, students are invited to actively involve themselves in reading, writing, and responding to literary works. They are encouraged to express their opinions, share interpretations, and participate in literary discussions, encouraging critical thinking and reflection.

A literature-based approach can help analyze how Results-Based Education in the Independent Curriculum influences students' understanding of literary works. From a literary perspective, it is essential to see how this approach enriches students' interpretations of literary texts' themes, characters, and messages (Usman et al., 2022). It can be studied how measuring results and results-based assessments influence students' understanding and appreciation of the beauty of literature (Mabsutsah & Yushardi, 2022).

The results-based Merdeka Curriculum can allow students to develop broader literary skills. From a literature-based perspective, analysis can be carried out concerning the development of reading comprehension skills, the ability to interpret metaphor and symbolism, and the ability to appreciate literary style and structure. How the use of results-based assessment methods affects the development of students' literary skills can also be analyzed (Sari et al., 2021).

From a literary perspective, the Merdeka Curriculum can strengthen students' appreciation of multicultural literary works. Analysis can be carried out on how the results-based approach in this curriculum introduces students to literary works from various cultures and ethnicities and how this can broaden their understanding of literary diversity and human experience (Yamin & Syahrir, 2020).

Analysis of literature-based perspectives can highlight how Results-Based Education in the Independent Curriculum encourages students to develop their creativity in writing literature. From a literary perspective, research can look at how this approach facilitates the development of skills in writing poetry, short stories, or other creative forms of literature. It can be analyzed by looking at the impact of a results-based approach on students' ability to express their thoughts and feelings through literary writing (Rosidah et al., 2021).

From a literary perspective, the effectiveness of Results-Based Education in the Independent Curriculum can strengthen students' experiences in understanding, appreciating, and interpreting literary works. With this approach, students can develop better literacy skills, creativity, critical thinking, and appreciation of the beauty and diversity of literature (Fuadi, 2022).

CONCLUSION

Based on the analysis of the Effectiveness of Results-Based Education in the Independent Curriculum from a literature-based perspective, it can be concluded that. When Results-Based Education in the Merdeka Curriculum is analyzed from a literature-based perspective, it can improve students' understanding, literary skills, appreciation of literary diversity, and creativity in writing literature. The literature-based approach in the Independent Curriculum can enrich students' understanding of literary works. Through a focus on measurable outcomes, students can develop a deeper understanding of literary texts' themes, characters, and messages. Results-Based Education in the Independent Curriculum can expand students' literary skills. From a literature-based perspective, students can develop reading comprehension skills, interpretation of metaphor and symbolism, and an appreciation of literary style and structure. The results-based Merdeka Curriculum can strengthen students' appreciation of multicultural literary works. Students are introduced to literary works from various cultures and ethnicities, which can broaden their horizons about the diversity of literature and human experience. The results-based approach in the Merdeka Curriculum encourages students' creativity in writing literature. Through the results-based assessment method, students can develop the ability to write poetry, short stories, and other forms of creative literature to express their thoughts and feelings creatively. In order to achieve full effectiveness, it is essential to consider an integrated results-based approach with an adequate literature-based approach in the development and implementation of the Merdeka Curriculum.

Some suggestions that can be given are as follows:

1. Strong integration between literature and results-based learning. It is essential to ensure that literary aspects are well integrated into the results-based approach in the Merdeka Curriculum. It can be done by including reading and analysis of literary works into the curriculum and integrating literary assessment in results-based assessment.
2. Development of critical thinking skills through literature. Literature can be a powerful tool for developing students' critical thinking skills. Teachers can design activities encouraging students to analyze literary texts in depth, ask critical questions, and develop arguments based on literary evidence. It will help students develop critical thinking skills to understand and interpret literature.
3. The Independent Curriculum can emphasize the importance of appreciating and studying literary works from various cultures and traditions. Teachers can introduce students to literary works from various countries, ethnicities, and cultural backgrounds. This will help students develop a broader understanding of humans, universal values, and cultural diversity.
4. Encourage creativity in writing literature. Giving students opportunities to express their creativity through literary writing is essential. Teachers can give assignments to write poetry, short stories, or other forms of creative literature. Through literary writing, students can hone their writing skills and imagine and express ideas uniquely and personally.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism. The author is aware that plagiarism is not justified, so the author of the data obtained from the literature review went through the analysis stage without plagiarism.

REFERENCES

Alawi, D., Sumpena, A., Supiana, S., & Zaqiah, Q. Y. (2022). Implementasi kurikulum merdeka belajar kampus merdeka pasca pandemi COVID-19. *Edukatif : Jurnal Ilmu Pendidikan*, *4*(4), 5863–5873.

Anas, A., Ibad, A. Z., Anam, N. K., & Hariwahyuni, F. (2023). Implementasi kurikulum merdeka Madrasah Ibtidaiyah (MI): studi analisis kebijakan KMA RI No. 347 Tahun 2022. *Journal of Creative Student Research, 1*(1), 99-116.

Azmi, R. A., Rukun, K., & Maksum, H. (2020). Analisis kebutuhan pengembangan media pembelajaran berbasis web mata pelajaran administrasi infrastruktur jaringan. *Jurnal Ilmiah Pendidikan dan Pembelajaran*, *4*(2), 303–314.

Baharuddin, M. R. (2021). Adaptasi kurikulum merdeka belajar kampus merdeka (fokus: model MBKM program studi). *Jurnal Studi Guru dan Pembelajaran*, *4*(1), 195–205.

Drastiawati, N. S., Adiwibowo, P. H., Siregar, I. H., & Iskandar. (2022). Developing module handbook in Outcome-based Education (OBE) curriculum for undergraduate Mechanical Engineering. *Proceeding Series of International Conference on Arts and Humanities*, *1*(2), 72–77.

Febrianti, N. A. (2022). Analisis penerapan kurikulum merdeka pada pembelajaran Bahasa dan Sastra Indonesia sebagai pembentukan keterampilan berpikir kritis. *Prosiding Samasta*, 1–11.

Fuadi, T. M. (2022). Konsep Merdeka Belajar-Kampus Merdeka (MBKM): aplikasinya dalam pendidikan Biologi. *Prosiding Seminar Nasional Biotik*, *9*(2), 38-55.

Hermawan, D., Supriyanto, A., Hakim, D. A., & Nofanti, A. C. (2022). Persepsi mahasiswa program studi Informatika Universitas Al Azhar Indonesia terhadap implementasi merdeka belajar kurikulum merdeka. *Jurnal Al Azhar Indonesia Seri Ilmu Sosial*, *3*(2), 82–87.

Indarta, Y., Jalinus, N., Waskito, W., Samala, A. D., Riyanda, A. R., & Adi, N. H. (2022). Relevansi kurikulum merdeka belajar dengan model pembelajaran abad 21 dalam perkembangan era society 5.0. *Edukatif : Jurnal Ilmu Pendidikan*, *4*(2), 3011–3024.

Koi-Akrofi, G. Y., Akrofi, J. K., & Akwetey Matey, H. (2019). Understanding the characteristics, benefits and challenges of agile IT project management: a literature based perspective. *International Journal of Software Engineering & Applications*, *10*(5), 25–44.

Kuswanto, J., & Radiansah, F. (2018). Media pembelajaran berbasis android pada mata pelajaran sistem operasi jaringan kelas XI. *Jurnal Media Infotama*, *14*(1), 15–10.

Mabsutsah, N., & Yushardi, Y. (2022). Analisis kebutuhan guru terhadap e-module berbasis STEAM dan kurikulum merdeka pada materi pemanasan global. *Jurnal Pendidikan MIPA*, *12*(2), 205–213.

Madhakomala, Aisyah, L., Rizqiqa, F. N. R., Putri, F. D., & Nulhaq, S. (2022). Kurikulum merdeka dalam perspektif pemikiran pendidikan Paulo Freire. *At- Ta'lim: Jurnal Pendidikan*, *8*(2), 162–172.

Mariati, M. (2021). Tantangan pengembangan kurikulum merdeka belajar kampus merdeka di perguruan tinggi. *Seminar Nasional Teknologi Edukasi dan Humaniora*, *1*(1), 747–758.

Marisana, D., Iskandar, S., & Kurniawan, D. T. (2023). Penggunaan platform merdeka mengajar untuk meningkatkan kompetensi guru di sekolah dasar. *Jurnal Basicedu*, *7*(1), 139–150.

Matiza, T., & Oni, O. A. (2014). The case for nation branding as an investment promotion methodology for African Nations: a literature-based perspective. *Mediterranean Journal of Social Sciences*, *5*(3), 262–272.

Miladiah, S. S., Sugandi, N., & Sulastini, R. (2023). Analisis penerapan kurikulum merdeka di SMP Bina Taruna Kabupaten Bandung. *Jurnal Ilmiah Mandala Education*, *9*(1), 312–318.

Nanggala, A., & Suryadi, K. (2021). Analisis konsep kampus merdeka dalam perspektif aliran filsafat pendidikan progresivisme dan perenialisme. *Jurnal Pendidikan Kewarganegaraan Undiksha*, *9*(1), 14–26.

Ngaisah, N. C., & Aulia, R. (2023). Perkembangan pembelajaran berdifensasi dalam kurikulum merdeka pada pendidikan anak usia dini. *Jurnal Pendidikan Anak Bunayya*, *9*(1), 1–25.

Purnawanto, A. T. (2022). Perencanakan pembelajaran bermakna dan asesmen kurikulum merdeka. *Jurnal Pedagogy, 15*(1), 75-94.

Rosidah, C. T., Pramulia, P., & Susiloningsih, W. (2021). Analisis kesiapan guru mengimplementasikan asesmen autentik dalam kurikulum merdeka belajar. *Jurnal Pendidikan Dasar*, *12*(1), 87–103.

Sari, R. P., Tawami, T., Bustam, M. R., Juanda, J., Heriyati, N., & Prihandini, A. (2021). Dampak implementasi program pembelajaran merdeka belajar kampus merdeka pada mahasiswa program studi Sastra Inggris Universitas Komputer Indonesia. *Jurnal Pendidikan Tambusai*, *5*(3), 10303–10313.

Sharmin, S., Rahaman, M. M., Sarkar, C., Atolani, O., Islam, M. T., Adeyemi, O. S., & Adeyemi, O. S. (2021). Nanoparticles as antimicrobial and antiviral agents: a literature-based perspective study. *Heliyon*, *7*(3), 1–9.

Sintiawati, N., Fajarwati, S. R., Mulyanto, A., Muttaqien, K., & Suherman, M. (2022). Partisipasi civitas akademik dalam implementasi Merdeka Belajar Kampus Merdeka (MBKM). *Jurnal Basicedu*, *6*(1), 902–915.

Sudaryanto, S., Widayati, W., & Amalia, R. (2020). Konsep merdeka belajar-kampus merdeka dan aplikasinya dalam pendidikan Bahasa (dan Sastra) Indonesia. *Kode:*

Jurnal Bahasa, *9*(2), 78–93.

Supriyadi, S., Lia, R. M., Rusilowati, A., Isnaeni, W., Susilaningsih, E., & Suraji, S. (2022). Penyusunan instrumen asesmen diagnostik untuk persiapan kurikulum merdeka. *Journal of Community Empowerment*, *2*(2), 67–73.

Usman, K., Karo-karo, D., & Silalahi, W. (2022). Development of outcome based education concepts in elementary school physical education courses. *ICIESC*, *1*(1), 1-7.

Usman, K., Karo-Karo, D., Silalahi, W., & Irfan, M. (2022). Outcome based education design in elementary school physical education lectures khairul. *Jurnal Pendidikan Jasmani (JPJ)*, *3*(2), 72–79.

Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Kurikulum merdeka belajar kampus merdeka: sebuah kajian literatur. *Research and Development Journal of Education*, *8*(1), 185–201.

Yamin, M., & Syahrir, S. (2020). Pembangunan pendidikan merdeka belajar (telaah metode pembelajaran). *Jurnal Ilmiah Mandala Education*, *6*(1), 126–136.