

Evaluation of Changes to the Education Curriculum in Indonesia as an Effort to Improve and Increase the Quality of Learning in Schools

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Abstract : This research is a library study aimed at analyzing the various reasons for curriculum changes in Indonesia. Curriculum evaluation plays a crucial role in ensuring the quality and relevance of education by adapting to the dynamic changes in society. It helps identify the strengths and weaknesses of the curriculum and provides recommendations for improvement. However, several problems arise during implementation, particularly when teachers feel the time allocated to adapt to the new curriculum is insufficient, coupled with gaps in school facilities that make the implementation appear forced. The evaluation focuses on several key aspects: content, learning strategies, media, student learning outcomes, and teacher readiness, as teachers are the main drivers of knowledge transfer in the classroom. The qualitative descriptive approach, in the form of library research, collects data through systematic reviews, analysis stages, and information extraction from various sources. Over the course of the education system in Indonesia, from 1947 to 2024, the curriculum has undergone numerous changes. While these changes aim to improve the learning process and achieve optimal educational quality, they have had both positive and negative impacts. The influence of political agendas and the priorities of the ruling government have significantly shaped these curriculum changes. Despite these challenges, the rationale behind the changes lies in the effort to improve the learning experience and keep educational content up to date, reflecting the needs of the times. In conclusion, curriculum changes are essential to maintaining educational relevance, but proper preparation, sufficient time for adaptation, and adequate facilities are critical to the successful implementation of these changes. The research highlights the ongoing struggle to balance educational reforms with practical considerations for educators and students alike.

Keywords: Adaptation; Change; Curriculum; Education; Evaluation

1. Introduction

Since the Dutch colonial era, the government has referred to a learning plan (Leer Plan) implemented in the 1947 Curriculum. The 1947 Curriculum had political characteristics with its transformation of emphasis on education instilling love for the homeland and the spirit of Pancasila. This of course needs to be emphasized considering that Indonesia had just become independent, the influence of the Dutch colonial era was very pronounced. As explained by (Raharjo, Analysis of the Development of the PPkn Curriculum, 2020) that the colonial education system was highly discriminatory, its purpose was politically nuanced to differentiate the education of Dutch children, foreign children from the East, and indigenous people. As the Dutch colonial nature considered indigenous people to be lower class citizens viewed from various strata, social, economic and dignity, therefore the focus of the lesson plan was directed at character education, national awareness, and community awareness. Educators whose orientation to the cognitive and psychomotor domains were very limited by the colonial era.

This condition also encourages the government to immediately improve the curriculum so that the goal of educating the nation's children can be realized. Continuous updates must be carried out immediately. Several reasons for curriculum changes are based on: First, because of the rapid development of science and technology, students' knowledge and skills must be improved, Second, demands and skills needs must be possessed by prospective job seekers, Third, adaptation and socio-cultural changes need to be accommodated in order to participate in development, Fourth, the quality of education can be improved through learning improvements, Fifth, climate change, political challenges, global issues need to be considered, therefore an integrated

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understanding is needed. It is necessary to be addressed maturely that curriculum changes are not just replacing learning materials, but more towards the quality of education and how to respond to every change that occurs, especially in the educational process. Evaluation results are the basis for accountability of education providers to the community. Evaluation can provide feedback for teachers in improving the learning process and helping students achieve optimal learning outcomes.

As time went by, the government began to change the curriculum, namely in 1952 the government wanted the education and teaching system to be adjusted to the values of the Indonesian nation. Gradually, the influence of colonial education that placed the Indonesian nation as second-class citizens, a discriminatory view encouraged the emphasis of the 1952 curriculum to be directed at local values in accordance with Indonesian culture. The curriculum change raised the 1952 curriculum as the Pancawardhana curriculum which contains five aspects, creativity, work, feeling, intention and morals. In addition, the government designed a curriculum that could encourage students' readiness after graduation to work.

Following up on the 1952 curriculum, the curriculum was revised in 1964, focusing on academic knowledge, grouping five areas of study: morality, intelligence, emotional intelligence, artistic skills, and physical skills. In 1968, the government continued development, focusing on improving intelligence, faith, and shaping society. Given the communist movement of 1965, the public needed to be equipped with religious knowledge.

Influenced by the 1975 Management by Objective concept, Instructional System Development Procedures (PPSI) were introduced in learning units. Teachers must plan learning for each topic. Each learning unit has objectives, namely General Instructional Objectives (TIU) and Specific Instructional Objectives (TIK), each equipped with learning materials, learning tools, teaching and learning activities, and evaluation.

In the 1980s, namely in 1984, the curriculum was changed again, emphasizing the balance of theory, skills, attitudes and practice. The aim was to make students more active. The 1984 curriculum was called the "Active Student Learning Method Curriculum (CBSA), a learning approach that emphasized student activeness in the learning process. Teaching aids were important to assist students in the learning process. 10 years later, the curriculum was changed again after a long stagnation in the CBSA, as part of the implementation of Law No. 2 of 1989 concerning the National Education System. The 1994 curriculum provided a structured learning approach focused on understanding concepts, skills, and problem solving. Various curriculum changes continued, in 2004 another change was made using the term Competency-Based Curriculum (KBK), aimed at improving students' knowledge, understanding, abilities, values, attitudes, and interests in line with findings (Hanafiah, F, & Gunawan, 2023) that students could do something in the form of proficiency, accuracy, and success. The Competency-Based Curriculum (KBK) underwent limited trials until 2006. Then, with the issuance of the Regulation of the Minister of National Education (Permendiknas, 2006) which regulates the implementation of the Minister of National Education Regulation Number 22 of 2006 concerning curriculum content standards and (Minister of National Education Regulation Number 23 of 2006) concerning graduation standards, the 2006 Curriculum emerged which is similar to the 2004 Curriculum. The main difference lies in the process

However, immeasurable changes in educational regulations can create adaptation difficulties for students and teachers. Changes should be implemented wisely and in a measured manner, taking into account various possibilities, especially as Indonesia has just experienced the COVID-19 pandemic. Considerable preparation is needed for the physical and psychological recovery of students and teachers. Since the 2013 Curriculum, Indonesia has changed its curriculum twice, first with the Revised 2013 Curriculum, and most recently with the Independent Curriculum. The Independent Curriculum has been implemented gradually since the 2022/2023 academic year. It aims to prepare students to become superior and qualified individuals. It focuses on developing student competencies in a balanced manner, in terms of attitudes, knowledge, and skills. One of the important aspects of the 2013 Curriculum is that students are encouraged to actively seek, process, construct, and use knowledge. This means that students not only receive information from teachers but also actively participate in the learning process.

The 2013 Curriculum was designed to achieve learning objectives with appropriate teaching materials and resources. Learning is based on graduate competency standards, which assist educators in assessing learning outcomes. The 2022 Independent Curriculum is the government's effort to give schools the freedom to implement their own learning. This is done to make the curriculum more relevant and tailored to students' needs amid rapid global change. This curriculum focuses on developing basic competencies and 21st-century skills, such as creativity, problem-solving, critical thinking, and collaboration. By giving schools the freedom, it is hoped they can adapt the curriculum to local needs and student characteristics (Safitri, Eva, & Widyanti, 2024).

Similarly, Zulfahmi (2023) explains that the Independent Curriculum provides "independence" to teachers and principals in compiling, developing, and implementing a curriculum based on the potential and needs of students and the school. The Independent Curriculum also aims to develop the profile of children or students so that they possess a spirit and values in accordance with Pancasila. Dimensions covered in the Independent Curriculum include piety to God, noble character, faith, independence, global diversity, mutual cooperation, creativity, and critical thinking. The implementation of learning with the Independent Curriculum is more focused on the needs of children or students. Thus, the results obtained from the Independent Curriculum are the development of student competencies and skills in accordance with the demands of the times and the values of Pancasila. The supporting theory used to support these results is educational theory that emphasizes the importance of developing 21st-century skills in the learning process.

In line with this, (Dendodi, M, M, & S, 2024) revealed that the impact of curriculum transformation in Indonesia is significant, especially in personal development related to information technology. It is crucial for schools to continuously improve their learning approaches to improve student learning outcomes. Meanwhile, the challenge to educational transformation is that every student and teacher is required to play an active role in all aspects of learning at school.

The findings of the research (Afifah, A, M, & P, 2024) that the Competency-Based Curriculum emphasizes the development of generic skills and character of students, while the Independent Curriculum emphasizes learning flexibility and learning recovery as a response to the Covid-19 pandemic. From the analysis of changes in various curricula starting from the 1947 curriculum to the independent curriculum, it is stated that the learning materials provided by teachers need to be adjusted to the development of science, but not just changes and changing the name of the curriculum alone, optimal review and preparation are needed so that problems do not arise as happened in the 2013 curriculum so that a new term emerged, the improved 2013 Curriculum, even though if we look at how many teachers experience burnout due to the uneven socialization process, minimal readiness of school facilities.

2. Method

The research uses a literature research approach. Data analysis and processing are conducted descriptively and qualitatively, referring to library research. The data collection method is key extraction from various sources. The research flow is described as follows:

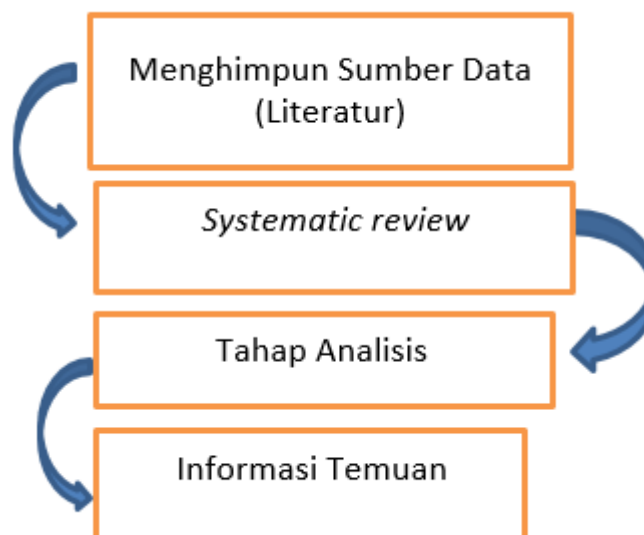


Figure 1. Research flow

3. Results and Discussion

Each curriculum change has a distinct philosophical, psychological, sociological, and scientific basis. Factors such as technological advancements, social change, and the needs of the workplace also influence development. Curriculum changes in Indonesia have had significant positive and negative impacts. In general, these changes aim to improve the quality of education and the curriculum's relevance to current developments. However, these changes also pose challenges such as instability in the education system and the potential for declining student achievement.

The government deems it necessary to make changes to the curriculum because only through various changes can evaluations be conducted so that the quality of learning can be adjusted to technological developments, making it more effective and relevant. Curriculum change is a dynamic process and is influenced by various factors. Graphical visualizations, such as timelines and bar charts, can help understand the history and development of the curriculum in Indonesia more comprehensively.

Table 1. Visualization of Changes in the Education Curriculum in Indonesia from Time to Time

Curriculum	Emphasis	Plan	Characteristics	Load	Criticism
1947	Lesson (Material)		Discriminatory (Colonial influence)	Formation of national character, uniting the nation after Indonesia's independence	Education of the nation's children is underestimated, ordinary people are very limited in getting an education. At this time, how many people are illiterate
1952	Improvement of the 1947 Curriculum		On Subjects and their relationship to everyday life	Tailored to your needs	Only centered on the teacher in the learning process.
1964	Moral and Emotional Development		Pancawardana Curriculum, Orientation towards fostering values, skills, originality, and good taste	Relevant academic knowledge especially for elementary school students (SD) and also emphasizes character building	Its implementation is not even and effective across regions.
1968	Continuing development that focuses on increasing intelligence, faith,		Aims to form Pancasila people who are moral and have good character	Politically charged results from the New Order era are directed at forming individual characters who adhere to the values of	Theoretical criticism, verbalism, less touching on everyday life.

1975 Curriculum	forming a religious society Emphasizing learning efficiency and effectiveness (CBSA)	Implementation of the REPELITA program. Implementation of the CBSA approach	Pancasila, are physically strong and healthy. Emphasizes the formulation of learning objectives, measurable,	Criticized that teachers take on too much administrative work, even though their main task is <i>the transfer of learning</i> .
1984 .	Students as learning subjects, their task is to observe something, group it, discuss it, and report it.	Identical to the 1975 Curriculum (improved). Balancing theory and practice.	This model is called the Student Active Learning Method (CBSA) or <i>Student Active Learning</i> (SAL).	Mismatch between the material taught and the students' abilities, too difficult or not relevant to the students' needs
1994 Curriculum	Solid, content-oriented mastery of subject matter	Improvement of the 1984 curriculum in accordance with the National Education System.	The impact on the distribution of learning time, changing the semester system to quarterly. The goal is to provide students with the opportunity to receive the learning material.	Teaching emphasizes understanding concepts, problem-solving skills, and problem solving.
2004 Curriculum	In achieving student competencies, both individually and as a class, it is not just about mastering the subject matter.	Competency-Based Curriculum (KBK). Competency-based education develops the ability to perform (competence)	Competency-Based Curriculum (KBK) emphasizes the achievement of individual and class-based student abilities . The curriculum focuses on diversity and learning outcomes. Learning in KBK is conducted using various methods and approaches. Learning resources in KBK come not only from teachers but also from other learning resources that fulfill educational requirements.	Teachers still use learning methods that are oriented towards memorization and not towards developing student competencies.
Curriculum .	School Level Curriculum (KTSP).	The most striking difference is that teachers are given the freedom to plan learning according to the environment, student conditions and the conditions of the school.	The curriculum is designed to allow for the adaptation of educational programs to the needs and potential of the region. The purpose of the KTSP Development Guidelines	In terms of content and the process of achieving the target competencies, the lesson is similar to the 2004 Curriculum.
2013 Curriculum -	Balanced development of students' spiritual, social, knowledge, and skills. Encouraging active, creative, and enjoyable learning.	The aim is for students to have better abilities in observing, asking questions, reasoning, and communicating what they have obtained or know after receiving learning materials.	K-2013 provides solutions to various future challenges, with issues such as: the environment, advances in information technology, convergence of science and technology, knowledge-based economy, the rise of creative and cultural industries, shifts in world economic power, the impact of technology.	Limited facilities and learning resources, increasing teacher workload, many administrative tasks that must be done
Independent Learning Curriculum	The Independent Learning Curriculum aims for more flexible	Focusing on holistic competency development, this	The curriculum emphasizes character development of students	The use of technology makes teachers confused

education, centered on students and the context of the learning environment.	curriculum provides autonomy to educational units and teachers to design differentiated learning; teachers are encouraged to implement learning tailored to individual needs and learning styles.	oriented towards the Pancasila Student Profile, such as faith, piety, global diversity, mutual cooperation, creativity, and critical thinking. Students determine the direction of their interests.
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Judging from the evaluation process, procedures were followed, but the reality during implementation was different. The main challenges lay in human resource readiness and the timing of socialization. Furthermore, the requirement to adhere to political missions for the benefit of the government led to the neglect of the primary mission.

This fact is supported by several research contributions, including research (Ngasbun, Edgar, Listyorini, S, & M, 2023), which emphasized the need for a critical review to analyze the dynamics of changes in the Indonesian national curriculum. They highlighted the 1994 Curriculum, which focused on national standards, as too dense and lacking flexibility. The revised 1997 Curriculum simplified the material and provided space for local content, but failed to fully address the learning paradigm.

Furthermore, (Fitri, A, M, & W, 2023) proved that curriculum changes are a form of influence from changes in the national education system law. The curriculum, as a set of educational plans, needs to be developed dynamically in accordance with demands and changes that occur. All national curricula are designed based on the foundations of Pancasila and the 1945 Constitution, differing in educational objectives and approaches to implementation. Also influenced by changes in philosophical views, psychological understanding of learning, and socio-cultural changes influence curriculum development. Changing government policies are difficult to balance with minimal efforts, while facilities to achieve optimal targets are inadequate.

Meanwhile, (Amalia, F, & M, Teacher Readiness in Facing Curriculum Changes, 2023) research results show that teachers who feel unprepared to face curriculum changes tend to show lower performance compared to teachers who have sufficient adaptation time. In this case, teachers feel burdened by the many changes without optimal training.

4. Discussion

Even the smallest changes have an impact on the system, because the curriculum is the foundation of the learning process, therefore it requires thorough and optimal preparation to change a system that has been taught in schools for years. It is not an easy task, changes give rise to various policies that must be changed, this has an impact on psychological factors, especially children and teachers as actors, then politics, socio-economics, technology, the environment, and child psychology. Revisions and improvements to the curriculum have an impact on making changes to the existing educational content framework based on factors such as educational goals, philosophical views, and innovative trends in the field of study. If visualized in the form of the journey and results of these changes as follows:

The results of the analysis of previous research literature are in line with the findings (Devi, Erlistiana, Nawangsih, A, Yulianti, & Setiawan, 2022)), that there are several challenges in curriculum implementation, including limited teacher readiness and uneven educational infrastructure. The problem of teacher unpreparedness technically and pedagogically in implementation in schools. Another opinion from the findings (Maulidah, A, Bakti, Nasril, & Adawiyah, 2025) that the curriculum is correct if in its development continues to be changed and improved to anticipate lagging behind in the advancement of knowledge and technology. Because in the world of education is a vehicle that can be used in creating quality Human Resources. The results of the study found a lack of adaptability of innovation in curriculum implementation in the educational environment. So this can be one of the triggers for the failure of curriculum development carried out. Therefore, this study seeks to be able to provide insights into being able to innovate in realizing curriculum development from time to time. One positive impact of this curriculum change is that students can learn to keep up with increasingly advanced

developments. Meanwhile, one of the negative impacts is on students, because rapid changes in the curriculum can give rise to new problems such as a decline in student achievement, because students are not yet able to follow the new learning system.

Raharjo (2020) further emphasized that, from the 1947 Curriculum to the 2022 Independence Curriculum, changes have been made to adapt to the socio-political and economic situation and the demands of the times. He stated that each curriculum conversion aims to produce an education system that is relevant, effective, and responsive to the needs of students and the wider community.

results (Fenti & Setiyawati, 2022) emphasize that curriculum changes need to be addressed by making them a whip to obtain better results and be able to compete in the world of education both at the national and international levels.

Furthermore (Fadjriah & Hapsari, 2014) the results of the study obtained results in the category of students' ability to follow learning activities with the 2013 curriculum, students were very active in learning activities, as many as. In category 2, students' ability to utilize learning media in the 2013 curriculum was quite familiar with the media experienced and some had difficulty with learning media in the 2013 curriculum. In category 3 (students' ability to understand learning materials with the 2013 curriculum) the results obtained were that students did not understand the learning materials with the 2013 curriculum. For category 4 (the level of student dependence on teachers in learning with the 2013 curriculum) the results obtained were that students were still highly dependent on teachers in learning.

A common finding is the gap in facilities and resources that support the learning process, caused by different school capabilities, resulting in very poor achievement. Furthermore, teachers feel burdened by the many additional tasks they must undertake, leading to burnout. It takes a long time to adjust to these positive changes in attitudes, readiness, facilities, and socialization time. Continuous socialization and adaptation, along with unhurried implementation, are needed. In line with these findings, research results (Sri, Rejeki, & Setiawan, 2023) state that curriculum changes have both positive and negative impacts on the quality of education. One positive impact of curriculum changes is that students can learn to keep up with increasingly advanced developments. Negative impacts for students include curriculum changes that create new problems such as decreased student achievement because students are unable to follow the new learning system. The same thing was stated (Realita, AT, Sintike, S, & Norma, 2023) regarding revisions that emphasize competence and character-based learning. Curriculum changes have an impact on both teachers and students. Teachers also play a crucial role in curriculum development. Teachers as implementers, developers, adapters, and researchers. The benchmark for the success of a curriculum depends on the teacher, how the teacher manages and develops the curriculum through an affective and efficient learning process, so that it can produce graduates who are devout to God Almighty, proficient in using technology and information, skilled in communication, have a high work ethic, are productive, innovative and creative (Sumantri, 2019).

In essence, no matter how sophisticated the equipment is, without tested and ready-to-use human resources, change is just a process. After the implementation of the curriculum, it must be evaluated to see whether it is effective or not in the field.

5. Conclusion

The curriculum changes in Indonesia from 1947 to 2024 have had both positive and negative impacts. Positive impacts include increasing the relevance of material to current developments and industry needs, as well as developing more holistic student competencies. However, there are also negative impacts, such as instability in the education system due to frequent changes, which increases the burden on teachers and creates potential gaps between schools with varying levels of facility readiness. Addressing these gaps is a key task for the government. Therefore, teacher professional development programs need to be carefully designed to avoid the impression of being rushed, as the results of change are not immediate. Teachers need to prepare themselves for each change, and the government provides facilities and skills to foster a professional attitude in the classroom learning process.

The purpose of change is to address deficiencies in the previous curriculum. Evaluation is conducted as an effort to improve the system and improve the mentality of the implementers, in this case, teachers.

6. Thank-you note

This research was conducted thanks to the permission granted by the Dean of the Faculty of Education and Teacher Training, UPGRI Palembang and in collaboration with the FKIP, Muhammadiyah University of Palembang. Thank you for allowing us to use the Library facilities as a basis for data collection in the Education Curriculum Evaluation research. The research results are recommended to be transformed into the Totality of Educational Quality Course as a reference material in understanding any changes to the Education curriculum.

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