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Implementation of The Independent Curriculum in Class V of SD Alkhairaat 2 Palu

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ABSTRACT

The objectives of this study are: 1) to find out how to implement the independent curriculum in class V of Sd Alkhairaat 2 Palu, 2) to find out the obstacles faced in implementing the Independent curriculum in class V of Sd Alkhairaat 2 Palu. This study uses qualitative research with a phenomenological approach. The results of this study show that the implementation of the Independent Curriculum in grade V of Sd Alkhairaat 2 Palu has 4 stages, namely the planning stage, the implementation stage, the evaluation stage and the follow-up plan which obtained a fairly good category score with a percentage of 68%. The obstacles obtained in implementing the independent curriculum in grade V of Sd Alkhairaat 2 Palu include the lack of facilities and infrastructure facilities and related to the conditions and support from students. So it can be concluded that there are four stages in implementing the Independent Curriculum in learning, namely the planning stage, the implementation stage, the evaluation/assessment stage and the follow-up plan. These four stages have been carried out quite well in grade V of SD Alkhairaat 2 Palu. However, in the process of implementing the Independent Curriculum, there are several obstacles faced, including: 1) related to facilities and infrastructure, and 2) conditions and support from students.

1. Introduction

The development of the times demands changes in various fields, including Education. (Maulida, Ghasya & Pranata, 2023) said that one of the solutions to improve the quality and welfare of education in Indonesia is to improve and update the curriculum used. According to Law Number 20 of 2003 concerning the National Education System and Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, the curriculum is a set of plans and arrangements regarding the objectives, content and subject matter, as well as the method used as a guideline for the implementation of learning activities to achieve certain educational goals.

The Government of Indonesia has launched the Independent Curriculum as an educational program that provides flexibility to schools in designing curricula that are in accordance with local needs, student characters, and global challenges Ghazali in (Wahyuni, 2022) stated that the Independent Curriculum is a curriculum approach that gives teachers and students the freedom to choose and develop learning materials that suit their local needs and contexts. With the Independent Curriculum, students are expected to be actively involved in their own learning process, not just as learning objects. The goal of this approach is to improve the quality of learning by taking into account the characteristics and needs of individuals in their respective learning environments.

In its implementation, the Independent Curriculum faces various obstacles and obstacles because it is still a new curriculum, therefore it is not surprising that it is often faced with these obstacles (Anjeliani et al, 2024). Susiani Dalam (Lucardo et al., 2024) said that adaptation and more mature preparation are very important from schools, teachers, students, and parents so that learning with the implementation of the Merdeka curriculum can be successful as expected. Lack of understanding and readiness of teachers can hinder the effectiveness of the implementation of the Independent Curriculum in elementary schools. In addition, limited resources are also a challenge in implementing the Independent Curriculum in elementary schools.

Based on the formulation of the problem that has been described, the purpose of this research is to find out how the Independent Curriculum is Implemented in SD Alkhairaat 2 Palu and to find out what are the obstacles in the implementation of the Independent Curriculum at SD Alkhairaat 2 Palu.

2. Methodology

This study uses qualitative research. Walidin, Saifullah & Tabrani in (Fadli, 2021) explain that qualitative research is a research method used to gain a deep understanding of social or human phenomena. This process is done with the aim of presenting a detailed and complex picture through words, describing the detailed views of the informant, and being carried out in a natural environment. The qualitative research method was chosen to be more detailed in revealing and providing accurate data on the Implementation of the Independent Curriculum in Class V Alkhairaat 2 Palu. This approach allows researchers to interact directly with respondents to gain a deeper understanding of the obstacles to the implementation of the independent curriculum in the school, so that the research results become more precise and valid.

The research design in this study is a qualitative research using a phenomenological approach. Phenomenological research is a scientific method that examines and understands the subjective experiences of individuals, groups, or living beings. The focus is on the unique experiences that the subjects experience, which are created from interesting events and become an important part of their lives (Moleong 2019).

The location of this research is SD Alkhairaat 2 Palu. The subjects of this study are the principal, class V teachers and grade V students of SD Alkhairaat 2 Palu. The data collection techniques in this study are observation, interviews, documentation, and questionnaires/questionnaires. The data analysis technique in this study is using the Miles and Huberman model. Data analysis is carried out in 4 stages, namely data collection, data reduction, data presentation and conclusion drawn. The analysis process is carried out dynamically, if the data is still lacking, the data collection activity can be carried out again or repeat the process of data reduction and data presentation until a valid data conclusion is found.

3. Result and Discussion

a. Implementation of the Independent Curriculum in grade V of SD Alkhairaat 2 Palu

Since 2022 until now, SD Alkhairaat 2 Palu has implemented the Independent Curriculum. The implementation of this curriculum provides freedom for teachers and students to adapt learning to individual needs and potentials, thereby creating a more dynamic learning environment and in accordance with the context of the times. In implementing the Independent Curriculum at SD Alkhairaat 2 Palu, there are 4 stages, namely the Learning Planning Stage, the Implementation Stage, the Evaluation Stage and the Follow-up Plan Stage. In this case, the researcher compiles the research results based on the findings obtained through observation, interviews, questionnaires/questionnaires, and document studies.

1) Learning Planning Stage

This planning stage aims to adjust the curriculum to the needs and context of each educational unit, so that it can be implemented effectively and efficiently. Based on the results of an interview with the Principal of SD Alkhairaat 2 Palu regarding learning planning, he said that: Before planning learning using the Independent Curriculum, principals, teachers, and staff must have a clear understanding of the principles and objectives of the Independent Curriculum. To support this understanding, the school held workshops and training related to the Independent Curriculum.

The same thing was also expressed by grade V teachers regarding the understanding of the Independent curriculum before planning, he stated that: "Classroom teachers and subject teachers must often attend workshops to support understanding related to the Independent Curriculum and develop creativity and innovation through the Independent Learning (PMM) platform." After understanding the Independent Curriculum, teachers then prepare/design a Learning Plan, where they need to plan learning according to the competencies that students want to achieve.

Based on the results of an interview with the fifth grade teacher of SD Alkhairaat 2 Palu, it is explained that:

The thing that must be prepared in learning planning is the learning tool. In the learning tool there are various components, including Kaldik, teaching modules, TP, KKTP, ATP, attendance, student books, LKPD, teacher books, and learning videos, all of which are tailored to the needs of students. The following documentation during the interview with the homeroom teacher of class V can be seen in the following image.



Figure 1. Interview Activities with Homeroom Teachers in Class V

2) Stages of Learning Implementation

This stage involves various elements of education, such as teachers, students, and other support personnel, to ensure that the goals of the Independent Curriculum can be achieved properly. The results of the interview conducted with the teacher of grade V in the implementation of learning explained that: The first step is to conduct an initial assessment for students that aims to assess the condition, needs, and initial abilities of the individual (student) before starting learning in the classroom. The assessments given are usually in the form of observations or group discussions, which can help identify similarities and differences in understanding among students.

The above is the way how classroom teachers analyze student needs in implementing the Merdeka curriculum. The second step in the learning process is for teachers to use various methods that are tailored to the characteristics of students, so that they can immediately demonstrate according to their respective abilities. Furthermore, to encourage collaboration between students, teachers divide students into several heterogeneous groups to conduct discussions or create projects based on the material taught. In addition, in delivering material, teachers do not only rely on textbooks, but also often use learning videos or other learning media, including teaching aids available at school, according to the material to be taught. Finally, when students start to feel bored, teachers intersperse learning with games or ice breaking to keep the classroom atmosphere fun. Learning by implementing the Merdeka curriculum can be seen in the following image.



Figure 2. Learning Process

The other data that strengthens the results of this research is through observation. Based on the results of observations, the implementation of the Independent Curriculum at the implementation stage, especially in grade V of SD Alkhairaat 2 Palu, has been carried out in accordance with the learning stages, namely the introduction, core, and closing, using the Independent Curriculum.

The data obtained from the results of interviews and observations was further strengthened by the results of the questionnaire processing given to grade V students of SD Alkhairaat 2 Palu. The distribution of Questionnaires/Questionnaires with 11 statements was carried out to obtain an overview of the implementation of the Independent Curriculum at SD Alkhairaat 2 Palu, especially in the implementation of classroom learning, involving 10 respondents. The following is a questionnaire given to students.

QUESTIONNAIRE SHEET Questionnaires for students

Identity of the Informant

Name :

Class :

Gender :

School Name :

Put a mark ✓ in the category column that matches your opinion

Strongly Agree (SS) = 4

Agree(s) = 3

Disagree (TS) = 2

Strongly Disagree (STS) = 1

Yes	Question	Answer options			
		SS	S	TS	STS
1.	Teachers always open learning by saying greetings, praying and checking the attendance of students				
2.	I understand the purpose of each material that will be taught by the teacher				
3.	Teachers always use different methods that make learning interesting.				
4.	I feel actively involved in the learning process.				
5.	The teacher gave me enough opportunities to ask questions or discuss during the learning				
6.	The teacher gives the assignment at a time that is appropriate to the level of difficulty of the question				
7.	Teachers have a wide variety of learning resources that are used such as through textbooks, videos, teaching aids				
8.	Teachers always have a way so that we don't get bored when learning in class				
9.	Teachers always motivate me to study well				
10.	Teachers always provide help and guidance when experiencing difficulties or not understanding the material taught				
11.	Teachers give us grades fairly				

The collected data is then processed and analyzed descriptively, and the results can be seen in Figure 1 below.

NO	Alternatif Pilihan							
	SS	%	S	%	TS	%	STS	%
1	9	90	1	10	0	0	0	0
2	6	60	4	40	0	0	0	0
3	6	60	4	40	0	0	0	0
4	4	40	6	60	0	0	0	0
5	8	80	2	20	0	0	0	0
6	3	30	4	40	3	30	0	0
7	8	80	2	20	0	0	0	0
8	8	80	2	20	0	0	0	0
9	9	90	1	10	0	0	0	0
10	7	70	2	20	1	10	0	0
JUMLAH	68		28		4		0	
%	68%		28%		4%		0%	

TOTAL SCORE (SS + S + TS + STS) = 100

Figure 1. Results of the Questionnaire Recapitulation

The category of scores or success rate values proposed by Arikunto, is divided into several levels as follows:

Good if the score is 76-100%

Pretty good if the score is 56-75%

Less good if the score is 40-55%

Not good if the score is $\leq 39\%$

In terms of managing the results of the questionnaire, the researcher uses the formula:

$$\text{Persentase} = \frac{\text{Jumlah Skor}}{\text{Total Skor}} \times 100\%$$

$$\begin{aligned} \text{Persentase} &= \frac{68}{100} \times 100\% \\ &= 68\% \text{ (Pretty Good Category)} \end{aligned}$$

3) Learning Evaluation Stage

Evaluation in the implementation of the Independent Curriculum is a process carried out to assess the extent to which learning goals are achieved and how learning can be improved or adjusted to meet the needs of students. The results of the interview conducted with the teacher of grade V said that: The evaluation method used to assess students' CP in the Independent Curriculum is to provide a direct assessment through the results of their work, presentations, and students' activeness in the teaching and learning process. Meanwhile, to maintain a balance between formative and summative assessments in the Independent Curriculum, formative assessments are carried out through assessments at the beginning and end of the material, as well as daily tests. Summative assessments are carried out in the middle and end of the semester to measure the extent of students' understanding of the material that has been taught. The learning outcomes of students in the Independent Curriculum vary, depending on the abilities of each student.

4) Follow-up Plan

In the implementation of the Independent Curriculum, a follow-up plan is a follow-up plan taken after a learning evaluation to improve or adjust the learning process to be more effective. The follow-up plan aims to address any issues or gaps found during the evaluation process and ensure students can achieve the expected competencies. Based on the results of an interview with a grade V teacher of SD Alkhairaat 2 Palu, he explained that: The follow-up plan that I carry out after getting the results of the evaluation is, first, if there are students who have not reached a certain competency, I will provide remedial guidance in the form of additional teaching or new assignments. Second, if there is a lack of student participation in learning, I will provide more opportunities for students to discuss, do assignments in groups, and I will improve the learning methods I used before with a different approach, which can encourage students to be more active and increase their participation in the class.

b. Obstacles in the Implementation of the Independent Curriculum at SD Alkhairaat 2 Palu

In the implementation of the Independent Curriculum at SD Alkhairaat 2 Palu, of course, there are various obstacles or obstacles that result in the learning process not running smoothly or conducive. In this case, the researcher compiles the results of the research based on the findings through interviews and observations.

In this interview, the researcher involved the principal and teachers of grade V to obtain information about the obstacles faced in implementing the Independent Curriculum at SD Alkhairaat 2 Palu. The researcher conducted structured interviews with the respondents.

Based on the results of the interview with the principal, he explained that: The obstacle in implementing the Independent Curriculum (Kurmer) at SD Alkhairaat 2 Palu lies in the aspects of facilities and infrastructure. Some of them are the lack of infocus devices, learning media, and teaching aids needed to support a more interactive and technology-based learning process.

The same thing was also expressed by the teacher of class V, who stated that: Obstacles in the implementation of the Independent Curriculum (Kurmer) at SD Alkhairaat 2 Palu include limited facilities and infrastructure. Another obstacle is the difficulty in managing the diversity of student characteristics, both in terms of their interests, abilities, and backgrounds. In addition, teachers also mentioned the lack of literacy and numeracy of students as challenges in the implementation of this curriculum.

The obstacles found certainly have solutions offered. The results of the interview with the teacher of grade V explained that: One of the suggestions to overcome obstacles so that the implementation of the Independent Curriculum (Kurmer) can run more effectively is to involve parents in monitoring the learning process of students at home. Parents can play an active role in supporting children's learning, either through monitoring tasks, discussing the material learned, and providing motivation and emotional support. With parental involvement, students will feel more motivated and helped in overcoming obstacles faced during the learning process. In addition, collaboration between teachers and parents will strengthen the learning process and help overcome problems that arise related to the diversity of student characteristics and limited infrastructure.

The data that strengthens the results of this study is in the form of observations about the facilities and infrastructure available at SD Alkhairaat 2 Palu. Based on the results of the researcher's observations, the results were obtained that the facilities and infrastructure of SD Alkhairaat 2 Palu are still mostly suitable for use. There are six classrooms, a principal's room, a teacher's room, a library, a place of worship, and a sports field. However, the School Health Unit (UKS) is in a severely damaged condition. Tables and chairs for teachers and students are also still suitable for use

Discussion

Implementation of the Independent Curriculum in Grade V of Sd Alkhairaat 2 Palu

The researcher will discuss important points related to the implementation of the Independent Curriculum which includes four stages, namely the planning, implementation, evaluation and follow-up plan stages. In the planning stage, the

implementation of the Independent Curriculum is carried out quite comprehensively and involves several important aspects, including understanding of the Independent Curriculum and learning planning which includes the preparation of ATP, teaching modules or learning tools, lesson schedules, and assessment plan. At the implementation stage, teachers implement and implement the Independent Curriculum through the classroom learning process. Meanwhile, at the evaluation stage, an assessment of student learning progress and student learning outcomes is carried out as a form of feedback for future learning improvements.

This is in line with (Dharma, Dantes, & Sudewiputri, 2024) showing that the implementation process of the Independent Curriculum starts from the planning, implementation, evaluation and follow-up plan stages where at the planning stage, schools determine the curriculum design and participate in related workshops before its implementation.

Learning Planning Stage: The learning planning stage by implementing the Independent Curriculum (KurMer) is the steps that educators must take to design a learning process that focuses on developing student competencies with a more flexible and student-centered approach. The Merdeka Curriculum gives schools and educators the freedom to organize learning according to the context and needs of students. Planning plays an important role in the scope of education because it determines and at the same time gives direction to the goals to be achieved. With careful planning, a job will not be messy and undirected.

As A prospective teacher should always make plans related to the teaching and learning process, one of which is by planning a semester program. The above is in line with what was written by (Prastowo & Karjum, 2021) who stated that learning planning is the process of designing teaching materials, choosing media, determining teaching approaches and methods, and planning assessments within a certain period of time to achieve the competencies that have been set.

Learning Implementation Stage: The learning implementation stage by implementing the Independent Curriculum (KurMer) is the stage of implementing a pre-prepared learning plan, where teachers and students are actively involved in interaction to achieve the competencies that have been determined. In the Independent Curriculum, the learning process emphasizes flexibility, creativity, and active participation of students in learning. At the implementation stage, all learning administration which includes teaching modules, learning objectives flow, educational calendar, learning media, and Teacher's Book is prepared by the teacher and implemented in a series of learning processes. Teaching and learning activities can be carried out both inside and outside the classroom, according to agreements made with students.

At the learning implementation stage, the teacher prepares three main activities, namely the introduction, core, and closing, as well as explaining the learning objectives and the material to be learned. In addition, teachers are also expected to be creative and innovative in designing learning to make the learning process more

enjoyable. This can be done through the use of learning media, the selection of models, methods, and approaches that suit students' interests as well as the condition of school facilities and infrastructure. The above is in line with what was stated by (Khotimah & Ain, 2023) saying that the learning implementation stage in the Independent Curriculum (KurMer) involves a series of processes designed to create an effective and enjoyable learning experience for students. Some of the main stages in the implementation of the Independent Curriculum teachings include: Introductory Activities: Teachers start learning by conveying learning objectives, relating the material to students' daily lives, and creating a conducive classroom atmosphere through activities such as ice breaking. Core Activities: Students engage in them-centered learning activities, such as discussions, projects, or experiments, designed to develop competencies according to the Pancasila learner's profile. Closing Activities: Teachers and students reflect on learning that has taken place, conclude the material, and plan follow-up for further competency development.

Learning Evaluation Stage: The Independent Curriculum (KurMer) learning evaluation stage focuses on assessments that are more holistic, sustainable, and oriented towards student competency development. This evaluation is not only carried out at the end of the lesson, but also throughout the learning process to provide useful feedback for student development. teachers conduct an assessment that directly assesses the results of student activities, such as their work, presentation, and their activeness in speaking and answering during learning. On the other hand, teachers also apply formative and summative assessments. Formative assessments are carried out through assessments at the beginning and end of the material, as well as daily tests. Meanwhile, summative assessments are carried out in the middle and end of the semester to measure the extent of students' understanding of the material that has been taught. This is in line with the article (Putri & Zakir, 2023) Assessment is a series of activities to obtain, analyze, and interpret data about students' learning processes and outcomes that are carried out systematically and continuously, so as to become meaningful information in decision-making. In the independent curriculum, there are types of assessments as learning evaluations, namely: formative assessment and summative assessment.

Follow-up Plan: Follow-up Plan (RTL) after evaluation is the steps taken based on the results of the learning evaluation to improve, adjust, or improve the learning process that has been implemented. The follow-up plan aims to address any issues or gaps found during the evaluation process and ensure students can achieve the expected competencies. The follow-up plan includes two main things. First, for students who have not achieved the expected competencies, teachers provide remedial guidance in the form of additional teaching or new assignments designed to help students understand the material that they have not mastered well. This step aims to ensure that each student can achieve a level of competence that is in accordance with the applied curriculum. Second, if there is a lack of student participation in learning, teachers will provide more opportunities for students to be actively involved in the learning process. This is in line with the article (Yuliananingsih, 2020) stating that Follow-up Activities emphasize remedial guidance which aims to help students who experience learning difficulties to

achieve the expected learning achievement through the healing process in the personality aspect or in the teaching and learning process.

Obstacles in the Implementation of the Independent Curriculum in Grade V of Sd Alkhairaat 2 Palu

Obstacles in this context refer to various challenges or obstacles faced by teachers, schools, and other related parties, which can affect the successful implementation of the curriculum. These obstacles can come from various factors, such as limited resources, teacher readiness, differences in understanding between schools and parents, and students' unpreparedness to face changes in learning methods. This is strengthened by the opinion (Nisa, Yoenanto & Nawangsari, 2023) which states that the implementation of the Independent Curriculum, which is still quite new in its implementation and in the adaptation period, is certainly inseparable from the accompanying obstacles. These obstacles generally come from four aspects, namely 1) related to facilities or infrastructure; 2) the condition of human resources (Human Resources) owned by teachers and educators, 3) the condition and support of students, the school environment and families, as well as; 4) related to policies from the government. Broadly speaking, the obstacles related to the condition of human resources (Human Resources) owned by teachers and educators are the most dominant.

There are several obstacles faced in the implementation of the Independent Curriculum in grade V of SD Alkhairaat 2 Palu, which of course requires solutions so that the implementation of the curriculum can run smoothly and achieve the expected educational goals. The two main obstacles found are related to facilities and infrastructure, as well as the conditions and support of students. For facilities and infrastructure problems, the solution is to provide a budget and maintenance and repair mechanisms so that existing facilities can function optimally. Meanwhile, to overcome problems related to student conditions and support, steps that can be taken are to involve parents in monitoring the learning process of students at home, as well as providing a liaison book between parents and teachers to monitor student learning progress.

This is strengthened by the opinion (Cahyanti., et.al, 2024) stating that the solutions to these obstacles include 1) in terms of facilities and infrastructure, which can be overcome by maximizing the use of funding assistance from the government and collaborating with parents and local agencies; 2) Regarding the condition of students, the environment, and their families, it can be overcome by providing socialization to all school residents, including parents, and bringing in external resource persons to strengthen cohesiveness and cooperation, especially in project-based learning.

4. Conclusion

Based on the results of the research and discussion, it can be concluded that there are four stages in implementing the Independent Curriculum in learning, namely

the planning stage, the implementation stage, the evaluation stage and the follow-up plan. These four stages have been carried out quite well in grade V of SD Alkhairaat 2 Palu. However, in the process of implementing the Independent Curriculum, there are several obstacles faced, including: 1) related to facilities and infrastructure, and 2) conditions and support from students.

Some of the solutions to overcome these obstacles include: 1) for the problem of facilities and infrastructure, it can be overcome by providing a budget and maintenance and repair mechanisms so that existing facilities function optimally, as well as maximizing the use of financial assistance from the government and establishing cooperation with parents and local agencies; 2) For the problem of student condition and support, the solution is to involve parents in monitoring the learning process of students at home, as well as create a liaison book between parents and teachers to monitor student learning progress.

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