

Merdeka Curriculum in Economic Learning: A Literature Study

Jamil¹, Novelia Utami^{2*}

^{1,2}, Universitas Muhammadiyah Prof.Dr.HAMKA, Jakarta, Indonesia

¹ jamil.latief@uhamka.ac.id, ² noveliautami@uhamka.ac.id

Co-Author : noveliautami@uhamka.ac.id

Abstract: Curriculum changes are expected to be a decision to improve education in Indonesia, not just a ministerial program. The Merdeka Curriculum is expected to be able to improve the quality of education by producing students who have instilled the values of the Pancasila student profile so that they can compete locally and globally. This study analyzes how the Merdeka Curriculum has implications for economics lessons, using the method used in literature studies. The results of this study are that economics lessons at the high school level are phases E and F. The flexibility of economics educators in learning can occur from how educators understand learning outcomes, but this understanding is expected to be able to increase from the applicable standards. Economics is a subject that is in great demand by students so that schools need to prepare skilled teacher human resources in mastering the material and class management in order to produce graduates of courses that are in accordance with learning outcomes and have characters in accordance with the Pancasila student profile

Keywords: independent curriculum, economic subjects, flexibility.

INTRODUCTION

Human resources in a country can be improved thru education. Education plays a crucial role in advancing the nation, with the expectation that it can produce outstanding generations capable of developing their inherent abilities thru critical thinking, responsibility, noble character, and faith and devotion to God Almighty (Tubaila & Dumiyati, 2023). Education is a conscious effort to develop human resource potential thru a process of learning activities (Janiyah et al., 2023), thus education aims to enlighten or improve the quality of life of society. To achieve educational goals, synergy and integration between one component and another are necessary (Purwaningsih et al., 2022). In order to achieve educational goals, every component supporting the implementation of education becomes very important due to their respective contributions and roles. The government also plays a role in reforming the education system to achieve educational goals (Rania et al., 2024). the government's efforts to improve the education system in Indonesia by providing both academic and non-academic support for all levels of education (Nury Batubara & Aman, 2019). One of the components of education that is continuously being transformed by the government to improve the quality of education is the curriculum.

The curriculum is a very important component in education. The curriculum becomes the refinement of the vision, mission, and goals of the educational institution (Ahyuni & Santoso, 2024). The curriculum is the heart of education, determining the direction for achieving educational goals. The curriculum is the foundation or core of education that regulates the direction of achievements to be attained by students (Tubaila & Dumiyati, 2023). The curriculum according to the Minister of Education and Culture Regulation Number 3 of 2020 on higher education standards, as stated in

Chapter I, Article I, Paragraph 5, is a set of plans and arrangements regarding the objectives, content, and teaching materials, as well as the methods used as guidelines for organizing learning activities to achieve higher education goals. The curriculum holds a strategic position in the world of education; therefore, it requires continuous review and evaluation to be updated and developed in line with advancements in technology and knowledge (Hutabarat et al., 2022). Curriculum changes are made to improve the quality of human resources.

The curriculum in Indonesia continues to be revised in order to obtain the right formulation for educational purposes so that the students produced are able to compete globally. In the history of curriculum development in Indonesia from 1947 to 2024, Indonesia has undergone 11 curriculum changes. Currently, the curriculum in use is the Merdeka Curriculum, which was approved by the Minister of Education, Culture, Research, and Technology, Nadiem Makarim, since February 2021 (Tubaila & Dumiyati, 2023). According to Nadiem in the decision of the Minister of Education, Culture, Research, and Technology, the Merdeka Curriculum is expected to develop the potential and competencies of students thru project-based learning, with the inclusion of intramural learning and the Pancasila Student Profile Strengthening Project (Kemendikbudristek, 2022).

The independent curriculum is the government's effort to improve the quality of education in Indonesia. Flexibility is a hallmark of the independent curriculum, with learning focused on shaping the Pancasila profile character in students by developing critical, creative, and collaborative thinking patterns thru projects. The curriculum for the economics subject in high school (SMA) has become an elective subject that can be taken by all students regardless of their major. In the subject of economics, educational creativity is needed to provide contextual understanding between theory and the real world. The Merdeka curriculum focuses on student-centered learning, similar to the 2013 curriculum (K13), where learning is centered on students but with an enhanced focus on student projects that provide solutions to problems raised by educators. From the discussion above, the question arises whether the implementation of the Merdeka curriculum in economics education has been carried out and whether it can produce students who are able to think critically and creatively about economic science as it occurs in daily life, as well as what opportunities and challenges arise from the implementation of the Merdeka curriculum in the economics subject? This question arises when discussing the implementation of the Merdeka curriculum in economics subjects, so further studies need to be conducted to answer this question thru scientific reviews of several relevant articles.

LITERATURE REVIEW

METHOD

This research uses a qualitative approach with the method of literature review. This research aims to determine whether the implementation of the independent curriculum in economics learning has been carried out and can produce students who are able to think critically and creatively about economics in everyday life, as well as the opportunities and challenges arising from the implementation of the independent curriculum in the economics subject. The data collection technique was thru literature study or library study by gathering ministerial regulations, books, articles, and other relevant documents from the past five years. The researcher found 9 (nine) main

relevant articles regarding the independent curriculum for economics subjects in high schools, along with several other supporting articles on the implementation of the independent curriculum in Indonesia. Data analysis was conducted by accessing data, then organizing the data according to the research questions, followed by analyzing and interpreting the results of other studies relevant to the implementation of the independent curriculum for economics subjects in high schools.

FINDINGS AND DISCUSSION

The change of a nation can be achieved thru education, as education can give birth to ideas, creativity, and innovation that align with the needs of globalization. The implementation of the applied curriculum becomes a determinant of the continuity of education. (Hildayati & Mayasari, 2023). The Merdeka Curriculum is designed to complement the previous curriculum, where the implementation of the School-Based Curriculum (KTSP) was considered burdensome for students due to the extensive learning materials that needed to be covered. Meanwhile, the 2013 Curriculum was deemed less flexible and difficult to adapt to the global educational transformation. Thus, the Merdeka Curriculum emerged to develop students' soft skills and character (Fahril et al., 2024). The Merdeka Curriculum has three main characteristics: flexibility in the curriculum structure according to environmental conditions, project-based learning, and the development of soft skills and character strengthening in line with the Pancasila student profile. These three aspects will be analyzed in more depth regarding their implementation in the field (Hildayati & Mayasari, 2023). The concept of Merdeka Belajar becomes an effort in curriculum modification to create quality human resources with the identity of Pancasila youth, this concept is also in line with previous education theorists who believe that in creating the character of an educator's soul, independence, creativity, and knowledge exploration are necessary, which can be seen in both the real and virtual worlds thru the help of digital technology (Vhalery et al., 2022).

First, the flexibility of the curriculum structure, the implementation of the Merdeka curriculum in the classroom is inseparable from the preparation of educators thru the development of lesson plans. What distinguishes it from other curricula is the term lesson planning, which is commonly known as RPP (Rancangan Pelaksanaan Pembelajaran), now transformed into teaching modules. These modules include all planning instruments, starting from general information about the subject and the objectives to be achieved, the core components such as the learning syntax, assessment, and self-reflection, and finally, the appendices containing teaching materials, LPKD, and bibliographies. Thus, the teaching module becomes more comprehensive and concise compared to the learning device planning used by the previous curriculum. The better the learning planning, in this case, the teaching

module created by the Education department, the more effective the learning activities conducted in the classroom will be (Yuniati & Prayoga, 2019). Economics learning in high school focuses on phases E and F with a range of learning achievements from two to four at each level. However, the understanding of these learning achievements can vary, so economics teachers must comprehend the learning achievements before they can be translated into the Learning Objectives Pathway (ATP) by detailing the aspects of knowledge, skills, and attitudes (Tubaila & Dumiyati, 2023). Below is an example of learning achievements in phase F designed by MGMP, from which each teacher can modify their ATP according to the needs and character of the school environment.

Learning Outcomes for Phase E and Phase F of the Economics Subject

Elemen	Fase E	Fase F
Pemahaman Konsep	Pada akhir fase ini peserta didik mampu memahami kelangkaan sebagai inti dari masalah ilmu ekonomi. Peserta didik memahami skala prioritas sebagai acuan dalam menentukan berbagai kebutuhan yang harus dipenuhi. Peserta didik memahami pola hubungan antara kelangkaan dan biaya peluang. Peserta didik memahami sistem ekonomi sebagai cara dalam mengatur berbagai kegiatan ekonomi guna memenuhi berbagai kebutuhan masyarakat. Peserta didik memahami konsep keseimbangan pasar serta memahami pemodelannya dalam bentuk tabel dan kurva. Peserta didik memahami konsep sistem pembayaran dan memahami konsep uang sebagai alat pembayaran. Peserta didik memahami berbagai bentuk alat pembayaran non-tunai yang berlaku di Indonesia serta memahami penggunaannya. Peserta didik memahami konsep bank dan industri keuangan non-bank dan memahami berbagai produk yang dihasilkan guna mendukung tercapainya keterampilan literasi keuangan.	Pada akhir fase ini, peserta didik mampu memahami dan menjelaskan berbagai konsep dasar ekonomi. Peserta didik memahami peranan akuntansi sebagai alat bantu dalam pengambilan keputusan keuangan dan ekonomi. Peserta didik mengidentifikasi berbagai permasalahan ekonomi yang terjadi di lingkungan sekitar serta mampu menjelaskan dampak dari permasalahan ekonomi yang sedang terjadi berdasarkan konsep yang sudah dipelajari. Konsep-konsep yang diharapkan dipahami peserta didik pada fase ini yaitu Badan Usaha dalam konteks perekonomian di Indonesia (BUMN, BUMS, BUMD, Koperasi, dan Manajemen Badan Usaha), Akuntansi Keuangan Dasar dalam konteks penerapannya pada salah satu bentuk badan usaha di Indonesia (Transaksi Bisnis Perusahaan, Persamaan Dasar Akuntansi, dan Siklus Akuntansi), Pendapatan Nasional dalam konteks mengidentifikasi masalah kesenjangan ekonomi serta solusi untuk mengatasinya, Pertumbuhan dan Pembangunan Ekonomi, Ketenagakerjaan dalam konteks mengidentifikasi berbagai masalah pengangguran dan pengupahan serta solusi untuk mengatasinya, Teori Uang, Indeks Harga dan Inflasi, Pasar Uang dan Ekonomi Digital, Kebijakan Moneter dan Kebijakan Fiskal (Anggaran Negara dan Anggaran Daerah), Perpajakan, dan Ekonomi Internasional.
Keterampilan Proses	Pada akhir fase ini, peserta didik mampu melakukan kegiatan penelitian sederhana dengan menggunakan teknik atau metode yang sesuai untuk mengamati, menanya, mengumpulkan informasi, mengorganisasikan informasi, menarik kesimpulan, dan mengomunikasikan hasil penelitian mengenai berbagai fenomena ekonomi berdasarkan konsep-konsep ekonomi. Peserta didik mampu merefleksikan dan merencanakan proyek lanjutan secara kolaboratif. Peserta didik mencari dan menggunakan berbagai sumber belajar yang relevan terkait konten ilmu ekonomi, keseimbangan pasar, serta bank dan industri keuangan non-bank. Peserta didik mampu menyusun skala prioritas kebutuhan dasar sesuai dengan kondisi di lingkungan sekitarnya. Peserta didik mengolah dan menyimpulkan berdasarkan data hasil pengamatan atau wawancara tentang terbentuknya keseimbangan pasar. Peserta didik menyimpulkan hubungan antara sistem pembayaran dengan alat pembayaran. Peserta didik membuat pola hubungan antara Otoritas Jasa Keuangan dan lembaga jasa keuangan serta menyimpulkan tentang lembaga jasa keuangan dalam perekonomian Indonesia. Peserta didik menyusun rencana investasi pribadi.	Pada akhir fase ini, peserta didik mampu melakukan kegiatan penelitian sederhana dengan menggunakan teknik atau metode yang sesuai untuk mengamati, menanya, mengumpulkan informasi, mengorganisasikan informasi, menarik kesimpulan, dan mengomunikasikan hasil penelitian mengenai berbagai fenomena ekonomi berdasarkan konsep-konsep ekonomi. Peserta didik mampu merefleksikan dan merencanakan proyek lanjutan secara kolaboratif.

Figure 1. Learning Outcomes for Phase E and F of the Economics Subject

Source: (Education Curriculum and Assessment Standards Agency, 2022)

Learning outcomes are a transition from the basic competencies that must be achieved. Thus, after educators understand the learning outcomes, the next step is to prepare the learning objectives flow (ATP) using operational verbs as the basis for high/low order thinking skills learning, which can determine the methods to be used and the assessments to be given in the form of LKPD, all of which are wrapped in a teaching module (Fahril et al., 2024).

Secondly, project-based learning and the development of soft skills are manifestations of the teaching modules that have been prepared by students as part of the learning process and character building of the students. The Merdeka Curriculum builds the implementation of learning that is interactive, inspiring, enjoyable, challenging, motivating, and provides space for creativity for students according to their interests and talents. The implementation of learning in the Merdeka Curriculum begins with an initial assessment to determine the students' initial abilities before entering the core project-based learning. The implementation of the Merdeka curriculum in the classroom shows a harmonious collaboration between educators and students, not just centered around the teacher. In fact, the learning process emphasizes student activity. The teaching of economics using the Merdeka curriculum tends to be conducted thru group projects with discussions that are then presented in front of the class, followed by a question-and-answer session during the presentation. This creates a student-centered learning environment where the teacher does not restrict students' rights to be active and fosters an effective learning culture (Ahyuni & Santoso, 2024). Thru project-based learning, the learning process is expected to be more adaptive. The flexibility given to educators in the application of teaching methods is considered appropriate so that learning can take place actively, deeply, and enjoyably (Priantini et al., 2022).

Lastly, character strengthening that aligns with the Pancasila student profile. This character strengthening is not just a hidden curriculum but has become a grand collaborative project that even culminates in a showcase of art and culture. The Merdeka Curriculum is implemented as an effort to realize character education thru the instillation of character values that will later shape individuals who are of high quality and principled in truth (Dalyono & Lestariningsih, 2017). The Pancasila student profile instilled in character education within the Merdeka curriculum is outlined in the Indonesian Ministry of Education and Culture Regulation No. 22 of 2022, which embodies lifelong learners capable of global thinking and the instillation of Pancasila values, including: faith and devotion to God Almighty, noble character, global diversity, a spirit of mutual cooperation, independence, critical and creative thinking (Kemdikbud, 2020). The design of economics learning in high schools, if based on Pancasila values and local culture, will enhance knowledge, attitudes, and economic behavior with a high sense of nationalism (Polamolo et al., 2023).

Discussion

Implementation of the Merdeka Curriculum

The concept of the Merdeka curriculum is very reasonable to be implemented by all educational institutions in Indonesia, as it can influence the development of students and also facilitate educators in applying innovative learning processes, (Manalu et al., 2022). In the implementation of the Merdeka curriculum, if viewed from the constructivism theory, the learning design used in the Merdeka curriculum employs constructivism theory, emphasizing active learning by students thru direct experiences and interactions with the environment. Thus, curriculum flexibility becomes a key point for educators in designing learning. The learning standards are in accordance with the learning achievement guidelines prepared by the Education Curriculum and Assessment Standards Agency, but educators can develop the curriculum standards to improve the quality of learning, which is also adjusted to the abilities of the students. Thus, the understanding of learning outcomes will vary, so further discussions are needed to comprehend what is in the guidelines during the Subject Teacher Consultation (MGMP) and then inventory it again at the school level. Here are the practical steps for teachers in designing lessons:



Figure 2: Flow of learning design and assessment.

Source: (Badan Standar Kurikulum dan Asesmen Pendidikan, 2022)

The first step in learning planning is the activity of understanding learning outcomes that need to be comprehended in their entirety, from the rationale to the outcomes per phase. From this process, the flexibility of the curriculum is evident in the understanding of learning outcomes, as educators are given the freedom to interpret them with the expectation that the quality of learning outcomes, namely students' abilities, will be standardized and even improved. This flow then helps teachers design teaching modules. Teaching modules are educational devices previously known as lesson plans (RPP), but unlike RPP, teaching modules free educators from convoluted administrative tasks, and each school has full autonomy over its institution. This makes the Merdeka curriculum flexible, adaptive, and capable of fostering an innovative learning culture that meets the needs of students, which can be categorized from initial assessments or diagnostic tests. The preparation of

this planning will be accurate if the educator has a good mastery of the material and classroom management (Rania et al., 2024).

The maturity of the learning devices indicates the readiness of the educator, and the educator's readiness is also reflected in the teaching methods or syntax used. In the independent curriculum, the recommended method is project-based learning, which, when applied in economics education, becomes effective in enhancing students' critical thinking skills. One of the projects that can be undertaken is the creation of a mind map, where students can actively discuss with their peers, educators, and also seek learning resources to understand the teaching material provided by the teacher (Ni Ketut Sri Budayani & Made Ary Meitriana, 2023).

The Pancasila Learning Profile Strengthening Project (P5) is a co-curricular activity aimed at achieving the Pancasila student profile thru project-based learning. The P5 activities are expected to cultivate and strengthen the character of students so that they can behave in accordance with the noble character of Pancasila, namely being faithful to God Almighty, embracing global diversity, practicing mutual cooperation, being creative, thinking critically, and being independent (Kemendikbud, 2024). Thus, the P5 project is an activity for the introduction of local wisdom, diversity, well-being of body and soul, and so on.

Opportunities and Challenges of the Independent Curriculum

The flexible independent curriculum, apart from the design of teaching modules, is also evident in the specialization program, where high school no longer has subject groups but rather specializations. What is the difference? that is, students are allowed to take any subjects to explore their potential so they can find their passion as a guide for choosing their college major. However, this poses a challenge for the school because with this specialization, there will be an imbalance in the number of students in the elective courses. The subject of economics remains highly popular among students who are inclined toward social sciences. The high interest in economics presents an opportunity for educators, as they do not need to seek out students to join the specialization class. However, this also presents its own challenges because the number of educators must be sufficient to match the number of students. In some schools, economics teachers are new with backgrounds in entrepreneurship, business management, and others due to the lack of human resources in economics. Another challenge is how the human resources, namely educators, can create engaging learning experiences so that students feel satisfied and develop further interest, ensuring that economics continues to attract students. The specialization program also poses a challenge for

schools because it can lead to an imbalance in subjects. Therefore, school management needs to create programs to ensure an equitable distribution or, at the very least, that all subjects have students choosing them. One of the programs created at the school is a lesson package that serves as a basic subject to enhance passion according to the desired future profession, such as a doctor, businessman, and others. The presence of this professional package is expected to be a solution to the imbalance in the number of students in each subject later on.

CONCLUSION AND SUGGESTION

The implementation of the Merdeka curriculum is seen as a way to improve the quality of learning, due to the flexibility of educators in conducting lessons that begin with an understanding of learning outcomes by adjusting to the aspects of the school environment. The teaching methods used are also varied with the hope that students will develop critical, creative, independent thinking skills, and other Pancasila student profiles. Flexibility in the independent curriculum can also be seen from the freedom given to students in choosing the subjects they will delve into, and economics remains a highly sought-after subject, posing a challenge for schools to prepare competent human resources in understanding economic subject matter and managing the classroom effectively. Imbalances in the number of students in elective subjects can occur, so schools need to manage this to prevent overcrowding in certain subjects. One way to do this is by creating subject packages that align with the students' passions.

REFERENCES

- Ahyuni, V. A., & Santoso, J. T. B. (2024). Analysis of the Implementation of the Merdeka Curriculum at SMA 1 Kudus (Study on the Subject of Economics). *Jurnal Pendidikan Bisnis dan Akuntansi (BAEJ)*, 5(1), 80–89. <https://doi.org/10.15294/baej.v5i1.5811>
- Badan Standar Kurikulum dan Asesmen Pendidikan. (2022). Learning Outcomes of the Economics Subject Phase E - Phase F. Ministry of Education, Culture, Research, and Technology, 1–23.
- Dalyono, B., & Lestariningsih, E. D. (2017). Implementation of Character Education in Schools. *Bangun Rekaprima: Journal of Engineering, Social, and Humanities Development*, 3(2), 33–42. <https://doi.org/10.32497/bangunrekaprima>
- Fahril, R., BD, A. I., Ahiri, J., & Jumatin. (2024). Implementation of the Independent Curriculum in Economics Lessons. *Online Journal of the Economic Education Study Program*, 9(2), 1047–1059. <https://jopspe.uho.ac.id/index.php/journal/article/view/302>
- Hildayati, B., & Mayasari, A. (2023). Analysis of The Implementation of The Independent Curriculum on Learning Outcomes in Economics subjects in class X-1 of SMAN 4 Banjarmasin. 3(2), 53–60. <https://doi.org/10.30872/jimpian.v3i1.2247>

- Hutabarat, H., Elindra, R., & Harahap, M. S. (2022). Analysis of the Implementation of the Independent Learning Curriculum at SMA Negeri Sekota Padangsidempuan. *MathEdu Journal (Mathematic Education Journal)*, 5(3), 58–69. <http://journal.ipts.ac.id/index.php/>
- Janiyah, Fahrudin, F., Ismiasih, & Ulfah, M. (2023). The Role of Teachers in Increasing Student Learning Motivation. *Indonesian Multidisciplinary Journal*, 2, 1304–1309. <https://jmi.rivierapublishing.id/index.php/rp>
- Kemdikbud. (2020). Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 on the Strategic Plan of the Ministry of Education and Culture for 2020-2024. Copy of Permendikbud 22 of 2020, 3, 1–174. [https://jdih.kemdikbud.go.id/arsip/SALINAN/PERMENDIKBUD_22_TAHUN_2020.pdf%0Afile:///C:/Users/HP/AppData/Local/Mendeley Ltd./Mendeley Desktop/Downloaded/Kemdikbud - 2020 - Salinan Permendikbud 22 Tahun 2020.pdf](https://jdih.kemdikbud.go.id/arsip/SALINAN/PERMENDIKBUD_22_TAHUN_2020.pdf%0Afile:///C:/Users/HP/AppData/Local/Mendeley%20Desktop/Downloaded/Kemdikbud_2020_Salinan%20Permendikbud%2022%20Tahun%202020.pdf)
- Kemendikbud, P. I. (2024). Getting to Know the Pancasila Student Profile Strengthening Project. Ministry of Education, Culture, Research, and Technology. <https://pusatinformasi.kolaborasi.kemdikbud.go.id/hc/id/articles/8747598052121-Mengenal-Projek-Penguatan-Profil-Pelajar-Pancasila>
- Kemendikbudristek. (2022). Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 262/M/2022. *Menpendikbudristek*, 1–112. [https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/salinan_20220711_121315_Fix Salinan JDIH_Kepmen Perubahan 56 Pemulihan Pembelajaran.pdf](https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/salinan_20220711_121315_Fix%20Salinan%20JDIH%20Kepmen%20Perubahan%2056%20Pemulihan%20Pembelajaran.pdf)
- Manalu, J. B., Sitohang, P., Heriwati, N., & Turnip, H. (2022). Proceedings of Basic Education: Development of Learning Tools for the Independent Curriculum. *Mahe Center Research*, 1(1), 80–86. <https://doi.org/10.34007/ppd.v1i1.174>
- Ni Ketut Sri Budayani, & Made Ary Meitriana. (2023). The Effectiveness of the Project-Based Learning Model Assisted by Mind Maps on Critical Thinking Skills in Economics Learning for Tenth Grade Students at SMAS Dharma Kirti Sengkidu. *Equity: Journal of Economic Education*, 11(1), 86–97. <https://doi.org/10.23887/ekuitas.v11i1.61204>
- Nury Batubara, U., & Aman, A. (2019). The Development of History Learning Post-Independence-Reform. *Journal of History Education*, 8(1), 14–34. <https://doi.org/10.21009/jps.081.02>
- Polamolo, C., Soetjipto, W. B. E., Utomo, & Hadi, S. (2023). Development of Economic Learning Based on Pancasila Values and Local Cultural Values. *Pancasila and Citizenship Education Scientific Journal*, 8(2), 179–190. <http://journal2.um.ac.id/index.php/jppk/article/view/7820/3749>
- Priantini, D. A. M. M. O., Suarni, N. K., & Adnyana, I. K. S. (2022). Analysis of the Merdeka Curriculum and the Merdeka Belajar Platform to Realize Quality Education. *Quality Assurance Journal*, 8(02), 243–250. <https://doi.org/10.25078/jpm.v8i02.1386>
- Purwaningsih, I., Oktariani, O., Hernawati, L., Wardarita, R., & Utami, P. I. (2022). Education as a System. *Visionary Journal: Research and Development in Educational Administration*, 10(1), 21. <https://doi.org/10.33394/vis.v10i1.5113>
- Rania, D. P., Zufiyardi, S., Milla, H., & Ayuni, R. (2024). Analysis of the Implementation of the Merdeka Curriculum in Economics Subjects at SMAN 1 Bengkulu. *Jurnal Multidisiplin Dehasen*, 3(2), 57–66. <https://jurnal.unived.ac.id/index.php/mude/article/view/5678/4327>
- Tubaila, M. D., & Dumiyati. (2023). The Readiness of Economics Subject Teachers in Implementing the Independent Learning Curriculum at SMA Negeri 1 Paciran. *Proceedings of the National Seminar on Research and Community Service*, 8(2), 1588–1596.

- Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Merdeka Belajar Kampus Merdeka Curriculum: A Literature Review. *Research and Development Journal of Education*, 8(1), 185. <https://doi.org/10.30998/rdje.v8i1.11718>
- Yuniati, S., & Prayoga, S. (2019). The Influence of Learning Planning Management on the Performance of Public High School Teachers in Mataram City. *.33394/jk.v5i2.1811*