

Perception of Islamic Religious Education Teachers Towards the Change of the 2013 Curriculum to an Independent Curriculum

Muhammad Ma'ruf Asy'ari^{*1}, Riza Arif M.Z^{*2}, Indah Aminatuz Zuhriyah^{*3}

Universitas Islam Negeri Maulana Malik Ibrahim Malang; Gajayana Street No. 50, Malang City, East Java, Indonesia 65144 (0341) 551354

e-mail: ^{*1}asa20279242@gmail.com, ^{*2}kepsek1415@gmail.com, ^{*3}zuhriyah@pgmi.uin-malang.ac.id

Abstract. The change of curriculum from the 2013 curriculum to the independent curriculum has caused many problems in the field where many teachers are confused and do not fully understand the independent curriculum so that they are not ready to carry out learning using the independent curriculum. The unpreparedness is influenced by their perception of the independent curriculum launched by the government. This study is focused on finding out the perception of PAI teachers on the change of curriculum from the 2013 curriculum to the independent curriculum based on the aspects of changes in learning plan making, teaching and learning processes, lesson hours, and assessments in order to take generalizations related to the independent curriculum whether it can be well accepted or not. Literature study is the method used in this study and is analyzed using content analysis techniques. The results of the study explained that the perception of PAI teachers towards the change of curriculum from the 2013 curriculum to the independent curriculum based on the aspects of changes in learning plan making, teaching and learning processes, lesson hours, and assessments was perceived positively so that the implementation of the independent curriculum could be well accepted by all circles.

Keywords. Perception of Islamic Education's Teacher; 2013 Curriculum; Independent Curriculum

A. INTRODUCTION

Education has a major role in developing students' potential because education is a conscious and planned effort to develop their potential. Based on Law Number 22 of 2006 concerning the National Education System, the orientation of education is to develop all the potentials of students so that they become responsible citizens, have faith and fear of God Almighty, have noble character, are knowledgeable, capable, creative, and independent (Agustina & Mustika, 2023, p. 360). In order for educational goals to be realized as they should, it needs to be supported by a device in the form of a curriculum.

The curriculum is a set of rules about the objectives, content, and subject materials as well as the teacher's strategy for carrying out the teaching and learning process to achieve the educational goals that have been set. The curriculum plays an important role in education because it provides direction for education to achieve its goals. Education will not run perfectly without a curriculum (Agustina & Mustika, 2023, p. 360).

The curriculum is always dynamic and changes according to the times. Since 1945, Indonesia's national education curriculum has changed twelve times. This change occurred in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 1999, 2004, 2006, 2013, and 2022. Every change must have advantages and disadvantages (Insani, 2019, p. 61). Changing the curriculum is something that should be done to improve the quality of Indonesia's education so that it is in line with the needs needed in today's era.

Changing the curriculum is one of the problems that arise related to the curriculum. There are various responses from teachers, students, and parents to this curriculum change. Some of them argue that the curriculum was changed too quickly so that it gave rise to *statement* "Change the

Minister, Change the Curriculum". Almost all parties involved in the education process accept the change of curriculum to improve the quality of education, although there are some parties who object (Agustina & Mustika, 2023, p. 360).

At this time, the government through the Ministry of Education and Culture is changing the curriculum from the 2013 curriculum to the independent curriculum. The government changed the curriculum to improve the quality of education in Indonesia so that education becomes of higher quality than before and is able to meet the moral burden of the government as stated in the preamble to the 1945 Constitution (Gusnandy et al., 2023, p. 110). The government changed the curriculum because in the 2013 curriculum, competencies were broken down into three different components, namely attitudes, knowledge, and skills. As a result, teachers have difficulty teaching and students have difficulties in learning due to the complex assessment process and it takes a long time to assess different attitudes, knowledge, and skills. In addition, the 2013 curriculum has learning outcomes that are too high and are not synchronized with student needs. (Mardiya et al., 2023, p. 181). Therefore, the central government through the minister of education launched the independent curriculum to improve and perfect the existing curriculum so that teachers do not feel difficulties in carrying out learning activities and the needs of students can be met optimally.

However, the facts on the ground show that many teachers have not understood this curriculum, especially its policies (Gusnandy et al., 2023, p. 109). They experienced difficulties because of confusion when adapting to the transition from the 2013 curriculum to the independent curriculum. As a result, teachers feel pressured and not ready to carry out learning in the classroom (Agustina & Mustika, 2023, p. 361). They may experience a negative perception within them which causes their confusion and unpreparedness in teaching with an independent curriculum. A person's perception of something affects their behavior according to the object or event they are experiencing. Therefore, a positive view from teachers will be very helpful in supporting the implementation of the independent curriculum (Gusnandy et al., 2023, p. 113).

Therefore, this research is important to find out whether the independent curriculum can be well accepted or not through an analysis of the perception of PAI teachers regarding the change in the curriculum from the 2013 curriculum to the independent curriculum. There have been similar studies conducted by previous researchers, including:

1. Research conducted by Fiddina Arifa, Imam Bukhori, and M. Inzah explained that some teachers like the independent curriculum. They see it as a curriculum that is always dynamic and can be adjusted to educational institutions and the needs of students. However, in order to be implemented properly, additional training is required (Arifa et al., 2023, p. 36).
2. A study conducted by Gusnandy, Deswalantry, Januari, and Alimir shows that the independent curriculum provides greater freedom in the learning process. However, they also emphasized that further support and training are needed to implement it properly (Gusnandy et al., 2023, p. 109).
3. Research conducted by Muhammad Teguh Saputra, Muslihin Amali, and Suci Nurpratiwi interpreted that PAI teachers were able to adjust to the independent curriculum. This is evidenced by the fact that many teachers are innovative and creative in their teaching, although there are problems that need to be overcome in the implementation process. (Saputra et al., 2023, p. 220).

From several previous studies that have been collected by researchers, there has been no specific study of the positive and negative perceptions of PAI teachers towards the change in curriculum from the 2013 curriculum to the independent curriculum based on aspects of changes in learning plans, teaching and learning processes, lesson hours, and assessments. The majority of previous studies only provided a descriptive explanation of the perception of the research subject's description without categorizing it as current researchers will do. Through literature studies, the researcher will focus on the perception of PAI teachers on the changes in learning plan making, teaching and learning processes, lesson hours, and assessments from the 2013 curriculum to the independent curriculum so that later it can be thoroughly known whether the curriculum changes have been well received or not.

B. METHODS

This study uses a qualitative approach of literature study type (*Library Research*). Literature study research is a type of research whose data is taken through the process of reviewing books, journal articles, and notes related to the problem to be solved (Sari & Asmendri, 2020, p. 43). In this study, the researcher analyzed several journal articles related to the research theme raised and then analyzed it using research procedures according to Kuhltau (Kuhltau, 2002) are as follows:

1. Topic selection is choosing and deciding on the research topic to be studied. In this study, the research topic studied is the perception of PAI teachers towards the change of the 2013 curriculum to an independent curriculum.
2. Information exploration is investigating and exploring information relevant to the research topic being studied. In this case, the researcher investigated several journal articles that examined the perception of PAI teachers towards curriculum changes.
3. The determination of the focus of research is to limit and clarify what will be discussed or studied in the research. In this study, the researcher focuses on the perception of PAI teachers towards curriculum changes based on aspects of changes in learning plan making, teaching and learning process, lesson hours, and assessment.
4. Data source collection is the search and collection of information relevant to the research topic being studied. In this case, the researcher collected as many as ten journal articles that examined the perception of PAI teachers towards curriculum changes.
5. The preparation of data presentation is to analyze the data sources that have been obtained by referring to the focus of the research raised.
6. The preparation of the report is to compile the results of the research according to the writing guidelines that have been set.

This study uses content analysis techniques to analyze the results of the data that have been collected and obtained by the researcher. Content analysis is used in this study to produce valid conclusions that can be reviewed according to the context (Krippendoff, 1993). The analysis process is carried out through the process of selection, comparison, merger and sorting of various meanings to produce relevant results (Sabarguna, 2005).

C. RESULT & DISCUSSION

1. Perseption of Islamic Education Teacher

Perception in a narrow sense is defined as vision, meaning the way individuals see things. While in a broad sense, perception is defined as a view or understanding, meaning the way individuals perceive or understand something (Rezki et al., 2020, p. 32). Kottler in Ririn Agustina and Dea Mustika states that perception is a process that individuals go through in choosing, compiling, and interpreting information to obtain meaningful ideas (Agustina & Mustika, 2023, p. 362).

Perception is a part of life that everyone goes through, where they judge what they see and do thinking activities to make decisions about what they should do (Sumarandak et al., 2021, p. 255). Perception is a process that begins with sensing and the brain's work in understanding or assessing something. Everyone has a unique tendency to interpret the same object in different ways. There are many factors behind this difference, including knowledge, experience, and each person's point of view (Sumarandak et al., 2021, p. 257).

Rakhmat in (Sumarandak et al., 2021, p. 257) mentioned that there are three factors that affect perception, namely:

- a) The attention factor is a mental process when the stimulus or stimulus becomes stronger in consciousness when other stimuli are weakened. Attention occurs when an individual focuses on one of the senses and ignores input from the other.
- b) Personal factors are someone who influences an individual's perspective in seeing or viewing something. Individual perception results from the influence of other individuals who surround it.

c) Situational factors come from the circumstances experienced by the individual. An individual's perception sometimes changes depending on the situation he or she accepts.

According to Walgito's theory in (Sumarandak et al., 2021, p. 257) explained that an individual's perception of the environment has a significant influence on an individual's response in interacting with his environment. Individual responses to their environment fall into three types:

- a) Individuals reject their environment, namely when the individual's condition is not in harmony with the state of his environment.
- b) Individuals accept their environment, that is, when the individual's condition is in harmony with the state of his environment.
- c) Individuals are neutral, that is, when the individual's condition is not in harmony with the state of his environment, but he does not take further steps to make improvements.

The perception of PAI teachers in viewing the change of the 2013 curriculum to an independent curriculum is essentially a way for PAI teachers to understand, assess, and decide whether or not to change the curriculum for their sustainability. The perception between each PAI teacher is certainly different and there is not the slightest similarity. The difference is influenced by many factors, including the teacher's experience in teaching students, the education the teacher receives, the training that the teacher undergoes, the teacher's personal experience during his life, and the education degree obtained by the teacher (Gusnandy et al., 2023, p. 115).

The difference in perception among PAI teachers towards the curriculum change that occurred in Indonesia gave rise to the division of types of perceptions, which in this study researchers divided into two types of perceptions, namely:

a) Positive Perception

Positive perception is a perception that reflects a person's knowledge and understanding that is in sync with the stimulus or stimulus he receives. It will usually be followed by an attitude of acceptance, activeness, and adherence to the stimulus or stimuli it receives.

b) Negative Perception

Negative perception is a perception that reflects a person's knowledge and understanding that is out of sync with the stimulus or stimulus he receives, causing an attitude of rejection, inactivity, and opposition to the stimulus or stimulus he receives.

Most educators are of the opinion that the change of the 2013 curriculum to the independent curriculum is very good because it makes learning easier. However, the concept of any curriculum change will be difficult to implement if teachers do not change and are not prepared (Mardiya et al., 2023, p. 179). This is in line with Mulyasa's view in Gusnandy's research, which states that teachers who are experts in their field should support any curriculum model or style (Gusnandy et al., 2023, p. 112). So, as a teacher, you must be able to implement the curriculum in the educational unit correctly so that educational goals can be achieved. Although curriculum changes are considered good because they will improve the quality of education, curriculum implementation will be difficult if teachers are not flexible and ready to change them (Agustina & Mustika, 2023, p. 363).

The Ministry of Education and Culture of the Republic of Indonesia launched a new curriculum called the independent curriculum in response to the learning crisis caused by the Covid-19 virus, which began in 2019 (Zakso, 2022, p. 916). The independent curriculum gives educational institutions the freedom to regulate learning according to students' abilities and character (Fadilah et al., 2024, p. 26). The changes made to the curriculum from the 2013 curriculum to the independent curriculum require educators to be experts in using technology because this curriculum emphasizes expertise in the use of technology so that learning is not limited to lecture methods (Zakso, 2022, p. 921). The independent curriculum is expected to increase students' understanding of learning and explore their potential so that they can develop into good competencies.

The perception of teachers, students, and parents of students about the independent curriculum, which is an improvement of the 2013 curriculum, is very diverse. Some support it, and some criticize it because the independent curriculum is considered too fast to be used as a replacement for the 2013 curriculum (Fadilah et al., 2024, p. 21). The public may argue that

curriculum change is not the best way to improve the quality of education because many problems arise after curriculum change. One of them is facilities that are not ready to support and implement education policies. For example, people feel that the process of changing KTSP to Kurtilas is not perfect. This is due to a few major problems. One of them is the lack of preparation of supporting components for the implementation of education policies, such as new curriculum books that have not been evenly distributed to various regions so that the implementation of the 2013 curriculum has not been carried out properly. In addition, there has been no further socialization and training on the 2013 curriculum for 40,000 teachers (Kasiono, 2015, p. 51). This will certainly cause new problems in the field when the government through the Ministry of Education and Culture proclaims an independent curriculum to be implemented throughout Indonesia. As a result, this declaration has reaped various perceptions.

Teachers' perceptions of the change of the 2013 curriculum to an independent curriculum are very diverse. Some teachers welcomed this change well because they could be more creative as educators, while others were worried because they felt overwhelmed with the new curriculum and unprepared for the change. Therefore, schools must assist teachers by conducting training to improve their understanding of the independent curriculum and provide funds to meet the needs of the teaching and learning process that implements the independent curriculum (Fadilah et al., 2024, p. 27).

2. Islamic Education Teacher's Perception of Changes in Making Lesson Plans

The independent curriculum has a simpler and more concise Learning Implementation Plan (RPP) and is submitted to each subject teacher (Gusnandy et al., 2023, p. 115). It is lighter compared to the 2013 curriculum, which has many lesson plan sheets and looks heavier. The independent curriculum reduces the parts that must be included in the lesson plan. The RPP previously consisted of 16 components, but later it was simplified to 3 components. These components consist of learning objectives, learning activities, and learning assessments. This streamlining and simplification of lesson plans allows teachers to focus on their main work, which is teaching in the classroom and learner-focused learning. Thus, teachers can complete learning according to the needs of students (Rahmawati et al., 2023, p. 50)

Changes to the creation of learning implementation plans have reaped positive and negative perceptions:

Positive Perception	Negative Perception
Teachers feeling that their administrative burden is reduced because by simplifying and streamlining the lesson plan, teachers have enough time to focus on teaching students. In addition, some teachers perceive that by streamlining and simplifying the lesson plan into one sheet, it can reduce paper waste and be environmentally friendly (Arifa et al., 2023, p. 30).	Teachers feel burdened in making lesson plans because before teaching, they are required to prepare teaching modules and so on, which according to the perception of some teachers is a bit complicated (Mardiya et al., 2023, p. 183). Although the lesson plan is simplified to just one sheet, this does not reduce the burden on teachers, but increases with the requirement to create teaching modules before teaching.

Table 1. Positive and Negative Perception of Changes in Making Lesson Plans

Overall, it can be understood that almost all PAI teachers in all educational institutions have been introduced and given directions regarding changes in making lesson plans from the 2013 curriculum to the independent learning curriculum. However, on a practical level, not all teachers can implement it immediately. Nevertheless, the government continues to strive as optimally as possible through educational institutions both at the central and regional levels to always provide several facilities such as holding training and training so that PAI teachers are able to adapt to curriculum changes that occur in Indonesia so that they can advance the quality of education in Indonesia

3. Islamic Education Teacher's Perception of Changes in the Teaching and Learning Process

The independent curriculum is an improvement of the 2013 curriculum. Therefore, it is natural that many teachers are unable to implement the learning process according to the requirements of the independent curriculum. However, that did not make them resigned to the situation. The change in the curriculum from the 2013 curriculum to the independent curriculum makes teachers enthusiastic because it can increase creativity and innovation in educating children. However, some teachers are unhappy with these changes because they are already comfortable with conventional learning methods that have been around for a long time, so the new rules tend to be difficult to follow and implement.

Changes to the teaching and learning process from the 2013 curriculum to the independent curriculum reap various perceptions, both positive and negative perceptions, which the researcher describes as follows:

Positive Perception	Negative Perception
The independent curriculum is enough to provide space for innovation. This is in line with the principle believed by PAI teachers that being a teacher is required to always innovate in carrying out their teaching profession. One form of innovation carried out by teachers in the context of the independent curriculum is to innovate learning to suit the technological era through the provision of simple assignments in the form of videos using simple but memorable content (Saputra et al., 2023, p. 225).	So far, there has been no special socialization given to PAI teachers about the implementation of the independent learning curriculum, so that PAI teachers have difficulty understanding the independent curriculum and only follow general guidelines to implement the independent learning curriculum in the learning process (Saputra et al., 2023, p. 230). Therefore, it is very important for the government to provide support through socialization activities related to the independent learning curriculum program for PAI teachers.
The independent curriculum accommodates democracy in teaching. The teacher in this case views students from an egalitarian point of view that all students are considered equal. Each student has potential. So that no teacher can easily blame his students when he cannot master a certain potential. When there are teachers who easily judge students because of their inability to master the field of science, it is an inappropriate act (Saputra et al., 2023, p. 226).	Although the project program in the independent learning curriculum is a good idea because it helps PAI teachers improve students' numeracy, character, and literacy, unfortunately this program is not funded by the government. The amount of funds allocated for student project activities has been criticized by some parents. As a result, despite the good concept, the project still lacks facilities. (Saputra et al., 2023, p. 230)
The independent curriculum helps teachers in improving and guaranteeing students to think critically. This can be done by teachers through (Saputra et al., 2023, p. 228): 1) The use of varied learning methods. 2) The assignment is able to provoke the development of students' mindsets so that when they enter society, they are able to solve all the problems that befall them. The tasks given to students are not many. Usually	Some teachers are not ready to implement the independent curriculum in learning activities because they are not technical and have not received socialization related to the implementation of the independent curriculum (Arifa et al., 2023, p. 40)

dwelling on one to three questions but containing a fairly complex problem.

- 3) Creation of a learning environment that supports students to think critically. In this case, teachers should not easily blame, underestimate, and demean students' answers. This is because this will make students depressed and closed in their mindset.
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The independent curriculum helps PAI teachers with project programs to improve students' literacy, numeracy, and character (Saputra et al., 2023, p. 229). The government has chosen seven themes for the project discussion, all of which are related to the character of a student. For example, in creating a project, students are asked to make a proposal that can teach three elements that are worked on at once. The literacy aspect of students can be honed by providing relevant theoretical descriptions of the topics to be discussed in the proposal through group discussions, the numeracy aspect of students can be honed by estimating the cost of the program planned by the students, and the character aspect of students can be honed with the materials that students refer to, namely the seven themes that have been explained previously, and discussion activities between group members.

Table 2. Positive and Negative Perception of Changes in the Teaching and Learning Process

4. Islamic Education Teacher's Perception of Changes in Lesson Hours

Positive Perception	Negative Perception
JP's change from the 2013 curriculum to the independent curriculum is better, because it is more flexible and makes it easier for teachers to carry out class hours (Mardiya et al., 2023, p. 185). The implementation of lesson hours (JP) is now regulated annually so that the time allocation for the achievement of lesson hours can be more flexible.	The change of JP from the 2013 curriculum to the independent curriculum that has been regulated annually makes it difficult for teachers who lack creativity so that the learning process is hampered.

Table 3. Positive and Negative Perception of Changes in Lesson Hours

5. Islamic Education Teacher's Perception of Assessment Changes

Positive Perception	Negative Perception
Some teachers who do not feel difficulties with the assessment change and agree with this	Some other teachers feel that the assessment in the independent curriculum is more than in the

assessment change because this assessment change makes the learning assessment process easier than before. The assessment process in the independent curriculum is different from the previous curriculum, where the previous curriculum was divided into assessments of attitudes, knowledge, and skills. Meanwhile, in the independent curriculum, the assessment is not separate and there is no KKM (Mardiya et al., 2023, p. 186).

2013 curriculum. The assessment in the independent curriculum is more detailed and there are many types of student learning outcome assessment report cards (Agustina & Mustika, 2023, p. 362).

Table 4. Positive and Negative Perception of Assessment Changes

D. CONCLUSION

The change of curriculum from the 2013 curriculum to the independent curriculum is a good thing proclaimed by the government to improve the quality of education in Indonesia due to the Covid-19 pandemic. In order for the change of curriculum to be seen in the field, it must be supported by teachers who are competent in their fields. So that this requires teachers to be professional in carrying out their teaching profession. Overall, the change of curriculum from the 2013 curriculum to the independent curriculum is perceived positively so that the implementation of the independent curriculum can be well accepted by all circles. This is shown by how they see changes in the process of making lesson plans. By simplifying and streamlining lesson plans, teachers have enough time to focus on teaching students and reducing the amount of paper thrown away. They believe that the teaching and learning process will change with an independent curriculum that allows for innovation, democracy in teaching, allows teachers to advance and guarantee students' critical thinking, and helps PAI teachers through projects to improve students' literacy, numeracy, and character. Their perception of changes in lesson hours because it is flexible makes it easier for teachers to achieve learning goals. Their perception of assessment, where teachers are easier to assess lessons because the assessment is not separate from the previous curriculum and there is no KKM score.

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