TEACHERS' PERCEPTIONS AND EXPERIENCES IN IMPLEMENTING INDEPENDENT CURRICULUM IN INDONESIAN MADRASAHS

Rafiqatul Adiyani[1], Moh. Anwar[2], Zainal Abidin[3]
[1,2,3] Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia
*e-mail: fiqadiyani@gmail.com

ABSTRACT

This study explores teachers' perceptions and experiences in implementing the Merdeka Curriculum at Madrasah Aliyah Zainul Bahar Wringin, Bondowoso, East Java. Using a qualitative phenomenological approach, the study aims to understand educators' lived experiences in adapting to curriculum changes. Participants, selected through purposive sampling, included the principal, the vice principal for curriculum affairs, and several subject teachers. Data collection methods consisted of semi-structured interviews, document analysis, and non-participant classroom observations. Thematic analysis, based on Braun and Clarke's framework, guided the data analysis process. This included familiarization with the data, coding, theme development, theme review and definition, and the construction of a thematic narrative. The goal was to identify patterns of meaning in teachers' experiences with curriculum implementation. To ensure validity, the study employed source triangulation, member checking, and rich contextual descriptions to enhance transferability. Findings show that teachers generally responded positively to the Merdeka Curriculum, recognizing its potential to integrate traditional knowledge with 21st-century skills. Nonetheless, challenges were noted, including limited technological resources, time constraints for differentiated instruction, and inadequate professional development. Teachers emphasized the importance of embedding character and religious values within the curriculum. The study recommends enhancing institutional support through visionary leadership and sustained teacher training. Future research should investigate implementation across different types of madrasahs and compare practices between urban and rural areas to develop a broader understanding of curriculum reform dynamics in the Indonesian education system.

INTRODUCTION

Curriculum innovation has become a crucial component in modern education systems across the globe (Li & Li, 2023; Voogt & Roblin, 2012). As educational demands and societal needs continue to evolve, many countries have increasingly focused on reforming their curricula to equip students with the skills necessary to thrive in a rapidly changing world (Reimers & Chung, 2019). Curriculum innovations typically aim to align education with global trends in technology, labor market demands, and critical thinking abilities (Patel et al., 2024). These reforms are driven by the

need for improved learning outcomes, educational equity, and the development of adaptive, future-ready students (Ab Jalil et al., 2022). In this context, teachers play a central role, as they are responsible for enacting and adapting the curriculum in the classroom, shaping students' learning experiences (Geertshuis et al., 2024).

Teachers are the most critical agents of change in the implementation of curriculum innovation (Almaiah et al., 2022). Their beliefs, attitudes, and readiness to embrace new teaching methods significantly influence the success of curriculum reforms (Alam & Mohanty, 2023). Active teacher involvement ensures that reforms move beyond theoretical concepts and are practically applied in classroom contexts (Hua & Liu, 2024). Numerous studies have shown that curriculum reforms are more successful when teachers are engaged in professional development, receive ongoing feedback, and foster collaboration (Annala et al., 2023). Without teacher engagement, reforms risk facing resistance, which ultimately hampers effective implementation (Soubra et al., 2022).

In Indonesia, the introduction of the Merdeka Curriculum in 2022 represents a major step in national education reform (Bhardwaj et al., 2025). This curriculum emphasizes flexibility, student-centered learning, and the development of critical and creative thinking skills (Fraser & Gregory, 2024). The Merdeka Curriculum aims to replace rigid, content-oriented approaches with more adaptive and individualized learning methods (Niemi, 2021). Teachers are expected to adjust their teaching strategies to address diverse learning needs and encourage active student participation (Woodcock et al., 2022).

Although the Merdeka Curriculum offers many positive potentials, its implementation in practice faces various challenges. Many teachers struggle with implementation due to limited training, lack of supporting facilities, and weak institutional support, especially in public schools and rural areas (Puad & Ashton, 2023; Ingersoll & Tran, 2023). Additionally, resistance to change and limited access to professional development remain significant obstacles (Gkrimpizi et al., 2023). Another critical challenge is balancing the curriculum's flexible approach with the demands of national exams and rigid assessment standards (Nerlino, 2022).

To date, most studies on the Merdeka Curriculum have focused on policy analysis or general reform outcomes. However, there is still a lack of in-depth research examining how teachers, as the primary implementers, experience and make sense of these changes. Little is known about how teachers perceive the Merdeka Curriculum, the strategies they use to adapt, and the specific challenges they face in their daily classroom practices.

Therefore, this study aims to explore teachers' perceptions and experiences in implementing the Merdeka Curriculum at MA Zainul Bahar Wringin, Bondowoso, East Java. Specifically, it seeks to identify the challenges faced by teachers, how they interpret the curriculum innovation, and the strategies they employ to support successful implementation. The findings are expected to provide both practical and theoretical contributions to educational policy development and more contextualized, sustainable teacher training programs.

METHODS

This study employed a qualitative phenomenological approach to explore teachers' perceptions and experiences in implementing the Merdeka Curriculum. Data were collected through semi structured interviews, document analysis, and non-participant classroom observations. The data were analyzed using thematic analysis, following the six-phase framework developed by (Braun and Clarke,2006). The process began with familiarization with the data by transcribing interviews and repeatedly reading the data to gain a deep understanding. Initial codes were then generated by identifying key features across the dataset. These codes were organized into potential themes based

on patterns of meaning that emerged from the data. The themes were then reviewed to ensure they accurately represented the overall dataset and refined as necessary. Each theme was clearly defined and named to capture its essence. Finally, the themes were integrated into a coherent narrative, supported by illustrative quotations from participants and linked to the research questions and relevant literature. To ensure the validity of the data, this study employed source triangulation comparing findings from interviews, documents, and observations. Member checking was also conducted by seeking confirmation of the findings from the participants. Additionally, rich contextual descriptions were used to enhance the transferability of the findings. The research was conducted over a three-month period, from January to March 2025, at MA Zainul Bahar Wringin in Bondowoso, East Java. Participants were selected using purposive sampling, a technique in which informants are chosen based on specific criteria (Sugiyono, 2008). The participants included the school principal, the vice principal for curriculum affairs, and several subject teachers from key disciplines such as Indonesian, English, Islamic Character Education, and Sociology. A detailed overview of the informants is presented in the following table.:

Tabel 1. Research Informan

Position	Name	Rationale for Selection
Principal	Moh. Nur	Responsible for overall school policy and has a strategic view of curriculum implementation.
Vice Principal of Curriculum	Samlandianto	Directly involved in curriculum planning, supervision, and implementation support.
Indonesian Language Teacher	Lutfiah	Teaches a core literacy-based subject aligned with the goals of the Independent Curriculum.
English Teacher	Eva Walidah	Involved in global communication skills and digital media use, relevant to curriculum focus.
Islamic Character Teacher	Rima Melati	Integrates moral and religious values, aligned with the Pancasila Student Profile.
Sociology Teacher	Abdul Razak	Teaches critical thinking and social context, essential components of the curriculum goals.

RESULTS AND DISCUSSION
General Perceptions of Curriculum Innovation

In an interview with Moh. Nur, the Head of MA Zainul Bahar, he stated that curriculum innovation particularly the Merdeka Curriculum is a progressive step forward in advancing education in madrasahs. He remarked, "We warmly welcome this curriculum innovation because it provides teachers with the freedom to develop materials based on students' needs, without being overly constrained by rigid structures like in the previous curriculum." Moh. Nur also emphasized that the new curriculum encourages teachers to be more creative and reflective in their teaching and to be more responsive to the social dynamics in their surrounding environment. According to him, the integration of character and religious values remains a priority and should be balanced with the strengthening of 21st-century competencies.

Meanwhile, Samlamdianto also expressed a positive attitude toward the implementation of the new curriculum. He explained that the Merdeka Curriculum allows him to present material in a more contextual and relevant way to students' lives. In his interview, he said, "I feel more free to be creative in designing learning methods. I can incorporate discussions that connect religious values with contemporary issues, so students not only think critically but also have a strong moral foundation." He added that curriculum innovation serves as a bridge between academic knowledge and character formation, enabling students to become not only academically capable but also morally upright and socially resilient.

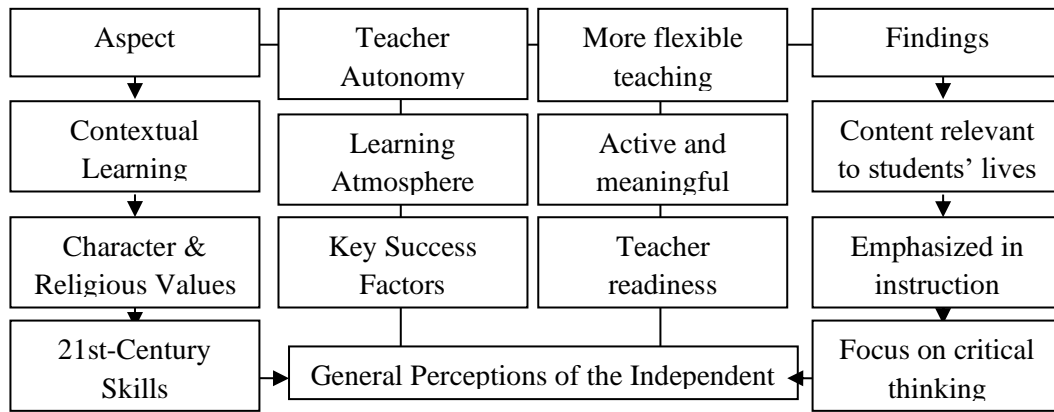| Aspect	Teacher Autonomy	More flexible teaching	Findings
Contextual Learning	Learning Atmosphere	Active and meaningful	Content relevant to students' lives
Character & Religious Values	Key Success Factors	Teacher readiness	Emphasized in instruction
21st-Century Skills	General Perceptions of the Independent		Focus on critical thinking

Figure. 1 General Perceptions of the Independent Curriculum

Both informants agreed that curriculum innovation greatly supports the improvement of learning quality at MA Zainul Bahar. They believed that the flexible and student-centered approach can create a more dynamic and meaningful learning environment. However, they also emphasized that the success of this innovation highly depends on the readiness of teachers and the support provided by the madrasah administration as well as the government.

Experiences in Lesson Planning and Implementation

The Head of the Madrasah stated that teachers at MA Zainul Bahar have made efforts to align their lesson planning with the principles of the Merdeka Curriculum. He emphasized the importance of flexibility and creativity in designing lesson plans (RPP) and selecting methods that suit the characteristics of the students. "We encourage teachers to move away from the old rigid formats. The current approach is more contextual, adapted to the students' conditions and the surrounding environment," said Moh. Nur.

Similarly, Latifah explained that she often uses group discussion methods and assigns students to write narrative texts based on their personal experiences, which they then present in front of the class. "Students are more engaged when they feel directly involved. Although we are still limited in terms of technology, I try to include short YouTube videos and create paper-based interactive quizzes to add variety," she noted. She also acknowledged that developing lesson plans within the framework of the Merdeka Curriculum requires more time and adaptation, especially due to the need to consider differentiated student needs.

Samlamdianto, as the Vice Principal for Curriculum Affairs, explained that the biggest challenge in implementing the Merdeka Curriculum is balancing teachers' pedagogical freedom with the achievement of curricular targets. He stated, "We strive to support teachers in developing teaching modules that are realistic yet still focused on learning outcomes. Not all teachers are accustomed to designing differentiated learning activities, so we regularly organize discussion and reflection forums."
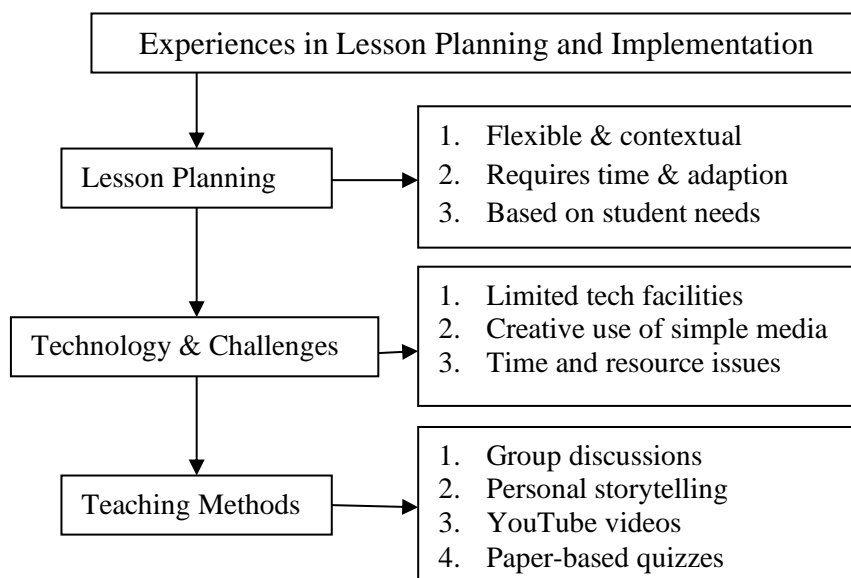
Figure 2. Experiences in Lesson Planning and Implementation

It can be concluded that the teachers at MA Zainul Bahar are enthusiastic in implementing the Merdeka Curriculum through active, contextual, and differentiated approaches. Although technological limitations and the burden of lesson planning remain significant obstacles, the support of madrasah leadership, curriculum mentoring, and collaboration among teachers have proven to be crucial in sustaining implementation and achieving learning objectives.

Institutional Support and Challenges

The implementation of the Merdeka Curriculum in madrasahs is heavily influenced by institutional support, particularly in terms of teacher training and the availability of learning media. Abdul Razak stated, "We did attend a short training organized by the Ministry, but when it comes to developing appropriate teaching materials, we still need more intensive technical assistance." He also added that time constraints are a serious challenge, especially when teachers are required to develop teaching modules and formative assessments while managing a full teaching load.

Meanwhile, Eva Walidah expressed that the availability of facilities, such as LCD projectors and internet access, remains very limited, which hampers the use of digital media in the classroom. She explained, "I want to use educational videos and online quizzes to make lessons more interactive, but the internet connection is often unstable. In the end, I have to revert to conventional methods." Eva also observed resistance among some students who are still unfamiliar with active and participatory learning approaches.

In response, Moh. Nur, the Head of the Madrasah, acknowledged that these challenges are real and have yet to be fully resolved. He emphasized that the school is committed to improving support through the development of internal training programs and regular teacher mentoring. "We are encouraging a culture of continuous learning and reflection among teachers, and we are gradually working to provide better facilities in accordance with the school's capacity," he explained. He also added that teacher collaboration and open communication are key to overcoming resistance and fostering an innovative and supportive learning environment.

```
                        ┌─────────────────────────┐
                        │   Institutional Support │
                        └─────────────────────────┘
         ┌─────────────────────┼─────────────────────────┐
         ▼                     ▼                          ▼
┌───────────────────┐  ┌──────────────────┐   ┌──────────────────────────┐
│ Short trainings   │→ │ Internal mentoring│ → │ Commitment to improvement│
│ available         │  │ planned          │   │                          │
└───────────────────┘  └──────────────────┘   └──────────────────────────┘

                        ┌─────────────────────────┐
                        │    Challenges Faced     │
                        └─────────────────────────┘
         ┌─────────────────────┼─────────────────────────┐
         ▼                     ▼                          ▼
┌───────────────────┐  ┌──────────────────┐   ┌──────────────────────────┐
│ Limited time &    │→ │ Resistance from  │ → │ Unstable internet        │
│ tools             │  │ students         │   │                          │
└───────────────────┘  └──────────────────┘   └──────────────────────────┘
```
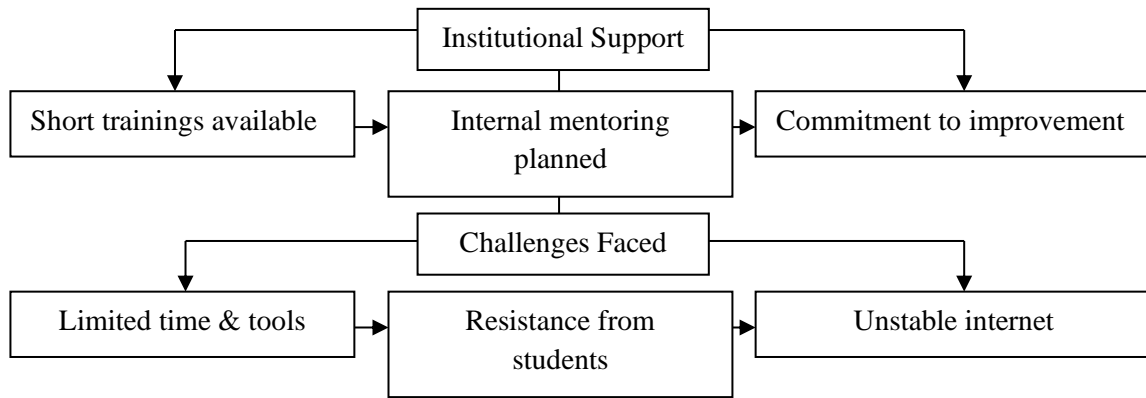
Figure 3. Institutional Support and Challenges

Interview findings indicate that while the madrasah has provided support such as training and mentoring, teachers continue to face challenges related to time constraints, limited facilities, and student adaptation. Responsive leadership and collaborative practices have emerged as key solutions to address these issues.

Personal Adaptation and Teacher Strategies

Teachers at MA Zainul Bahar employed various strategies to adapt to the demands of the Merdeka Curriculum, combining self-initiated learning with collaborative support. Rima Melati explained that she engaged in continuous self-directed learning and participated in online training to enhance her understanding of the curriculum. She stated, "I often look for references through the Guru Belajar platform and discuss with fellow teachers, especially when designing learning modules that focus on character building and moral values." In addition, she practiced self-reflection after each lesson to evaluate the effectiveness of her teaching methods.

Samlamdianto emphasized the role of institutional encouragement in fostering collaborative adaptation. He noted that the school promotes the formation of small working groups or learning communities among teachers. "We don't solely rely on external training; we also conduct regular internal discussions to address challenges and share teaching strategies," he explained. He believes this collaborative model provides a supportive environment where teachers can grow together and refine their instructional approaches.

Moh. Nur, the school principal, underscored that teacher adaptation should not rest solely on individual initiative. "We are committed to cultivating a school culture that embraces change, where teachers do not feel isolated when facing the challenges of the new curriculum," he asserted. He also highlighted the importance of reflective practices as an integral part of sustainable professional development.

These findings indicate that effective curriculum adaptation involves a balance between personal initiative, collegial support, and institutional leadership. The establishment of a reflective and collaborative culture is essential to ensure that curriculum reforms translate into meaningful classroom practices.
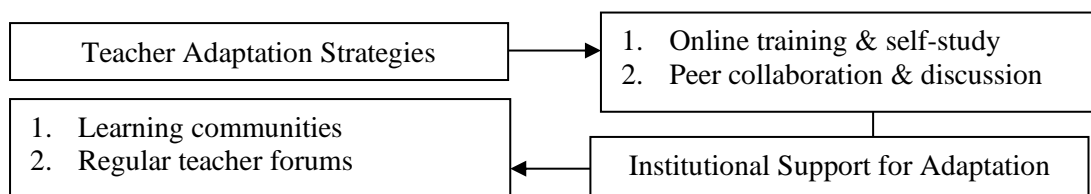
Figure 4. Personal Adaptation and Teacher Strategies

Teachers at MA Zainul Bahar adapt to the challenges of the Merdeka Curriculum through continuous professional development, including training, personal reflection, and participation in learning communities. Institutional support from the madrasah, such as regular discussion forums and the cultivation of an open and responsive school culture, plays a critical role in reinforcing these adaptive strategies. Together, these efforts foster a collaborative environment that enables teachers to implement curriculum changes more effectively and sustainably.

DISCUSSION
General Perceptions of Curriculum Innovation

Curriculum innovation involves a systematic reform of educational content, pedagogy, and assessment to enhance student learning and respond to evolving societal needs and technological advancements (Bough & Martinez, 2023). Such innovation may focus on learning objectives, instructional strategies, learning resources, or the learning environment (Barrett-Tatum & Ashworth, 2021). Broadly, curriculum innovation follows two approaches: a top-down approach, initiated by central authorities and implemented by schools; and a bottom-up approach, emerging from educators' initiatives based on local needs and classroom contexts (Honkimäki et al., 2024; Manouchehri & Burns, 2023). Indonesia's Kurikulum Merdeka reflects a bottom-up model by granting greater autonomy to teachers in designing instruction tailored to student diversity and community context (Pérez-Sanagustín et al., 2022).

This shift highlights teacher agency as a critical factor in the success of curriculum reform. Findings at MA Zainul Bahar support this perspective, with school leaders and teachers expressing positive perceptions of the implementation of Kurikulum Merdeka. Teachers regard the curriculum as a bridge between traditional knowledge and 21st-century competencies, enabling them to be more creative and reflective in their teaching. One teacher, for instance, noted feeling more empowered to design contextual and relevant lessons, while integrating moral and religious values with contemporary social issues. This illustrates that curriculum adaptation is grounded in local realities that are meaningful to students. These findings align with Fullan's Educational Change Theory, which emphasizes the importance of shifts in teacher beliefs, capacity, and collaboration (Anastasiou & Hajisoteriou, 2022), as well as Activity Theory, which views reform as a dynamic process shaped by social interaction and institutional context (Ke et al., 2023).

Furthermore, the enthusiastic responses from teachers indicate a readiness for pedagogical transformation. They recognize the importance of critical thinking, adaptability, and character development in shaping holistic learners. However, successful innovation does not occur automatically. As reflected in the findings, teacher preparedness and institutional support are vital. While teachers are granted autonomy, they still require technical assistance, ongoing discussion forums, and adequate training. This underscores the need to combine professional freedom with systemic support to ensure educational change is meaningful and sustainable.

In conclusion, the positive perception of Kurikulum Merdeka at MA Zainul Bahar reinforces the bottom-up innovation model and affirms the role of teachers not merely as implementers, but as co-creators of curriculum reform. These findings highlight the necessity of a policy framework that

not only empowers but also tangibly supports teachers, ensuring that reform is contextualized, practical, and aligned with classroom dynamics.

Experiences in Lesson Planning and Implementation

Teachers play a central role as key agents in the successful implementation of curriculum reform (Timm & Barth, 2021). Beyond being mere transmitters of knowledge, teachers actively interpret, adapt, and facilitate curriculum innovations in the classroom (Li, 2024). Their beliefs, attitudes, and professional readiness greatly influence the extent to which a curriculum can be implemented effectively and consistently (Hopkins, 2024). Therefore, recognizing the role of teachers and empowering them through supportive policies and professional development are essential foundations for achieving meaningful educational transformation (Trevisan et al., 2023).

The findings from MA Zainul Bahar support this notion, as teachers demonstrated enthusiasm in designing learning activities based on the Kurikulum Merdeka. The head of the madrasah emphasized the importance of teacher flexibility and creativity in developing lesson plans that are contextual and aligned with student characteristics. For example, an Indonesian language teacher implemented group discussions and narrative writing tasks based on students' personal experiences an approach that fosters not only active participation but also emotional and social relevance. Such methods align with the new curriculum's emphasis on meaningful, student-centered learning.

However, the planning and implementation process is not without its complexities. As noted in the literature (Cevikbas et al., 2024), teachers often face difficulties aligning lesson plans with new learning outcomes while also contending with limited access to educational technology. This was also evident among the teachers at MA Zainul Bahar. They acknowledged that developing teaching modules and formative assessments requires additional time and adjustment, particularly in addressing students' diverse needs. Other constraints, such as the lack of digital tools, remain a challenge though some teachers have begun incorporating instructional videos and simple quizzes as alternatives.

Interestingly, teachers have not been discouraged by these limitations. The vice principal of curriculum reported that the school regularly facilitates forums for discussion and reflection among teachers to encourage collaboration and strategy-sharing. Innovative practices such as collaborative lesson planning and post-teaching reflection have proven effective in addressing implementation challenges. This suggests that although some barriers are structural, collective effort and a supportive professional culture can significantly contribute to the success of instructional innovation at the school level. Thus, the experience of teachers at MA Zainul Bahar reflects the real dynamics of curriculum reform: on one hand, there is enthusiasm and commitment; on the other hand, there are persistent challenges that require systemic and collaborative approaches to be sustainably addressed.

Institutional Support and Challenges

The successful implementation of curriculum reforms is highly dependent on strong pedagogical competence, intrinsic motivation, and teachers' commitment to ongoing professional development (Sliwka et al., 2024). In addition to individual factors, teacher collaboration and consistent institutional support are crucial elements that enable educators to respond to curriculum changes in a sustainable manner (Abbaspour et al., 2024). Conversely, the lack of professional training, resistance to innovation, and limited resources often serve as significant obstacles to reform efforts (Talwar et al., 2023).

Findings from MA Zainul Bahar support this reality. Interviews revealed that some teachers, such as Abdul Razak and Eva Walidah, welcomed the training provided by the Ministry of Education but emphasized the need for more intensive and ongoing technical assistance. They also expressed concerns regarding limited time and inadequate infrastructure such as insufficient access to LCD

projectors and unstable internet connections which hinder the integration of digital media into teaching. Furthermore, student resistance to active learning approaches emerged as an additional challenge.

In response, the head of the madrasah, Moh. Nur, reaffirmed the institution's commitment to supporting teachers through regular mentoring, the development of internal training programs, and the cultivation of a school culture that embraces change. This strategy aligns with the literature, which highlights that schools offering sustained professional development, time for collaborative planning, and access to adequate learning resources tend to report more successful implementation outcomes (Dahri et al., 2021). However, as the findings also suggest, such support remains unevenly distributed, with ongoing challenges related to infrastructure and budget availability.

Inconsistencies in institutional support can lead to teacher frustration and diminished motivation (Woulfin & Gabriel, 2022; Arif et al 2020;2023). Therefore, a more structured and comprehensive institutional approach is needed. Synergy among school leadership, teachers, and educational policymakers is essential in building a support system that ensures the successful implementation of the Kurikulum Merdeka in an optimal and sustainable manner.

Personal Adaptation and Teacher Strategies

Research on teachers' experiences with curriculum reform reveals significant contextual variations across different countries (Miller et al., 2021). In Australia, teacher involvement in decision-making processes has been shown to enhance confidence and motivation, whereas in Europe, limited training and resources remain barriers to successful adaptation (Alonzo et al., 2024). In Southeast Asia such as in Singapore and Malaysia teachers generally support curriculum innovation, yet workload and time constraints persist as challenges, even though strong collegial support helps alleviate some of the associated pressures (Tahir et al., 2021 Alawi, H., & Maarif, M. A. ;2021).

In Indonesia, particularly in the context of the Kurikulum Merdeka implementation, existing studies have tended to focus on macro level policy and have rarely explored teachers' adaptation experiences at the classroom level (Durriyah et al., 2024). This study seeks to address that gap by examining the adaptation dynamics of teachers at MA Zainul Bahar in Wringin, Bondowoso. Based on interviews, teachers like Rima Melati demonstrated high initiative in adjusting to the demands of the new curriculum through self directed learning, online training, and post-instructional reflection. She actively sought out resources and engaged in discussions with colleagues when designing morally and contextually relevant teaching modules. This approach reflects an adaptation strategy aligned with the principles of self directed professional development.

Institutional support also played a vital role in reinforcing these adaptive strategies. The Vice Principal, Samlamdianto, explained that the madrasah encourages the formation of teacher learning communities through regular discussion forums aimed at sharing challenges and solutions in lesson planning. This collaborative approach fosters a supportive work climate, strengthens teachers' sense of ownership over the reform process, and provides a safe space for experimentation in teaching practices (Ma`arif M. A.; 2016).

The Head of the Madrasah, Moh. Nur, also emphasized the importance of cultivating a reflective culture within the school, where teachers do not feel individually burdened in facing the new curriculum. This institutional culture aligns with the view that adaptation depends not only on individual capacity but also on organizational structures that facilitate the process (Faizah and Adeoye; 2025). Thus, these findings affirm that teacher resilience and adaptability are essential prerequisites for the successful implementation of Kurikulum Merdeka. Adaptation does not occur instantly but rather through a process involving continuous learning, peer collaboration, and consistent institutional support. A holistic approach that combines individual initiative with systemic

institutional backing is key to creating sustainable and contextually grounded educational transformation.

CONCLUSION

This study reveals that the implementation of the Kurikulum Merdeka at MA Zainul Bahar Wringin, Bondowoso, has generally received a positive response from teachers. They perceive the curriculum as a bridge between traditional knowledge and 21st-century competencies, with a clear emphasis on character development and religious values. Key findings indicate that: (1) teachers feel greater autonomy in designing contextual and student-centered learning; (2) there are tangible challenges, including limited technology, time constraints, and insufficient training; and (3) teacher adaptation occurs through personal reflection, professional development, peer collaboration, and institutional support. This study offers strategic recommendations for madrasahs and educational policymakers, including the importance of fostering a collaborative school culture, providing ongoing and contextual professional training, and strengthening visionary leadership responsive to teacher needs. By understanding teachers' lived experiences, institutions can develop more effective and sustainable interventions.

Theoretically, this research affirms the relevance of a bottom-up approach in curriculum innovation, positioning teachers not merely as implementers but as co-creators of educational reform. It also contributes to phenomenological literature by highlighting local, rural madrasah contexts—an area often underrepresented in academic discourse. In conclusion, the success of educational transformation through the Kurikulum Merdeka relies on the synergy between teachers' perceptions, adaptive strategies, and sustained institutional support. Meaningful change can only be achieved through continuous collaboration between educators as key agents and the educational system as their enabling ecosystem.

REFERENCES

Ab Jalil, H., Ismail, I. A., Ma'rof, A. M., Lim, C. L., Hassan, N., & Che Nawi, N. R. (2022). Predicting learners' agility and readiness for future learning ecosystem. Education Sciences, 12(10), 680. https://doi.org/10.3390/educsci12100680

Abbaspour, F., Hosseingholizadeh, R., & Bellibaş, M. Ş. (2024). Uncovering the role of principals in enhancing teacher professional learning in a centralized education system. International Journal of Educational Management, 38(3), 873-889. https://doi.org/10.1108/IJEM-12-2023-0654

Adeoye, M. A., Baharun, H., & Munawwaroh, I. (2025). Transformational Leadership in Education: Harmonising Accountability, Innovation and Global Citizenship. Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan, 4(1), 14–30. https://doi.org/10.59373/kharisma.v4i1.68

Alam, A., & Mohanty, A. (2023). Cultural beliefs and equity in educational institutions: exploring the social and philosophical notions of ability groupings in teaching and learning of mathematics. International Journal of Adolescence and Youth, 28(1), 2270662. https://doi.org/10.1080/02673843.2023.2270662

Alawi, H., & Maarif, M. A. (2021). Implementasi Nilai Islam Moderat Melalui Pendidikan Berbasis Multikultural. Journal of Research and Thought on Islamic Education, 4(2), 214-230.

Almaiah, M. A., Alfaisal, R., Salloum, S. A., Al-Otaibi, S., Shishakly, R., Lutfi, A., ... & Al-Maroof, R. S. (2022). Integrating teachers' TPACK levels and students' learning motivation, technology innovativeness, and optimism in an IoT acceptance model. Electronics, 11(19), 3197. https://doi.org/10.3390/electronics11193197

Alonzo, D., Quimno, V., Townend, G., & Oo, C. Z. (2024). Using information and communication technology (ICT)-based data systems to support teacher data-driven decision-making: Insights from the literature (2013–2023). Educational Assessment, Evaluation and Accountability, 36(4), 433-451. https://link.springer.com/article/10.1007/s11092-024-09443-8

Anastasiou, E., & Hajisoteriou, C. (2022). Enhancing inclusion through the collective activity of collaboration: A cultural historical activity theory perspective. Research Papers in Education, 37(2), 275-301. https://doi.org/10.1080/02671522.2020.1849368

Arif, M., & Kalimatusyaro, M. (2020). Revitalisasi pendidikan ruhani dalam rangka mencegah penyalahgunaan narkoba pada pelajar. TARBAWY: Indonesian Journal of Islamic Education, 7(1), 41-55.

Arif, M., Chapakiya, S., & Dewi, A. Y. (2024). Character Education in Indonesia Islamic Elementary Schools: A Systematic Literature Review (2014-2024). J-PAI: Jurnal Pendidikan Agama Islam, 11(1).

Arif, M., Nurva'izah, S., & bin Abd Aziz, M. K. N. (2023). Strategi Guru Dalam Pembelajaran Pendidikan Agama Islam Bagi Anak Berkebutuhan Khusus. Jurnal Al-Murabbi, 9(1), 97-122.

Barrett-Tatum, J., & Ashworth, K. (2021). Moving educational policy to educators' lived reality: One state's trickle-down, bottom-up pathway to literacy intervention reform. Journal of Educational Change, 22(3), 355-378. https://link.springer.com/article/10.1007/s10833-020-09392-1

Bhardwaj, V., Zhang, S., Tan, Y. Q., & Pandey, V. (2025, February). Redefining learning: Student-centered strategies for academic and personal growth. In Frontiers in Education (Vol. 10, p. 1518602). Frontiers Media SA. https://doi.org/10.3389/feduc.2025.1518602

Bough, A., & Martinez Sainz, G. (2023). Digital learning experiences and spaces: Learning from the past to design better pedagogical and curricular futures. The Curriculum Journal, 34(3), 375-393. https://doi.org/10.1002/curj.184

Cevikbas, M., König, J., & Rothland, M. (2024). Empirical research on teacher competence in mathematics lesson planning: Recent developments. ZDM–Mathematics Education, 56(1), 101-113. https://link.springer.com/article/10.1007/s11858-023-01487-2

Dahri, N. A., Vighio, M. S., Bather, J. D., & Arain, A. A. (2021). Factors influencing the acceptance of mobile collaborative learning for the continuous professional development of teachers. Sustainability, 13(23), 13222. https://doi.org/10.3390/su132313222

Durriyah, T. L., Parlindungan, F., Dewayani, S., Silvhiany, S., & Amos, Y. (2024). Indonesian literacy teachers' efforts to integrate children's literature in literacy classrooms. The Australian Journal of Language and Literacy, 47(2), 161-179. https://link.springer.com/article/10.1007/s44020-023-00056-0

Faizah, N. A., Thohir, M., Salem, S., & Mardhiyah. (2025). Optimizing Digital Archive Management to Improve the Quality of Integrated Public Services. Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan, 4(1), 31–43. https://doi.org/10.59373/kharisma.v4i1.64

Fraser, M. I., & Gregory, K. (2024). Applying a process-based therapy approach to compassion focused therapy: A synergetic alliance. Journal of Contextual Behavioral Science, 32, 100754. https://doi.org/10.1016/j.jcbs.2024.100754

Geertshuis, S., Wass, R., & Liu, Q. (2024). Equipping graduates with future-ready capabilities: an application of learning theories to higher education. Teaching in Higher Education, 29(5), 1302-1321. https://doi.org/10.1080/13562517.2022.2137399

Gkrimpizi, T., Peristeras, V., & Magnisalis, I. (2023). Classification of barriers to digital transformation in higher education institutions: Systematic literature review. Education Sciences, 13(7), 746. https://doi.org/10.3390/educsci13070746

Honkimäki, S., Jääskelä, P., & Tynjälä, P. (2024). Academics' experiences of university-wide top-down curriculum reform in Finland. Journal of Further and Higher Education, 48(6), 594-607. https://doi.org/10.1080/0309877X.2024.2373725

Hopkins, A. L. (2024). Examining the Impact of Implementation Fidelity Mandates on Instructional Practices in K-8 Settings: A Critical Qualitative Study. The University of Maine.

Hua, S., & Liu, L. (2024). Coevolutionary dynamics of population and institutional rewards in public goods games. Expert Systems with Applications, 237, 121579. https://doi.org/10.1016/j.eswa.2023.121579

Ingersoll, R. M., & Tran, H. (2023). Teacher shortages and turnover in rural schools in the US: An organizational analysis. Educational Administration Quarterly, 59(2), 396-431. https://doi.org/10.1177/0013161X231159922

Ke, L., Friedrichsen, P., Rawson, R., & Sadler, T. D. (2023). Teacher learning through collaborative curriculum design in the midst of a pandemic: A cultural historical activity theory investigation. Teaching and teacher education, 122, 103957. https://doi.org/10.1016/j.tate.2022.103957

Kholik, M., Muslih, I., Santoso, M. P., & Himami, S. (2025). Pendekatan Guru Profesional dalam Mengatasi Hambatan Belajar pada Pembelajaran Sejarah Kebudayaan Islam. Ngaos: Jurnal Pendidikan Dan Pembelajaran, 3(1), 21–30. https://doi.org/10.59373/ngaos.v3i1.92

Li, D. (2024). Material use for EFL teacher learning in classroom ecology: a perturbation or affordance?. Language, Culture and Curriculum, 37(2), 186-212. https://doi.org/10.1080/07908318.2023.2288132

Li, X., & Li, Y. (2023). Individualized and innovation-centered general education in a Chinese STEM University. Education Sciences, 13(8), 846. https://doi.org/10.3390/educsci13080846.

Ma`arif M. A. (2016). Pendidikan Islam Dan Tantangan Modernitas (Input, Proses Dan Output Pendidikan Di Madrasah). Nidhomul Haq : Jurnal Manajemen Pendidikan Islam, 1(2), 47-58. https://doi.org/10.31538/ndh.v1i2.1

Manouchehri, B., & Burns, E. A. (2023). A "Participatory School" in Iran: A Bottom-Up Learning Approach in a Top-Down Education System. Education and Urban Society, 55(3), 263-288. https://doi.org/10.1177/00131245211048434

Miller, E. C., Severance, S., & Krajcik, J. (2021). Motivating teaching, sustaining change in practice: Design principles for teacher learning in project-based learning contexts. Journal of Science Teacher Education, 32(7), 757-779. https://doi.org/10.1080/1046560X.2020.1864099

Nerlino, E. (2022). Navigating "the chaos": teacher considerations while adapting curriculum and instruction during the COVID-19 pandemic. Qualitative Research Journal, 22(4), 433-447. https://doi.org/10.1108/QRJ-02-2022-0026

Niemi, K. (2021). 'The best guess for the future?'Teachers' adaptation to open and flexible learning environments in Finland. Education Inquiry, 12(3), 282-300. https://doi.org/10.1080/20004508.2020.1816371

Patel, N. S., Puah, S., & Kok, X. F. K. (2024, June). Shaping future-ready graduates with mindset shifts: studying the impact of integrating critical and design thinking in design innovation education. In Frontiers in Education (Vol. 9, p. 1358431). Frontiers Media SA. https://doi.org/10.3389/feduc.2024.1358431

Pérez-Sanagustín, M., Hilliger, I., Maldonado-Mahauad, J., & Pérez-Álvarez, R. (2022). Building institutional capacity for learning analytics: Top-down & bottom-up initiatives. IEEE Revista Iberoamericana de Tecnologias del Aprendizaje, 17(3), 281-289. https://doi.org/10.1109/RITA.2022.3191413

Puad, L. M. A. Z., & Ashton, K. (2023). A critical analysis of Indonesia's 2013 national curriculum: Tensions between global and local concerns. The Curriculum Journal, 34(3), 521-535. https://doi.org/10.1002/curj.194

Reimers, F. M., & Chung, C. K. (Eds.). (2019). Teaching and learning for the twenty-first century: Educational goals, policies, and curricula from six nations. Harvard education press.

Setiawan, H., Kausar, S., Hakim, M. N., & Asmaul Husna, F. (2025). Integrating Tahfidz Program Management for Comprehensive Student Character Development. Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan, 4(1), 44–59. https://doi.org/10.59373/kharisma.v4i1.63

Sliwka, A., Klopsch, B., Beigel, J., & Tung, L. (2024). Transformational leadership for deeper learning: shaping innovative school practices for enhanced learning. Journal of Educational Administration, 62(1), 103-121. https://doi.org/10.1108/JEA-03-2023-0049

Soubra, L., Al-Ghouti, M. A., Abu-Dieyeh, M., Crovella, S., & Abou-Saleh, H. (2022). Impacts on student learning and skills and implementation challenges of two student-centered learning methods applied in online education. Sustainability, 14(15), 9625. https://doi.org/10.3390/su14159625

Sugiyono. (2008). Metode Penelitian Kuantitatif, Kualitatif dan R&d. Bandung: Alfabeta.

Tahir, L. M., Samah, N. A., Hamzah, M. H., Abdullah, A. H., Ali, M. F., & Mohd Yusof, S. (2021). Initial challenges and possible useful countering strategies: Perspectives from Malaysian novice principals. Sage Open, 11(1), 21582440211000052. https://doi.org/10.1177/21582440211000052

Talwar, S., Dhir, A., Islam, N., Kaur, P., & Almusharraf, A. (2023). Resistance of multiple stakeholders to e-health innovations: Integration of fundamental insights and guiding research paths. Journal of Business Research, 166, 114135. https://doi.org/10.1016/j.jbusres.2023.114135

Timm, J. M., & Barth, M. (2021). Making education for sustainable development happen in elementary schools: The role of teachers. Environmental Education Research, 27(1), 50-66. https://doi.org/10.1080/13504622.2020.1813256

Trevisan, A. H., Lobo, A., Guzzo, D., de Vasconcelos Gomes, L. A., & Mascarenhas, J. (2023). Barriers to employing digital technologies for a circular economy: A multi-level perspective. Journal of Environmental Management, 332, 117437. https://doi.org/10.1016/j.jenvman.2023.117437

Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. Journal of curriculum studies, 44(3), 299-321.https://doi.org/10.1080/00220272.2012.668938

Woodcock, S., Sharma, U., Subban, P., & Hitches, E. (2022). Teacher self-efficacy and inclusive education practices: Rethinking teachers' engagement with inclusive practices. Teaching and teacher education, 117, 103802. https://doi.org/10.1016/j.tate.2022.103802

Woulfin, S. L., & Gabriel, R. (2022). Big waves on the rocky shore: A discussion of reading policy, infrastructure, and implementation in the era of science of reading. The Reading Teacher, 76(3), 326-332. https://doi.org/10.1002/trtr.2153

Yanto, F., Meliana, N., Rosodor, S., Saifullah, R., & Etikoh, N. (2025). The Effectiveness of Internalizing Moral Values through Qur'anic Learning at Children's Boarding School. Ngaos: Jurnal Pendidikan Dan Pembelajaran, 3(1), 12–20. https://doi.org/10.59373/ngaos.v3i1.93