International Journal of Educational Research Excellence (IJERE)
https://ejournal.ipinternasional.com/index.php/ijere

Volume 03, Issue 01, January-June 2024
e-ISSN: 2830-7933
DOI: 10.55299/ijere.v3i1.*888*

The Implementation of the 2013 Curriculum: Concept, Application and Quantitative, Qualitative and R&D Approaches

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Article history: received May 25, 2024; revised May 31, 2024; accepted June 05, 2024

Abstract. Curriculum alterations have become a common occurrence, coincident with advances in technology and informational resources. This is designed to maintain alignment with the current educational landscape and to ensure relevance to contemporary times. Research is a scientific process that is formal and intensive. This is because it refers to established rules, cycles, and ways of representation that are necessary to obtain results that are recognized and beneficial to human life. The methodology employed in this research study was a systematic review of the literature. This approach was utilized to describe and elucidate the fundamental tenets of qualitative, quantitative research, as well as research and development initiatives associated with the implementation of the 2013 Curriculum. This result of the study is the concepts of qualitative, quantitative, and research & development research—along with their respective characteristics, types, and applications—offer significant benefits in the realm of education, particularly in the context of curriculum development. These research methodologies, which are commonly utilized in educational settings, align with the 2013 curriculum guidelines, facilitating studies or research related to education, thereby enabling more effective and impactful outcomes.

Keywords: curriculum, qualitative, quantitative, research & development

I. INTRODUCTION

Curriculum alterations have become a common occurrence, coincident with advances in technology and informational resources. This is designed to maintain alignment with the current educational landscape and to ensure relevance to contemporary times (Khusni et al., 2022). The present curriculum change is a shift from the 2013 curriculum to the Merdeka Belajar curriculum, developed by the Minister of Education and Culture, Nadiem Makarim, which incorporates a new paradigm of learning in line with the teachings of the educational reformist Ki Hajar Dewantara (Maulida, 2022). The curriculum was conceived as an alternative curriculum to address the challenges of learning that emerged during the pandemic period (Rahmadayanti & Hartoyo, 2022). The curriculum places an emphasis on student-focused learning, wherein students assume a full role in learning activities, while the teacher serves as a director and facilitator. Additionally, learning implementers, such as teachers or principals, are afforded the autonomy to design, implement, and develop the learning process and curriculum at their respective institutions, aligning them with the needs and potential of students.

It is evident that curriculum changes in each educational unit have both positive and negative implications. From a positive perspective, the independent learning curriculum offers teachers and students the advantage of freedom and flexibility to develop according to their interests and needs (Khusni et al., 2022). Independent learning provides opportunities for students to engage in learning in a casual, non-pressured manner, in a calm and natural manner, and in accordance with their inherent talents and characteristics. However, abrupt alterations to the curriculum have a detrimental impact on the preparedness of educators and learners, as those who implement it directly. These changes necessitate that educators refine their pedagogical techniques and methodologies, select instructional materials in alignment with the new learning paradigm, and employ a more diverse array of assessment tools. In this context, the teacher assumes a pivotal role as a facilitator, imparting positive influences on students. Concurrently, students are encouraged to assume greater independence and responsibility for their own learning (Khusni et al., 2022).

Research is a scientific process that is formal and intensive. This is because it refers to established rules, cycles, and ways of representation that are necessary to obtain results that are recognized and beneficial to human life. The application of rigor and

Volume 03, Issue 01, January-June 2024
e-ISSN: 2830-7933
DOI: 10.55299/ijere.v3i1.888

precision in the process of conducting research to produce results that can be explained is an intensive undertaking. The ability to repeat this process, solving problems through the establishment of cause-and-effect relationships, allows for the generation of results that can be repeated with the same results in a consistent manner. Research is a meticulous examination or examination conducted with a high degree of critical scrutiny to ascertain the veracity of a hypothesis or theory. To that end, a systematic approach is essential in order to uncover the scientific facts and principles that can then be used to answer these complex questions.

II. METHODS

The methodology employed in this research study was a systematic review of the literature. This approach was utilized to describe and elucidate the fundamental tenets of qualitative, quantitative research, as well as research and development initiatives associated with the implementation of the 2013 Curriculum. This methodology entailed a comprehensive examination of pertinent literature, including books, journals, and websites, sourced from the online database Google Scholar, to streamline the research process for the researcher.

III. RESULTS AND DISCUSSION

A. Research Objectives

The objective of development research is to identify a problem and then propose a solution. This solution is then operationalised through the production of a lesson, model, question or tool. The formulation of the development research problem therefore encompasses both the problem to be solved and the specifications of the solution. As a result, a number of questions of this nature will arise in the future. Unlike other forms of research, the purpose of research and development is to achieve three key objectives:

The nexus between research findings and educational practice is situated between basic and applied research. This nexus encompasses the discovery, development, and validation of a product so that it can be utilized for the purpose of effectively developing and enhancing the quality of education and learning (especially at the research and development level 1). Testing is a pivotal aspect of this process, whereby the efficacy of the product in question is evaluated. One or more theories may be posited to explain the creation of the product. These theories may be evaluated to determine their effectiveness in predicting the product's efficacy. If the product is found to be ineffective, the theory may be discarded, or it may be combined with other theories to inform the design of the product. Moreover, the objective of development research, particularly in the field of education, is to address specific aspects of development, including curriculum, technology and media, lessons and instruction, and didactic teacher education.

B. The objectives of development research in education are as follows

The curriculum section seeks to inform the decision-making process during product and program development, with a view to enhancing future product and program development capabilities. The technology and media section is designed to enhance instructional design, product and program development and evaluation processes based on other specific problem-solving situations or generalized examination procedures.

The section on teaching and instruction aims at developing the design of learning environments, formulating curricula, and assessing the success of observation and learning. At the same time, the objective is to contribute to the understanding of scientific fundamentals. With respect to teacher education and didactics, the purpose is to promote teachers' professional learning or to transform the educational environment. From the perspective of didactic research, the objective is to conduct development research in an interactive and circular process of research and development. In this process, designers can test their theoretical ideas through the development of a learning product in a particular classroom. The search for this product allows for the theoretical and empirical aspects of learning to drive the educational programmers' and theorists' theoretical and empirical knowledge.

C. Research and Development Features

Characteristics of developmental research are associated with issues or prospective solutions in education and are reflected in innovative approaches to learning, including media, models, approaches, and methods. All forms of development, whether in media, models, approaches, or learning methods, must demonstrate effectiveness. The resulting product is subjected to several trials and validations conducted by experts to ensure quality.

Developmental research has four defining characteristics. The issues addressed are related to the search for or innovative application of technology in learning, as well as a professional responsibility and obligation to achieve quality learning outcomes. This encompasses the development of models, approaches and learning methods and learning environments that facilitate the effective attainment of student competencies. In order to ascertain the effectiveness and suitability of the products developed, a product development process, validation through expert testing and limited field tests are carried out, and the results are made available for review. The development, validation and field test processes are clearly described and documented in accordance with scientific standards and best practices. The process by which models, approaches, modules, methods, and learning

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environments are developed, as well as the subsequent reporting of the results obtained, must be conducted in accordance with the principles of original research.

D. Steps and methods of development research

The research and development process is a cyclical process that begins with identifying a need for a specific product. This could be the need to improve the qualifications of teachers in a large geographic area or the need to provide training materials or modules for updating teachers' materials. The next step is to determine the properties or technical data of the product to be produced. This includes determining what training materials should be provided and the learning process. It is crucial to adapt the learning materials and learning process to suit the specific circumstances, background, and abilities of the teachers who will be studying them, as well as the resources that are available in their respective departments. Following this, a preliminary sketch of the product is drawn up, after which the product is tested repeatedly in the field using both small and large samples. During this process, observations and evaluations are made, and improvements are then made on the back of the results of observation and evaluation.

The process of evaluation and development continues until the optimal, standardised product is produced. In order to test the efficacy of the resulting product, quality control is conducted through the use of the experimental method. According to the work of Borg and Galli, the ten phases of R&D research can be explained as follows: firstly, there is pre-research (or pre-interview), which is used to gather information (through literature review and classroom observation), identify learning problems, and summarise these findings. The second step is planning, which involves identifying and defining the skills to be acquired, formulating objectives, and defining learning cycles and experiments, which may be experiential or small-scale, or may be conducted through the use of peers to provide feedback. The third step is to develop the type and form of the output products, which may include the preparation of teaching materials, the preparation of learning cycles, and the evaluation of manuals and tools. Fifth, the main product should undergo a revision process, based on input and feedback from the initial field trial results. This should be conducted in three to five schools, with a minimum of thirty and a maximum of eighty participants. Student performance tests or assessments should be conducted before and after learning. The eighth phase involves conducting a field test with a ready-to-use product in 10–30 schools with 40–200 subjects. Data collection is accomplished through interviews, observations, and questionnaires. In the ninth phase, the final product undergoes revision based on the feedback gathered during the field test. The tenth and final phase involves product dissemination and reporting. This entails disseminating the product through conventions, scientific journals, publishing, and quality control, as well as supervising the distribution and quality control of the product. It can be concluded from this that the general stages of developmental research are product design, development, and evaluation.

E. Qualitative Research

Qualitative research techniques employ post-positivist principles to study the conditions of natural objects through non-experimental methodologies. The researcher assumes the role of the primary instrument in the data collection process, which is guided by a systematic and directed approach. The data analysis employs triangulation (combinatorial) techniques, emphasizing an inductive and qualitative approach to data analysis, which culminates in the generation of findings that prioritize the significance and meaning inherent within the data over the pursuit of generalizable conclusions.

In qualitative research, the emphasis is on the acquisition of data derived from field research rather than the development and testing of theoretical frameworks. Consequently, data analysis is inductive and contingent upon the facts discovered. It is employed as a secondary consideration or theoretical framework. In contrast, in qualitative research, data analysis is utilized to develop hypotheses, whereas in quantitative research, it is employed to assess hypotheses.

To gather comprehensive and pertinent data, a qualitative approach is employed. In essence, the objective is to collect data that is both in-depth and relevant. This entails identifying the underlying meaning of the data, which is the foundation for observable data. Therefore, in qualitative research, the emphasis is placed on the meaning of the data rather than on generalization.

In qualitative research, generalization is known as transferability, which implies that findings may be used elsewhere if the characteristics of the study population and context are not significantly different. Qualitative research encompasses a variety of interpretive approaches that aim to describe, decode, translate, and understand the meaning (not necessarily the frequency) of certain events occurring naturally in social settings.

Qualitative research is a broad term that encompasses the knowledge-gathering process by researchers who gather, organize and evaluate data obtained from human subjects. This data is often collected through interviews, observations or a combination of the two. Unlike quantitative research, which is largely hypothesis-driven and statistical, qualitative research is based on the collection of data through the observation and interpretation of natural, online, or social settings.

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F. Characterisrtic of Qualitative Research

Qualitative research differs from other research methodologies in numerous respects. In addition to this, researchers must be aware of the distinctive concepts and characteristics associated with qualitative research in order to circumvent various potential challenges (Moleong, 2014). The following are some of the defining characteristics of qualitative research:

Natural setting. In conducting qualitative research, facts are to be considered in their totality and not in isolation from their context.

To ensure that the context remains consistent, qualitative research prioritizes the study of real conditions—or what is being studied or researched—without conditions or researcher intervention.

Qualitative research places a greater emphasis on the process of data collection and analysis than on the results and conclusions. This is because the quality of the data collected is of greater importance than the conclusions drawn from it. In data collection, researchers cannot draw valid conclusions because if they only conduct interviews once with informants, they will not be able to obtain reliable data.

In qualitative research, researchers utilize people as tools or instruments to collect data. This is done through observation and interviews with informants. In other words, researchers and other parties can function as data collection tools. In quantitative research, where the instrument or tool is not human, the researcher cannot adapt to field changes by acting as a tool.

Grounded theory. Qualitative research focuses on conceptual discovery, new information, or even new theories. This is in contrast to quantitative research, which focuses on validating current ideas or theories. Hypotheses are developed using empirical evidence collected through observation or in-depth interviews. Theories derived from grounded theory are more sensitive to contextual values, enabling them to address the challenges of modern society.

Descriptive. Information derived from subjective exploration is introduced as words and pictures, not measurements. By using language pattern analysis on subject, object, predicate, or who, where, when, how, and why questions, researchers can reduce descriptions. In qualitative research, data analysis is qualitatively inductive in nature, with the aim of making decisions based on the actual conditions observed in the field rather than predetermined theoretical frameworks. Inductive techniques are particularly suited to the development of novel ideas in qualitative research, whereas they are less effective for testing hypotheses or evaluating the veracity or efficacy of theoretical propositions. Furthermore, inductive techniques facilitate the identification of diverse realities within the data, the contextualisation of findings and the determination of whether the results can be generalised to other situations.

Likewise, inductive analysis can facilitate a more open and accountable relationship between informants and researchers. Given the dynamic nature of field reality, qualitative research methods are inherently cyclical. Consequently, researchers are required to continuously modify the design to adapt to evolving field conditions. The interpretation and meaning of findings must be negotiated and agreed upon by those who become qualitative research informants. This agreement is crucial because the informants own the data they provide, and they are the only ones who can determine whether the information they provide has been correctly interpreted based on their intentions and understanding. In essence, agreement serves as a form of validation that can be used to verify the truth of data from a data source/informant.

In qualitative research, data analysis is not conducted after all data is collected and processed; rather, it is carried out from the beginning, when researchers begin to collect data in the field. The researcher engages in continuous analysis, commencing with data collection and concluding with data interpretation. One advantage of this strategy is that, in the event of a discrepancy between the data obtained and the researcher's initial observations, the latest data can be employed to verify and correct it. Additionally, the simplicity of the data obtained allows the researcher to retain a strong memory of their observations, as well as the background and context in which they were made.

G. Types of Qualitative Research

There is an extensive array of methodologies that can be employed in qualitative research, including case studies, ethnography, literature reviews, natural observation, grounded theory, and phenomenology. Each of these methodologies is discussed in detail in Abdussamad (2021), and is outlined below. A case study is an in-depth investigation with a long-term focus on an individual, group, organization, business plan, or other entity. Its purpose is to collect data and then evaluate it in order to develop a theory that provides an overview and in-depth description of the entity in question. Case study data is collected through a variety of qualitative research methods, including interviews, observations, and analysis of archival materials.

A case study is not a research method, but rather a specific type of research on a particular topic. Subsequently, the subject of the case study may be an individual (person/individual) or a group, such as a class, professional group, or other collective entity. The nature of the problem under investigation may be straightforward or complex. The objective is to gain a comprehensive understanding of the situation or to obtain an overview of the phenomenon. Case studies do not seek to generalize; rather, they examine multiple examples. The use of multiple case studies allows for a more comprehensive understanding of the subject matter, thereby facilitating deeper learning and insight.

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Ethnography refers to an intensive investigation into the spontaneous actions and behaviours that are typical within a particular culture or social unit. The aim is to gain insight into the culture from the perspective of those who are immersed in it. The term "field research" is derived from the fact that it is conducted in a natural setting, typically outdoors. Researchers examine the behavior of individuals or groups in order to investigate the characteristics and behavior of society. The data is collected through extended fieldwork, in-depth interviews with members of the cultural community, and a careful examination of documents or artifacts. Ethnographic research data is subjected to analysis in the field, with the context or environment in which it was obtained serving as a reference point.

Ethnographic research is concerned with the cultural identity of a community. The term culture encompasses a multitude of elements, including the vernacular spoken by members of a given community, the traditions and ceremonies observed within that community, the organizational structure of the community, the manner of interaction between its members, the historical processes that have shaped its formation, and the networks and reasons behind the economic growth of its inhabitants.

A literature review is a study that focuses on the examination or translation of written materials within a specific context. The distribution of notes, textbooks, documents, journals, letters, movies, journals, originals, articles, and other materials is permitted. In order to gain a high reputation, researchers must ensure that the text is original. This type of research also examines the ideas expressed by an author in a published book or paper.

Natural observation is a qualitative research method in which the specific environment is not altered in any way. The principal objective of this type of research is to observe and comprehend the actions of individuals or groups within a specific context. Researchers may investigate the social interaction behavior of the population under study by utilizing hidden cameras or other equipment that is completely unknown to the individual being observed (the subject).

The grounded theory research design is a research process that relies on data-driven conceptualization. The objective of research in this context is to develop a novel theory based on evidence that has been meticulously gathered and analyzed, as opposed to testing a hypothesis.

The objective of the grounded theory method is to develop or discover a theory that can be applied to a specific situation. A situation in which individuals react to an event by engaging in interactions, actions, or participation in a process. The objective of the grounded theory technique is to develop a theory that is closely aligned with the facts under investigation.

Phenomenological research aims to elucidate the essence of phenomena by examining the subjective experiences of groups of individuals. As it is conducted in natural settings, this methodology allows researchers to explore phenomena in a way that is not constrained by the limitations of traditional approaches. In phenomenological research, investigators endeavor to understand how individuals interpret specific events and life experiences. Consequently, phenomenology can be conceptualized as the study of human behavior and experience at a psychological level.

H. Quantitative Method

Quantitative research is a systematic empirical investigation employing statistical, mathematical, or computational methodologies to collect and analyze numerical data. It places significant emphasis on the pursuit of objectivity, replicability, and the utilization of statistical methods for the derivation of generalizable conclusions. Creswell and Creswell (2017) posit that quantitative research is frequently associated with the positivist paradigm, which is predicated on the objective measurement and quantification of phenomena in a manner amenable for statistical analysis. In fields such as psychology, economics, and epidemiology, where numerical data is essential for understanding patterns, relationships, and making predictions, this type of research is prevalent. Generally, quantitative research uses structured surveys, experiments, or examination of existing data sets for data collection, and then applies statistical tools for data analysis, where researchers assess hypotheses and ascertain the magnitude and significance of relationships between variables. The findings are often conveyed through numerical summaries, charts, or graphs. Quantitative research is distinguished by its ability to offer precise measurements, detect patterns, and derive generalizable conclusions from broad samples. This contributes to the establishment of evidence-based practices in many domains (Creswell & Creswell, 2017).

Quantitative research is distinguished by its focus on impartiality and the utilization of prescribed methodologies for data collection and analysis. The utilization of these methods is particularly beneficial in testing relationships between variables and formulating predictions, allowing researchers to explore causal relationships. Nevertheless, it is essential to acknowledge that quantitative research has inherent limitations. It is inclined to oversimplify complex phenomena and relies on pre-defined categories that may fail to encompass the diverse nature of human experience.

According to Sugiyono (2017), the quantitative method is a research method based on the philosophy of positivism. It is used to research specific populations or samples, collect data using research instruments, and analyze and interpret the data quantitatively and statistically. The aim of quantitative research is to test the hypothesis set. Quantitative methods use analysis and statistical principles.

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e-ISSN: 2830-7933
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I. The Types of Quantitative Research

There are two main types of quantitative analysis: descriptive statistics and inferential statistics. Descriptive statistics, as defined by Sugiyono (2017), is a data analysis technique that describes and presents the collected data in its original form, without the intention of drawing general conclusions or making generalizations. This analysis encompasses various statistical measures, including the mean, median, standard deviation, variance, interquartile range, and others. The visualization of these results can take the form of a bar graph, line graph, circle graph, or table.

Inferential statistics is a statistical technique employed to analyze sample data, with the aim of extrapolating the results to predict the population. (Sugiyono, 2017). This chapter will discuss several methods of analysis that are included in inferential statistics, including hypothesis testing, correlation analysis and regression analysis.

The application of descriptive statistics to the analysis of population and sample data is a well-established methodology in the field of statistical analysis. The calculations typically employed in this area are those which measure concentration and dispersion.

In contrast, hypothesis testing represents a specific type of assertion about the value of an unknown population parameter, which can be categorised into three main types.

The null hypothesis (H0) is the assumption that the population mean is equal to the sample mean ($\mu = \mu 0$). The alternative hypothesis (H1) is the assumption that the population mean is not equal to the sample mean ($\mu \neq \mu 0$).

There are three types of hypothesis tests: two-way, one-way, and one-way.

Two-way hypothesis testing is a statistical method used to test claims or hypotheses about the population using sample data.

One-way hypothesis testing is a statistical method used to test claims or hypotheses about the population using sample data. The hypothesis to be tested is generally composed of a null hypothesis (H0) and an alternative hypothesis (H1). The aim of the hypothesis test is to determine the extent to which the data obtained from the sample supports or rejects the null hypothesis. The results obtained from these tests are typically employed to make statistical decisions.

Meanwhile, correlation analysis is a method used to determine how closely two variables are related. Correlations may be either linear or non-linear. Correlation is said to be linear if all points (X,Y) on the scatter plot spread around a straight line. Conversely, correlation is said to be non-linear if the points spread on a non-linear line pattern. In this discussion, we will only discuss linear correlations. The strength of the relationship between variables can be expressed by a linear function and measured by a value called the correlation coefficient.

The correlation coefficient is employed to quantify the strength of the relationship between variables and to determine the direction of the relationship. A high correlation coefficient value (i.e., a significant value) does not necessarily imply the existence of a causal relationship, given the influence of other factors. Consequently, correlation merely elucidates the strength of the relationship without addressing the causal relationship between the variables. This distinction is crucial, as it determines whether the variables are considered to be the cause or the effect of each other. The variables in question can each be considered variables X and Y. The null hypothesis in a correlation test is as follows: $r=0$ (no relationship between variables). An alternative hypothesis, H1, is that $r\neq 0$ (a relationship exists between variables). There are two main types of correlation: parametric and non-parametric. The parametric types of correlation include Pearson correlation, while non-parametric types include Spearman Rank correlation, chi-square, Kendall and so on.

Regression analysis is a statistical technique that employs the relationship between two or more quantitative variables in order to predict one of the variables from the others. In general, a variable exerts an influence on another variable, with the variable that is influenced being referred to as the independent variable (X), while the variable that is affected is known as the dependent variable (Y). The relationship between the independent variable and the dependent variable can be quantified by means of a mathematical equation, which enables the prediction of the independent variable in the event that the value of the independent variable is known. The mathematical equation that describes the relationship between the independent variable and the dependent variable is often referred to as a regression equation.

In light of the aforementioned statement, regression analysis is employed to estimate or predict the response variable (Y) by the independent variable (X). Furthermore, regression analysis enables the examination of the impact of independent variables (X) on the response variable (Y). This examination serves to ascertain whether these effects are indeed real and to identify the variable with the most significant influence. The estimation of regression parameters (β) represents a third function of the technique.

Regression analysis may take on two forms. The first is the simpler regression analysis, in which a single independent variable is employed. The second is more complex, involving multiple independent variables. The Ordinary Least Square (OLS) estimation method is generally utilized in the estimation of regression analysis parameters. However, it should be noted that this method is predicated upon several assumptions, which are collectively known as the Gauss-Markov condition.

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IV. CONCLUSIONS

The concepts of qualitative, quantitative, and research & development research, along with their characteristics, types, and applications, offer significant benefits in the realm of education, particularly in the context of curriculum development. These research methodologies are commonly utilized to enhance all facets of education, aligning with the 2013 curriculum guidelines, to conduct studies or research related to education, thereby facilitating more effective and impactful outcomes.

ACKNOWLEDGEMENTS

Author thanks to all subject in most cases, sponsor and financial support acknowledgments.

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