



## Transition Management Towards Merdeka Curriculum at Early Childhood Education Not School Mover (Case Study 5 Kindergartens Jepara)

Nadiatus Shofaa Sabila <sup>1</sup> ✉, Ali Formen <sup>2</sup>, Joko Sutarto <sup>3</sup>

<sup>1,2,3</sup> Universitas Negeri Semarang, Indonesia

### ABSTRACT:

This research examines the transition of merdeka curriculum at early childhood education in 5 kindergarten institutions in Jepara city. The research focus of this study includes transition management of merdeka curriculum, implementation of transition management of merdeka curriculum, and supporting and inhibiting factors. The findings of this research are that in implementing transition management to merdeka curriculum, the curriculum is designed contextually so that it makes it easier for educators to implement it. In addition, the planning process must involve related parties so that it can support the implementation of an effective and efficient transition of merdeka curriculum. Supporting factors include stakeholders and organizations such as IGTKI, KKG, and groups that facilitate training or discussions related to the merdeka curriculum, cooperation between educators, and collaboration between parents. The conclusion of this research is that transition management of merdeka curriculum at early childhood education makes a significant contribution to institutions that are still confused about deciding on the transition to merdeka curriculum.

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CONTACT Corresponding: Nadiatus Shofaa Sabila, Universitas Negeri Semarang, Indonesia  
Email: [nadiashofaa@students.unnes.ac.id](mailto:nadiashofaa@students.unnes.ac.id)

## 1. Introduction

Management is an urgency that must be considered in efforts to improve quality of education because management is an integral componen can't be separated from the education process (Damanik et al., 2023). Educational management according to (Wahyudin & Zohriah, 2023) involve human resource management, student management, curriculum management, personnel management, facilities and infrastructure management, education financing management, and public relations management. Curriculum management is one of the fields that has an important role in implementation of national education system that is directed to achieve education goals. Curriculum changes since independence until 2013 were based on rapid and rapid changes in the world in various fields including the world of education (Angga et al., 2022). Curriculum changes in Indonesia from the beginning of independence or the old order era, namely 1947 curriculum, 1952 curriculum, and 1964 curriculum, then the new order curriculum, namely 1968 curriculum, 1975 curriculum, 1984 curriculum, and 1994 curriculum, then entering the change of curriculum during the reform era or called 2004 curriculum, namely the competency-based curriculum (KBK), then the education unit level curriculum (KTSP) to the 2013 curriculum (Mulyani & Haliza, 2021). and is currently experiencing a transition period to merdeka curriculum.

The transition of the 2013 curriculum to an merdeka curriculum is still a conversation in education sector from various circles, ranging from early childhood education to higher education. This transition period towards merdeka curriculum is in line with research conducted by Suci Rahmatul Adla and Siti Tiara Maulia in 2023 with the topic "Switching the K13 Curriculum to the Merdeka Curriculum on Student Learning Outcomes" which explains

the transition of the 2013 curriculum which emphasizes aspects of learning aimed at strengthening knowledge and skills that can develop character, spirituality, and sociality in accordance with the character of religious and moral education. Meanwhile, merdeka curriculum is a curriculum with diverse intracurricular learning where the content will be optimized so that students have enough time to explore concepts and strengthen competencies. Educators also have the flexibility to choose learning tools so that they can be tailored to the learning needs and interests of students. This transition is not an easy thing for educators and students to go through in carrying out learning, but must go through a process of adaptation in implementation merdeka curriculum in each educational institution by adjusting their respective environments.

Merdeka curriculum is a curriculum designed and based on the development of the Pancasila profile so that it is hoped will be able to create students who have the soul and values contained in Pancasila principles in themselves and their lives (Herman & Aisiah, 2022). Pancasila student profile program as character education in the merdeka curriculum is an innovation to strengthen character education in students and as a symbol of Indonesian students who are cultured, character, and values of Pancasila (Rosmana et al., 2022). Merdeka Curriculum is an option for educational institutions according to the readiness of each school to implement it, meaning that there is no coercion on schools in implementation of merdeka curriculum in educational units that have not joined the school mover of various levels, especially early childhood education. The transition of the curriculum in educational units from the previous curriculum, namely 2013 curriculum to merdeka curriculum, is not easy because it must enter a period of adaptation. According to instructions from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), since 2024 merdeka curriculum will be used as the national curriculum (Qomariyah & Maghfiroh, 2022).

Previous research related to the management of the Merdeka curriculum was conducted by Maria Kiftiah in 2024 with the topic "Analysis of Merdeka Curriculum Management in the Early Childhood Education (PAUD) School Mover Program (PSP) in West Jakarta" which explains that curriculum management in the Mover school unit can be implemented in a structured manner in accordance with the policies set by the Ministry of Education and Culture. School mover receive intensive, consultative, and asymmetric assistance through a partnership program between the Ministry of Education and Culture and the government where the Ministry of Education and Culture provides assistance related to the implementation of the Merdeka curriculum. Merdeka curriculum management can be carried out through planning, organizing, implementing, and evaluating. Transition of curriculum that has been carried out by previous researchers and the Merdeka curriculum management that has been carried out by previous researchers can provide reinforcement for this research. The facts on the ground are that the majority of the implementation of the Merdeka curriculum is only carried out in formal schools because of the applicable policies and is only a formality for implementing the Merdeka curriculum in the Basic Education Data System (DAPODIK). Based on previous research and the explanation above, researchers can conduct research with the topic "Transition Management to Merdeka Curriculum in Not School Mover of Early Childhood Education Units (Case Study of 5 Kindergarten in Jepara)" because it can answer the confusion of each not school mover institution that wants to make a transition to the merdeka curriculum.

## 2. Method

This research used a descriptive qualitative approach with a case study type of research conducted in 5 not school mover of kindergarten institutions in Jepara, that's Buah Hati Kindergarten, Ratu Kalinyamat IT Kindergarten, Miftakhul Arifin Kindergarten, Kancilan 01 TA Kindergarten, and Tarbiyatul Athfal Kecapi Kindergarten. This study used qualitative methods because this type of research seeks to explore information in depth, and is open to all responses and not just yes or no answers (Tobing et al., 2016). This research involved 5 head master of kindergarten and 5 teachers in accordance target institution. Research information was obtained through observation, interviews, and documentation. Observation technique was carried out before deciding to conduct research, namely ensuring that the selected institution entered the criteria for the research topic to be carried out. Observation were carried out directly by researchers by looking at the condition of institution such as facilities and infrastructure, how educators teach, learning process of students, the use of various toys, learning evaluation, and monitoring the principal when teaching and learning activities take place. Observations made by researchers on the type of independent curriculum transition management carried out can be seen in the implementation of several

plans that have been prepared. Data collection related to planning, organizing, and evaluating can be done by researchers through direct interviews with key informants in each institution, namely principals and educators.

Interviews were conducted with principals and educators at the institution that served as the object of research. The interview guideline conducted by the researcher is unstructured planned, which means that if the researcher prepares a systematic and planned interview plan, but does not use a standardized format and sequence. Interviews were conducted alternately between principals and educators by adjusting the rest time of each informant. Documentation used by researchers is the profile of the institution, vision and mission, lesson plans, photos or videos of learning activities, the current state of the institution related to curriculum transition management from planning to evaluation. The data collection process was carried out for 4 months, starting from August until November 2024. Triangulation techniques in data collection are carried out differently to obtain supporting data from the same source. Researchers used observation techniques by looking directly at the condition of the institution, in-depth interviews, and supporting documentation in the form of pictures or other supporting documents such as KOSP, lesson plans, and student assessment reports.

### 3. Result

The results of the study on transition management towards the Merdeka curriculum in Non-Moving PAUD units based on the results of interviews and observations at 5 Non-Moving TK institutions in Jepara obtained the following research findings:

#### Transition Planning to Independent Curriculum in Non-Moving PAUD Units

Planning must be prepared before carrying out other management functions because planning is a determinant of the sustainability of other management functions (Sari, 2021). Transition planning in each institution is carried out by understanding the Merdeka curriculum and unifying perceptions because they have decided to make the transition to the Merdeka curriculum. The institutions in the study were not classified as driving schools or had driving teachers so that they carried out the transition to the Merdeka curriculum by learning independently. In contrast, driving schools receive intensive, consultative, and asymmetric assistance through a partnership program between the Ministry of Education and Culture and the government where the Ministry of Education and Culture provides assistance related to the implementation of the Merdeka curriculum (Kiftiah, 2024). Understanding the Merdeka curriculum is carried out according to the capabilities of each institution. Information related to the concept of the Merdeka curriculum is carried out in various ways, namely through KKG activities, IGTKI, PAUD groups, online and offline training, and through social media such as the Merdeka learning application, YouTube, TikTok, and other social media. One of the principals of 5 Non-Moving Kindergarten institutions in Jepara stated during an interview on October 23, 2024 regarding the planning by Mrs. NF:

"The decision to transition to the independent curriculum is a policy from the center regarding the independent curriculum, besides that, as educators we also want to upgrade our knowledge and finally we are determined and agree to transition to the independent curriculum in the 2023/2024 academic year without any educators at TK IT Ratu Kalinyamat who are driving teachers or are participating in the program and we purely make the transition to the independent curriculum independently with an agreement to cooperate and support each other. So that in the planning process we focus on learning planning that is in accordance with the concept of the independent curriculum even though it is still far from perfect". Transition planning towards the Independent curriculum is carried out according to the characteristics of each institution, as in the following table:

**Table 1. Transition Planning to Independent Curriculum in not school mover PAUD Units  
(5 Kindergarten Institutions in Jepara)**

<b>No</b>	<b>Name of Institution</b>	<b>Characteristics of Human Resources</b>	<b>Institution Supporting</b>	<b>Planning Process Merdeka Curriculum</b>
1.	Kindergarten for Babies	<ul style="list-style-type: none"> <li>• Private institutions</li> <li>• rice field and industrial factory environments</li> </ul>	bring in resource persons who understand the concept of the independent curriculum	<ul style="list-style-type: none"> <li>• RPP</li> <li>• Pancasila Student Profile Program</li> </ul>
2.	Kindergarten IT Ratu Kalinyamat	<ul style="list-style-type: none"> <li>• Foundation</li> <li>• Rice field and plantation environment</li> </ul>	consult with the foundation	<ul style="list-style-type: none"> <li>• RPP</li> <li>• Pancasila Student Profile Program</li> <li>• Learning outcome report according to the independent curriculum</li> <li>• Academic books</li> </ul>
3.	Miftakhul Arifin Kindergarten	<ul style="list-style-type: none"> <li>• Independent institution</li> <li>• Plantation, rice field and livestock environment</li> </ul>	involving parents	<ul style="list-style-type: none"> <li>• Create KOSP</li> <li>• RPP</li> <li>• Create a Learning Community by sharing good practices once a month</li> </ul>
4.	Kindergarten TA Kancilan 01	<ul style="list-style-type: none"> <li>• Independent institution</li> <li>• Rice field and livestock environment</li> </ul>	involving the school committee	<ul style="list-style-type: none"> <li>• RPP</li> <li>• Pancasila student profile program</li> <li>• Learning activities based on an approach to the surrounding environment (direct observation)</li> </ul>
5.	Kindergarten Tarbiyatul Athfal Kecapi	<ul style="list-style-type: none"> <li>• Independent institution</li> <li>• Jepara carving community</li> </ul>	conduct a study tour and discuss with the driving school	<ul style="list-style-type: none"> <li>• RPP</li> <li>• Conduct meetings with driving schools once a month</li> </ul>

The planning process for the transition to the Merdeka curriculum in 5 not school mover institutions in Jepara focuses on the learning process. The preparation of the Learning Implementation Plan (RPP) is carried out as in the previous curriculum, except that there are changes in determining the theme and terms in the use of topics in the Merdeka curriculum concept. The change in the term theme in question is that in the previous curriculum the theme "myself" is now the learning topic "The Fun of Getting to Know Myself". The use of the term learning topic is adjusted to the characteristics of the Institution. 5 non-moving kindergarten institutions in Jepara do it in various ways. Ratu Kalinyamat IT Kindergarten and Miftakhul Arifin Kindergarten have used other terms but still use the structural theme in the previous curriculum. Buah Hati Kindergarten, TA Kancilan 01 Kindergarten, and Tarbiyatul Athfal Kecapi Kindergarten still use the term learning theme in the previous curriculum. The term learning topic is not an obstacle to carrying out the transition to the Merdeka curriculum, because the deepening of the important learning process is carried out according to the situation and conditions of each Institution.

### **Organizing the Transition to the Independent Curriculum in Not School Mover PAUD Units**

Determining the organization of the transition to an independent curriculum in each of the 5 Non-Moving Kindergarten institutions in Jepara is to organize the curriculum structure in intracurricular activities. Organization is only carried out in intracurricular activities because the initial stages of the transition to an independent curriculum in the 5 Non-Moving Kindergarten institutions in Jepara are still in the adaptation and adjustment period to the complete independent curriculum. Intracurricular activities are carried out based on topics and subtopics based on the surrounding environment that can be used as learning. The organization of the intracurricular curriculum in the 5 Non-Moving Kindergarten institutions in Jepara is made for a period of 1 year which is divided into 2 semesters.

In the division of learning topics and subtopics that are adjusted to the surrounding environment and things closest to students. In addition to focusing on intracurricular, each institution also adjusts to the process in the previous planning.

**Table 2. Organizing the Transition to Independent Curriculum in Not School Mover PAUD Units (5 Kindergarten Institutions in Jepara)**

No	Name of Institution	Planning Process Merdeka Curriculum	Organizing transition of Merdeka Curriculum
1.	Kindergarten for Babies	<ul style="list-style-type: none"> <li>• RPP</li> <li>• Pancasila Student Profile Program</li> </ul>	<ul style="list-style-type: none"> <li>• Intracurricular Activities</li> <li>• Co-curricular activities by setting 2 major themes for each end of semester</li> </ul>
2.	Kindergarten IT Ratu Kalinyamat	<ul style="list-style-type: none"> <li>• RPP</li> <li>• Pancasila Student Profile Program</li> <li>• Learning outcome report according to the independent curriculum</li> <li>• Academic books</li> </ul>	<ul style="list-style-type: none"> <li>• Intracurricular Activities</li> <li>• Co-curricular activities by setting 2 major themes for each end of semester</li> <li>• Organizing student learning outcome reports by conducting assessments in turns (1 day 4 children).</li> <li>• Organizing academic books by educators and parents.</li> </ul>
3.	Miftakhul Arifin Kindergarten	<ul style="list-style-type: none"> <li>• Create KOSP</li> <li>• RPP</li> <li>• Create a Learning Community by sharing good practices once a month</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing the conformity of KOSP with learning objectives</li> <li>• Intracurricular Activities</li> <li>• Organization related to Learning Communities</li> </ul>
4.	Kindergarten TA Kancilan 01	<ul style="list-style-type: none"> <li>• RPP</li> <li>• Pancasila student profile program</li> <li>• Learning activities based on an approach to the surrounding environment (direct observation)</li> </ul>	<ul style="list-style-type: none"> <li>• Intracurricular Activities</li> <li>• Co-curricular activities by setting 2 major themes for each end of semester</li> <li>• Organizing direct observation scheduling according to learning topics.</li> </ul>
5.	Kindergarten Tarbiyatul Athfal Kecapi	<ul style="list-style-type: none"> <li>• RPP</li> <li>• Conduct meetings with driving schools once a month</li> </ul>	<ul style="list-style-type: none"> <li>• Intracurricular Activities</li> <li>• Organizing meeting schedules to driving schools and preparing discussion schedules related to the independent curriculum</li> </ul>

### Implementation of the Transition to the Independent Curriculum in Not School Mover PAUD Units

The implementation is carried out in accordance with the planning that has been prepared before the school year begins. The implementation of the transition to the Merdeka curriculum is carried out in accordance with the agreement of human resources at each institution involved in the planning of the transition to the Merdeka curriculum at non-moving PAUD units carried out at 5 Kindergarten Institutions in Jepara.

**Table 3. Implementation of Transition to Independent Curriculum in Not School Mover PAUD Units (5 Kindergarten Institutions in Jepara)**

<b>No</b>	<b>Name of Institution</b>	<b>Planning Process Merdeka Curriculum</b>	<b>Organizing transition of Merdeka Curriculum</b>	<b>Implementation transition of Merdeka Curriculum</b>
1.	Kindergarten for Babies	<ul style="list-style-type: none"> <li>• RPP</li> <li>• Pancasila Student Profile Program</li> </ul>	<ul style="list-style-type: none"> <li>• Intracurricular Activities</li> <li>• Co-curricular activities by setting 2 major themes for each end of semester</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is carried out 5 active days in 1 week</li> <li>• Creating 3-4 types of games according to the topic and the surrounding environment</li> <li>• Carrying out a Pancasila student profile program by involving students in every process</li> </ul>
2.	Kindergarten IT Ratu Kalinyamat	<ul style="list-style-type: none"> <li>• RPP</li> <li>• Pancasila Student Profile Program</li> <li>• Learning outcome report according to the independent curriculum</li> <li>• Academic books</li> </ul>	<ul style="list-style-type: none"> <li>• Intracurricular Activities</li> <li>• Co-curricular activities by setting 2 major themes for each end of semester</li> <li>• Organizing student learning outcome reports by conducting assessments in turns (1 day 4 children).</li> <li>• Organizing academic books by educators and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is carried out 5 active days in 1 week</li> <li>• Creating 4 types of games in each learning topic</li> <li>• Carrying out a Pancasila student profile program by involving students and the foundation in every process</li> <li>• Providing student development reports every 1 month and learning outcome reports at the end of each semester</li> <li>• Conducting socialization related to academic books that can be used as a guideline for student guardians in monitoring student activities at school.</li> </ul>
3.	Miftakhul Arifin Kindergarten	<ul style="list-style-type: none"> <li>• Create KOSP</li> <li>• RPP</li> <li>• Create a Learning Community by sharing good practices once a month</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing the conformity of KOSP with learning objectives</li> <li>• Intracurricular Activities</li> <li>• Organization related to Learning Communities</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is carried out 6 active days a week</li> <li>• Activities are carried out in accordance with SOP</li> <li>• Create 4 types of games according to the child's closest ones</li> <li>• Carry out activities to share good practices with topics related to the independent curriculum/urgency faced during the transition period of the independent curriculum</li> </ul>
4.	Kindergarten TA Kancilan 01	<ul style="list-style-type: none"> <li>• RPP</li> <li>• Pancasila student profile program</li> </ul>	<ul style="list-style-type: none"> <li>• Intracurricular Activities</li> <li>• Co-curricular activities by setting 2 major themes for each end of semester</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is carried out 6 active days a week</li> <li>• Carrying out a Pancasila student profile program by</li> </ul>

No	Name of Institution	Planning Process Merdeka Curriculum	Organizing transition of Merdeka Curriculum	Implementation transition of Merdeka Curriculum
		<ul style="list-style-type: none"> <li>• Learning activities based on an approach to the surrounding environment (direct observation)</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing direct observation scheduling according to learning topics.</li> </ul>	<ul style="list-style-type: none"> <li>involving students and the committee in every process</li> <li>• Carrying out direct observation scheduling that is adjusted to the nearest place such as a goat or cow pen for the community around the school environment</li> </ul>
5.	Kindergarten Tarbiyatul Athfal Kecapi	<ul style="list-style-type: none"> <li>• RPP</li> <li>• Conduct meetings with driving schools once a month</li> </ul>	<ul style="list-style-type: none"> <li>• Intracurricular Activities</li> <li>• Organizing meeting schedules to driving schools and preparing discussion schedules related to the independent curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is done 6 active days a week</li> <li>• Create 3-4 types of games according to the child's closest interests</li> <li>• Schedule reviews with the driving school</li> </ul>

### Evaluation of the Transition to the Independent Curriculum in Not School Mover PAUD Units

The evaluation of the transition to the Merdeka curriculum at 5 non-moving kindergarten institutions in Jepara was carried out in accordance with the implementation that had been carried out. Evaluation is not only in learning but evaluation starts from planning, organizing, to implementation. Curriculum evaluation is intended to determine the extent to which students are able to achieve the goals that have been set (Hamdi, 2020). The evaluations carried out at 5 non-moving kindergarten institutions in Jepara are as follows:

Table 4. Evaluation of Transition to Independent Curriculum in Not School Mover PAUD Units (5 Kindergarten Institutions in Jepara)

No	Name of Institution	Planning Process Merdeka Curriculum	Organizing transition of Merdeka Curriculum	Implementation transition of Merdeka Curriculum	Evaluation transition of Merdeka Curriculum
1.	Kindergarten for Babies	<ul style="list-style-type: none"> <li>• RPP</li> <li>• Pancasila Student Profile Program</li> </ul>	<ul style="list-style-type: none"> <li>• Intracurricular Activities</li> <li>• Co-curricular activities by setting 2 major themes for each end of semester</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is carried out 5 active days in 1 week</li> <li>• Creating 3-4 types of games according to the topic and the surrounding environment</li> <li>• Carrying out a Pancasila student profile program by involving students in every process</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of creating 3-4 types of games</li> <li>• Evaluate learning topics carried out through an environmental approach.</li> <li>• Evaluate the process of involving students and other supporting human resources in carrying out the Pancasila</li> </ul>

No	Name of Institution	Planning Process Merdeka Curriculum	Organizing transition of Merdeka Curriculum	Implementation transition of Merdeka Curriculum	Evaluation transition of Merdeka Curriculum
					<ul style="list-style-type: none"> <li>student profile program</li> <li>Conduct internal evaluations with educators and principals related to programs that have been carried out once a week</li> </ul>
2.	Kindergarten IT Ratu Kalinyamat	<ul style="list-style-type: none"> <li>RPP</li> <li>Pancasila Student Profile Program</li> <li>Learning outcome report according to the independent curriculum</li> <li>Academic books</li> </ul>	<ul style="list-style-type: none"> <li>Intracurricular Activities</li> <li>Co-curricular activities by setting 2 major themes for each end of semester</li> <li>Organizing student learning outcome reports by conducting assessments in turns (1 day 4 children).</li> <li>Organizing academic books by educators and parents.</li> </ul>	<ul style="list-style-type: none"> <li>Learning is carried out 5 active days in 1 week</li> <li>Creating 4 types of games in each learning topic</li> <li>Carrying out a Pancasila student profile program by involving students and the foundation in every process</li> <li>Providing student development reports every 1 month and learning outcome reports at the end of each semester</li> <li>Conducting socialization related to academic books that can be used as a guideline for student guardians in monitoring student activities at school.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the types of games that have been carried out in learning by adjusting the development of students</li> <li>Evaluate the activities of the Pancasila student profile program by adjusting the situation and conditions of the institution</li> <li>Conduct internal evaluations once a week and external evaluations with foundations, student guardians, or human resources involved in institutional agencies once a month.</li> </ul>
3.	Miftakhul Arifin Kindergarten	<ul style="list-style-type: none"> <li>Create KOSP</li> <li>RPP</li> <li>Create a Learning Community by sharing good practices once a month</li> </ul>	<ul style="list-style-type: none"> <li>Organizing the conformity of KOSP with learning objectives</li> <li>Intracurricular Activities</li> <li>Organization related to Learning Communities</li> </ul>	<ul style="list-style-type: none"> <li>Learning is carried out 6 active days a week</li> <li>Activities are carried out in accordance with SOP</li> <li>Create 4 types of games according to the child's closest ones</li> <li>Carry out activities to share good practices with</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the learning process by adjusting the learning objectives that have been described in the KOSP</li> <li>Evaluate the variety of games that are adjusted to the development of students</li> </ul>

No	Name of Institution	Planning Process Merdeka Curriculum	Organizing transition of Merdeka Curriculum	Implementation transition of Merdeka Curriculum	Evaluation transition of Merdeka Curriculum
				topics related to the independent curriculum/urgency faced during the transition period of the independent curriculum	<ul style="list-style-type: none"> <li>Evaluate activities to share good practices by creating variations in implementation</li> </ul>
4.	Kindergarten TA Kancilan 01	<ul style="list-style-type: none"> <li>RPP</li> <li>Pancasila student profile program</li> <li>Learning activities based on an approach to the surrounding environment (direct observation)</li> </ul>	<ul style="list-style-type: none"> <li>Intracurricular Activities</li> <li>Co-curricular activities by setting 2 major themes for each end of semester</li> <li>Organizing direct observation scheduling according to learning topics.</li> </ul>	<ul style="list-style-type: none"> <li>Learning is carried out 6 active days a week</li> <li>Carrying out a Pancasila student profile program by involving students and the committee in every process</li> <li>Carrying out direct observation scheduling that is adjusted to the nearest place such as a goat or cow pen for the community around the school environment</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the variety of games and learning topics</li> <li>Evaluate the planning of the Pancasila student profile program by adjusting the situation and conditions of the institution, educators, students, and guardians of students.</li> <li>Evaluate the scheduling of direct observations according to the surrounding environment by taking topics other than animal husbandry</li> </ul>
5.	Kindergarten Tarbiyatul Athfal Kecapi	<ul style="list-style-type: none"> <li>RPP</li> <li>Conduct meetings with driving schools once a month</li> </ul>	<ul style="list-style-type: none"> <li>Intracurricular Activities</li> <li>Organizing meeting schedules to driving schools and preparing discussion schedules related to the independent curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Learning is done 6 active days a week</li> <li>Create 3-4 types of games according to the child's closest interests</li> <li>Schedule reviews with the driving school</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the variety of games by adjusting to the development of students</li> <li>Schedule direct visits with observational learning to industries closest to the school environment such as carving</li> <li>Evaluate the review that has been carried out in the meeting forum with the driving school</li> </ul>

No	Name of Institution	Planning Process Merdeka Curriculum	Organizing transition of Merdeka Curriculum	Implementation transition of Merdeka Curriculum	Evaluation transition of Merdeka Curriculum
					during the transition to the independent curriculum

### Supporting and inhibiting factors of Transition Management towards Independent Curriculum in Non-Moving PAUD Units in 5 Jepara Kindergarten institutions

There are various types of supporting and inhibiting factors in the management of the transition towards an independent curriculum in non-moving PAUD units in Jepara. Each institution has supporting and inhibiting factors that researchers categorize in the following table:

**Table 5. Supporting and Inhibiting Factors of Transition Management towards Independent Curriculum in Non-Moving PAUD Units (5 Kindergarten Institutions in Jepara)**

No	Name of Institution	Supporting Factors	Inhibiting Factors
1.	Kindergarten for Babies	<ul style="list-style-type: none"> <li>educators get facilities and support from the principal in the form of inviting resource persons according to their fields directly.</li> <li>cooperation and mutual assistance between educators in preparing learning implementation plans and making various games</li> <li>adequate media and facilities and infrastructure</li> <li>Collaboration of parents in every activity</li> </ul>	<ul style="list-style-type: none"> <li>Not yet consistent and complete in preparing administrative completeness</li> <li>Assessment and learning outcome reports still use the previous curriculum</li> <li>Management in documenting work results or learning processes</li> </ul>
2.	Kindergarten IT Ratu Kalinyamat	<ul style="list-style-type: none"> <li>Foundations that support everything that aims to upgrade knowledge, such as providing opportunities for educators to take part in training</li> <li>Foundations provide facilities for visits (study tours) to superior institutions</li> <li>Cooperation and mutual contribution between educators and principals in curriculum development</li> <li>The existence of the IGTKI forum and training from the Jepara district education office regarding the implementation of the independent curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Limited number of media and learning APE as supporting stimulation of student development.</li> <li>Making a variety of games that really drain ideas and time to make which sometimes still causes complaints for educators at the beginning of the transition adaptation to the independent curriculum.</li> <li>Building facilities and infrastructure that are in the process of expanding the building are also an obstacle in carrying out teaching and learning activities so that learning is less than optimal</li> </ul>
3.	Miftakhul Arifin Kindergarten	<ul style="list-style-type: none"> <li>motivation and cooperation between the principal and educators.</li> <li>The principal is also active in IGTKI, KKG activities, and other activities, especially in activities related to curriculum development,</li> </ul>	<ul style="list-style-type: none"> <li>guardians of students still require students to be able to read, write, and count.</li> <li>limitations in creating a variety of games and ideas to support the continuity of learning.</li> </ul>

No	Name of Institution	Supporting Factors	Inhibiting Factors
		<p>leadership training, and other training that can support the progress of the institution.</p> <ul style="list-style-type: none"> <li>• cooperation with guardians of students is also very helpful in implementing learning. Parents are willing to help in the continuity of the learning process such as bringing learning media that are available in the surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>• limitations in educators so that they also act as administrators so that the learning process is less than optimal</li> </ul>
4.	Kindergarten TA Kancilan 01	<ul style="list-style-type: none"> <li>• the principal's responsibility in educating educators about the concept of the independent curriculum.</li> <li>• the availability of the principal to assist in the preparation and help create media.</li> <li>• communities that can be used as sources of accurate information related to the independent curriculum such as IGTKI and KKG.</li> <li>• Cooperation between educators, both those who are elderly and willing to understand new knowledge related to the independent curriculum, is an extraordinary thing.</li> </ul>	<ul style="list-style-type: none"> <li>• the age factor of educators who are already elderly.</li> <li>• time in making various games</li> </ul>
5.	Kindergarten Tarbiyatul Athfal Kecapi	<ul style="list-style-type: none"> <li>• cooperation with driving schools that can be used as directors and mentors in the transition to the independent curriculum.</li> <li>• educators who help each other and seek ideas related to learning in accordance with the concept of the independent curriculum.</li> <li>• the existence of external forums such as IGTKI, KKG, and groups that serve as sources of information related to the independent curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• adjustment of schedules with the driving school sometimes does not match the schedule due to school activities.</li> <li>• Supporting learning APE that is less supportive in terms of quantity and suitability for use</li> </ul>

## Transition Management towards Independent Curriculum in Not School Mover PAUD Units in 5 Jepara Kindergarten Institutions

Management is a planned activity to achieve certain goals (Langeningtias et al., 2021). Management as a real process and can be done starting from planning to evaluation to achieve goals, especially in educational institutions. Transition management towards an independent curriculum in non-moving PAUD units in 5 Jepara Kindergarten institutions is carried out through the planning stage. Planning in preparing the curriculum is the foundation in realizing the Education process so that it becomes structured to achieve Education goals (Roziqin, 2019). Planning at each Institution in 5 non-moving kindergarten that are the targets of researchers is by involving stakeholders according to the school organization. The importance of involving resources or stakeholders in the school environment is the contribution and relevance in preparing plans for the curriculum transition, especially in non-moving PAUD units. This explanation is in accordance with the opinion of (Sholeh et al., 2023) in his journal which describes that stakeholder contributions in curriculum development can provide various views and perspectives so

that the curriculum is more accurate in describing the actual needs of students and can integrate the latest developments in various fields. The implementation of transition planning towards the Merdeka curriculum in non-moving PAUD units is carried out in accordance with the planning by considering the situation and conditions of the Institution, educators, students, and the surrounding environment. Implementation in accordance with the surrounding environment can be said that curriculum development must be carried out contextually, namely by adjusting the surrounding environment (Pramita et al., 2016). The implementation of the curriculum in 5 institutions is carried out in accordance with the curriculum development reference, namely contextually. This can be seen through evidence of documentation of the implementation of the Merdeka curriculum transition which is carried out through supporting documentation.



Picture 1. Farm Environment



Picture 2. Agricultural Environment



Picture 3. Plantation Environment

Organization during the transition period towards the Merdeka curriculum still focuses on intracurricular activities because it is still in the transition adjustment period. Organization of transition management towards the Merdeka curriculum in 5 non-moving kindergarten institutions in Jepara is carried out in accordance with the division of job descriptions and is adjusted to planning to implementation. In organizing the curriculum, tasks must be determined for each main component in the educational institution (Anastasya et al., 2023). Evaluation of the transition towards the Merdeka curriculum in 5 non-moving kindergarten institutions in Jepara is adjusted to the planning to organizing process. Evaluation is a series of activities comparing the results of the realization of input, output, and outcome (Sukatin et al., 2023). The evaluation system is carried out either internally with educators and principals or externally by involving the resources involved in each institution. Evaluation during the transition period towards the Merdeka curriculum still focuses on intracurricular activities because each institution is still in the transition period towards the Merdeka curriculum.

### Supporting and inhibiting factors of Transition Management towards Independent Curriculum in Non-Moving PAUD Units in 5 Jepara Kindergarten institutions.

Supporting and inhibiting factors in every activity carried out must always exist. Supporting and inhibiting factors in each institution have several different types of specifications. Supporting factors in the implementation of transition management towards an independent curriculum are the presence of facilitators who help understand the concept of an independent curriculum. Cooperation and mutual assistance are also included in the supporting factors in implementing the transition period towards an independent curriculum. Support from various resources available in the institution in increasing knowledge by facilitating with various media and training related to the preparation of an independent curriculum. These supporting factors are also proven in research conducted by (Maharani et al., 2023) in their research entitled "P5 Program as Implementation of the Independent Curriculum: Inhibiting Factors and Efforts".

Inhibiting factors in implementing transition management towards an independent curriculum were found in various ways. The most complex factor is the readiness of educators who are not fully prepared in the transition period and understanding that is still not optimal so that in implementing the concept of an independent curriculum as a whole it cannot run optimally. This is in line with the inhibiting factors experienced in the study "analysis of teacher understanding in implementing the Independent curriculum at SD Negeri 1 Ampel" by (Sholeh et al., 2023) that the lack of experience in implementing the Independent curriculum is one of the determinants of the quality and competence possessed by educators.

## 4. Discussion

This research elucidates various aspects concerning the management of merdeka curriculum transition in early childhood education (ECE) not school mover institutions at 5 kindergartens in Jepara. Merdeka curriculum

transition has proven to be feasible in both not school mover of ECE institutions and those with teacher mover. However, during this transition period, a considerable amount of time is required for adaptation and to overcome challenges at every stage. Supporting and hindering factors in each process have also been identified in each institution. Management is a planned activity to achieve certain goals (Langeningtias et al., 2021). As a tangible and implementable process, management encompasses stages from planning to evaluation in order to attain particular objectives, especially within educational institutions. Educational management is a process in the implementation of education to achieve goals that can be articulated in curricular objectives, general instructional objectives, and specific instructional objectives (Yuhasnil & Anggreni, 2020). Educational management comprises several components, one of which is curriculum management. A curriculum is a collection of planning and organizing tools regarding goals, basic competencies, basic materials, learning outcomes, as well as the implementation of guidelines for learning activities to achieve basic competencies and educational objectives (Mughniati & Waluyo, 2014).

Curriculum management is a systematic, cooperative, comprehensive, and goal-oriented process of managing the curriculum to achieve predetermined curricular objectives (Yuhasnil & Anggreni, 2020). Management as crucial in educational management, as it ensures the effectiveness and optimality of the goals and concepts within the educational process. The principles of curriculum management must be applied and carried out through the curriculum management process. Curriculum management at the early childhood education (ECE) level is a planning process that aims to provide a variety of play activities that can be adapted to the age and developmental stage of learners aged 0-6 years, effectively and efficiently, to achieve optimal growth and development (Sarinah et al., 2018). According to (Hartati, 2020), curriculum management encompasses curriculum planning, which involves setting objectives and anticipating the means to achieve those objectives in an educational institution, in accordance with mutual agreements. Curriculum implementation is the process of providing evidence or assurance that the teaching and learning process is carried out by human resources who are qualified in their respective fields and that the necessary facilities and infrastructure are available to support the implementation of education and achieve the planned objectives. Curriculum evaluation in educational management can be conducted through examining the extent to which the educational objectives intended to be achieved through the designed curriculum, agreed upon collectively, and adapted to the surrounding environment.

According to Sukmadinata & Syaodih (2012), the concept of curriculum can be viewed in three ways: 1) as a substance containing the content and materials that learners must acquire to gain knowledge and achieve learning objectives; 2) as a system, encompassing school systems, education systems, and procedures for curriculum management; and 3) as a field of study for curriculum experts, educationists, or teaching professionals. Changes in government regulations and policies regarding education can influence the determination of curricula at all levels, particularly early childhood education. These changes necessitate the adaptation of all resources and infrastructure within educational institutions. A shift from the 2013 curriculum to the Merdeka Curriculum is currently underway across all educational levels. This transition is not due to flaws or failures in the implementation of the previous curriculum but rather represents a policy decision by the Ministry of Education, Culture, Research, and Technology to support educational recovery post-COVID-19 pandemic (Herman & Aisiah, 2022). Educational recovery post-pandemic can be achieved, in part, through change management that aligns with the prevailing circumstances, enabling efficient and effective recovery in the education sector and minimizing conflicts.

Theory of change management most relevant to this topic is the planned change concept designed by Kurt Lewin, who is known as the father of change management (Baharudin et al., 2017). The fundamental concepts of Kurt Lewin's change management theory are unfreezing, changing, and refreezing. The unfreezing stage, or the stage of freezing the existing condition (Rouf et al., 2024), or the condition that has already been in a neutral position, is to neutralize the ongoing condition by creating an impact to be ready and open to adopting changes. The unfreezing stage in the context of curriculum change in education is a post-COVID-19 pandemic factor that has made all stakeholders involved in the education sector, including educators, students, and parents, aware and ready for the importance of changes that are adapted to the current conditions and follow the rapid development of technology, such as the online learning process during the COVID-19 pandemic. Therefore, the emergency curriculum was issued by the Ministry of Education, Culture, Research, and Technology as a simplification of the 2013 curriculum, followed by a transition to an independent curriculum, and is now to be used as the national curriculum.

The changing stage refers to the transformation phase following the thawing stage. It is crucial to emphasize in this stage that change is a transitional process rather than a singular event or activity (Mellita & Elpanso, 2020). This period is analogous to the transitional phase of the Merdeka Curriculum implementation in educational institutions. The changing stage is not the final phase in implementing change, thus allowing for trial and error in making adjustments, especially in the transition to the curriculum in early childhood education institutions, particularly not school mover of kindergarten. The refreezing stage is the final stage in Kurt Lewin's change management methodology. This stage is often marked by changes that have been made through previous processes, resulting in a stabilized management system suitable for implementation in educational institutions according to their characteristics, as supported by (Sarayreh et al., 2013) in their study titled "Comparative Study: The Kurt Lewin of Change Management," stating that "This seeks to stabilize the group at a new quasi-stationary equilibrium in order to ensure that the new behaviors are relatively safe from regression." This stage requires significant effort to ensure

the sustainability of the implemented system, as well as ongoing evaluation and improvement. The success of transitional management towards the curriculum is expected to assist educational institutions, especially not school mover of kindergarten, in the transition from the 2013 curriculum to the Merdeka Curriculum.

The findings of this research indicate that a successful independent transition to the Merdeka Curriculum requires effective curriculum transition management aligned with the institution's resources and the surrounding environment. Determining the transition period to the Merdeka Curriculum must be preceded by a comprehensive understanding of the concept of the Merdeka Curriculum among all educators. Aligning perceptions facilitates the transition process. Planning must also involve stakeholders to ensure that decisions made during the transition are effective and efficient, consistent with the opinion of (Kartika & Sirozi, 2024) that considering the urgency and relevance of stakeholders in educational planning can lead to a holistic, responsive planning process that positively impacts all parties involved in the education system. Another finding of this research is the importance of developing contextually relevant curricula to facilitate educators in implementing the curriculum for learners and adapting to the transition to the Merdeka Curriculum. The transformation of learning through the Merdeka Curriculum can help learners connect with reality, present knowledge critically and reflectively, and position educators as facilitators (Kartika & Sirozi, 2024). The target of this research is early childhood education not school mover of institutions that are still considering implementing the Merdeka Curriculum and intend to transition independently. This topic is crucial as it aims to address the concerns of not school mover of early childhood education institutions that are apprehensive and lack confidence in transitioning to the Merdeka Curriculum. Educators' concerns stem from issues related to the complexity of implementing the Merdeka Curriculum.

This study can be linked to relevant theories and research findings. The research titled "The Importance of Curriculum Management in Early Childhood Education Institutions" by (Waluyo et al., 2021) explains the significance of curriculum management in early childhood education institutions. It contributes to enhancing the performance of educational resources such as principals and educators in implementing curriculum management. Through curriculum management, curriculum documents can be easily developed using various learning devices and can be developed through effective steps. The curriculum management process in early childhood education institutions begins with planning, organizing, implementing, and evaluating. This process is expected to yield curriculum documents that can be used as a reference for subsequent programs such as developing lesson plans. Findings from the research on early childhood education curriculum management were obtained through the distribution of questionnaires and interviews. The questionnaires were then used as the basis for data collection related to curriculum management in early childhood education units. The conclusion of the research above is that curriculum management is essential in educational institutions to achieve educational goals by implementing effective management from planning to evaluation.

The research entitled "Independent Curriculum Management in Early Childhood Islamic Education" by (Manora et al., 2023) explains the concept of independent curriculum management in the context of early childhood education with the aim of understanding the concept and principles of independent curriculum management and its implementation. The implementation of an independent curriculum in early childhood education units is carried out in accordance with the learning motto in early childhood education, namely "Learning While Playing," through enjoyable, creative learning that can instill in children a love of learning. Learning for children is also packaged with attention to literacy development, holistic and integrated learning, and covers all aspects of development that must be met by young children. This research illustrates that an independent curriculum is very suitable for implementation at the very basic level such as early childhood education, with the note that it must still be adapted to the surrounding environment.

The research titled "Transition from 2013 Curriculum to Independent Curriculum: Roles and Challenges in Educational Institutions" by Qomariyah and Maghfiroh (2022) explains that the independent curriculum is a simplification of the 2013 curriculum. The curriculum transition to the independent curriculum is one form of post-pandemic Covid-19 education recovery. The urgency of the independent curriculum, which was launched during the distance learning program, is a form of awareness in the education world that education must adapt to technological developments. Challenges in the transition from the 2013 curriculum to the independent curriculum include the readiness of resources, the maturity of the programs to be implemented, and the synergy among institutional resources.

Based on the aforementioned research, it can be concluded that curriculum management in education is crucial and should be prioritized to achieve effective and structured educational goals. The autonomous curriculum management in early childhood education, as explained in previous research, also serves as evidence that an autonomous curriculum is highly effective when implemented at the early childhood level, tailored to local needs and environments. The curriculum transition and challenges faced in previous research present an opportunity gap that can be explored in this research, titled "Management of Transition Merdeka Curriculum in Not School Mover Early Childhood Education (Case Study of 5 Kindergartens in Jepara)" which is currently undergoing a transition to independent learning. The gap in the previous research is answered by the findings of this study, namely that in implementing the management of an autonomous curriculum transition, especially in planning, supporting resources tailored to the institution's capacity must be involved, particularly if the institution aims to transition to an

autonomous curriculum or independent learning independently. Curriculum management is also conducted contextually, by adapting to the environment of each institution, as contextualization is key to effective curriculum implementation

## 5. Conclusion

Curriculum management, according to (Hartati, 2020), involves curriculum planning that outlines objectives and anticipates methods to achieve those objectives within an educational institution based on a mutual agreement. The transition from the 2013 curriculum to merdeka curriculum remains a topic of discussion in the education sector, ranging from early childhood education to university. Merdeka curriculum is designed and based on the development of the Pancasila profile, with the aim of producing students who possess the spirit and values embedded in the Pancasila principles in their lives (Herman & Aisiah, 2022). The implementation of merdeka curriculum is also primarily applied to schools that have joined the school of movers (Pujianti et al., 2024). This research can address the concerns of institutions that are not part of the school of movers or have teacher movers and intend to transition to merdeka curriculum independently.

The transition management towards the merdeka curriculum in not school mover of early childhood education units is initiated by a consensus to make the transition. Planning in the preparation of lesson plans and annual program activities is carried out in the same way as the previous curriculum. The difference in preparation based on the transition to merdeka curriculum is the arrangement of learning topics and the planning of various game creations. The implementation of learning activities during the transition to merdeka curriculum also emphasizes the sharpness of the learning process and the diversity of games. Organization during the transition to merdeka curriculum is carried out by mapping intra-curricular activities, namely emphasizing the division of tasks for creating various games and preparing lesson plans. The evaluation conducted by each institution is still largely based on the previous curriculum because of the many components that must be attached, such as learning documentation and other notes, which make educators have not yet prepared learning achievement reports in accordance with the concept of merdeka curriculum.

Supporting factors in the implementation of transition management to merdeka curriculum include the presence of facilitators who help understand the concept of merdeka curriculum. Cooperation and mutual assistance among educators and resources are also included in the supporting factors in the implementation of the transition period to merdeka curriculum. Support from various sources available in the institution to increase knowledge by facilitating with various media and training related to the preparation of merdeka curriculum. Inhibiting factors in transition management to merdeka curriculum are the readiness of educators who are not fully in the transition period and the understanding that is still not optimal, so that the implementation of the concept of merdeka curriculum as a whole cannot run optimally.

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