

Classroom Management Strategy in Implementing the Merdeka Curriculum (Independent Curriculum) in Primary Education Institutions

Ramdanil Mubarak*

Islamic Education Management, STAI Sangatta, East Kutai, Indonesia

Makherus Sholeh

Madrasah Ibtidaiyah Teacher Education, UIN Antasari Banjarmasin, South Kalimantan, Indonesia

Ika Irayana

Islamic Education Early Childhood, UIN Antasari Banjarmasin, South Kalimantan, Indonesia

*Correspondence author: danil.education@gmail.com

Abstract:

This research aims to analyze class management strategies, class management processes, and class management problems in implementing the *Merdeka* curriculum in basic education institutions. This research was conducted at MIN 1 East Kutai. The method used is the descriptive qualitative research method. There were 8 informants in this study: the deputy principal for curriculum, class I, II, IV, and V teachers, and three invalid teachers. The research results show that classroom management strategies involve collaboration between teachers and students in lesson planning, selection of diverse materials, open and active learning, and emphasis on formative assessment. The class management process is carried out through initial assessments, preparing plans, implementation through understanding the goals and principles of the independent curriculum, determining learning objectives, using appropriate methods, facilitating students in creating study groups, providing assistance regarding conflicts and challenges in learning, and evaluating learning. The problems include too many students in one class, lack of student learning independence, lack of appropriate learning media, uneven understanding, difficulty managing time, lack of communication, and insufficient resources and understanding of the *Merdeka* curriculum. The practical implications of this research can help educators develop more effective approaches to managing the classroom and designing classroom management that allows students to reach their maximum potential in an *Merdeka* curriculum.

Keywords:

Basic Education, Classroom Management Strategy, *Merdeka* Curriculum.

DOI: [10.18952/aladzkapgmi.v13i2.11356](https://doi.org/10.18952/aladzkapgmi.v13i2.11356)

Received: 25 October 2023; **Accepted:** 30 December 2023; **Published:** 31 December 2023

How to cite :

Mubarak, R., Sholeh, M and Irayana, I. (2023). Classroom Management Strategy in Implementing the *Merdeka* Curriculum (Independent Curriculum) in Primary Education Institutions. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 13 (2), 189-202



This is an open access article under Creative Commons Attribution 4.0 International License

Introduction

Schools and other educational components have begun to make changes and adjustments to support independent learning (Rosmana et al., 2023). As is known, since 2019, the Indonesian Minister of Education and Culture (Mendikbud), Nadiem Anwar Makarim, started a plan to use a new curriculum known as the "*Merdeka Curriculum*" (Direktorat Sekolah Dasar, 2022). All aspects of the world of education in Indonesia are currently carrying out various initiatives to implement an independent curriculum known as independent learning.

Merdeka Belajar implies that educational institutions have the freedom to create innovations and take action while the learning process is ongoing (Pratiwi, Ismanti, Zulfa, Jannah, & Fauzi, 2023). This educational institution involves schools, teachers, students, and even students' parents. The *Merdeka Belajar* program changed the educational paradigm in Indonesia which previously only focused on teachers as the center of learning activities in the classroom (Fitriyah & Wardani, 2022).

Currently, teachers are advised to avoid a monotonous approach when carrying out teaching and learning activities (*kegiatan belajar mengajar/KBM*) in the classroom in the context of the *Merdeka Belajar* program (Anton & Usman, 2020). However, it does not only apply to teachers but also has an impact on parents of students who are asked to be actively involved in guiding their children during the learning process (Rumbewas, Laka, & Meokbun, 2018). The teacher's role in managing the classroom can influence learning outcomes (Mutiamarses, Neviyarni, & Murni, 2021), so teachers must have effective classroom management skills (Pamela et al., 2019). This is a challenging task, considering the diverse nature of students and their different needs and learning styles.

Managing classes in the *Merdeka* curriculum is not a simple task, considering that the *Merdeka* curriculum is something new in the world of Indonesian education (Hattarina, Saila, Faradilla, Putri, & Putri, 2022). This is a challenge that is not only experienced by teachers who are just starting their careers in education but also experienced by experienced teachers who have been teaching for several years. Even though they understand various theories about classroom management, sometimes teachers still experience difficulties when applying them in the classroom.

Many obstacles can arise when teachers interact with students, and problems in classroom management can have a negative impact on the effectiveness and efficiency of learning (Mahmudah, 2018). Among the problems that arise in classroom management are individual problems (Salmiah & Abidin, 2022), discipline, and teaching tools (Afianti, Witono, & Jiwandono, 2020). Often, time that should be used for studying is wasted because they have to deal with problematic student behavior (Milfayetty, Mawaddah, & Siregar, 2021). Teachers are forced to spend time reprimanding or addressing inappropriate behavior. Apart from that, the learning atmosphere can also be disturbed by noise in the classroom (Steviana, Kurniawan, & Gustria, 2022), so students cannot focus and be fully involved in the learning process. The teacher may be providing lesson material in front of the class, but the students are more interested in chatting with their friends.

This problem requires good classroom management. Organizing a class involves creating conditions that support the creation of effective and efficient learning (Asmara & Nindianti, 2019). In this case, several signs of effective and efficient learning include: 1) Making the learning process fun and not boring. 2) Ensure that the lesson material, even though it may be difficult, is considered useful by students (Kusumawati, 2023).

Classroom management strategies in the curriculum can vary depending on educational philosophy, learning objectives, and student needs (Arswendo &

Indarti, 2023), several general strategies are often used in classroom management in various curricula, including creating rules and norms (Sekarrini, Andriyani, & Rustini, 2022), learning agreements and contracts (Fauzi, Prasetyo, & Christiawan, 2022), time management (Hidayah, Ridwan, & Cahyo, 2018), class structure, conflict management (Jamali, 2018), social and emotional support (Vienlentina, 2021), use of technology (Prajana & Astuti, 2020), evaluation and adjustment, and teacher training (Asy'ari, Nulhakim, & Riyana, 2020). Classroom management strategies must be in accordance with the objectives and characteristics of the curriculum, and pay attention to individual student needs (Isnanto, Pomalingo, & Harun, 2020). Thus, classroom management strategies will vary from one curriculum and learning environment to another, including the *Merdeka* curriculum.

If it refers to and searches the literature related to the implementation of the *Merdeka* curriculum, it will find several relevant research results, including (Sumarsih, Marliyani, Hadiyansah, Hernawan, & Prihantini, 2022) which analyzes the implementation of the *Merdeka* curriculum in school-mover of primary schools. The result is to make elementary school students have noble character, independence, critical reasoning, creativity, and mutual cooperation, and foster diversity. Based on research results from (Nelisma, 2022); (Nisa, Yoenanto, & Nawangsari, 2023) dan (Nurcahyono, 2023) who researched the implementation of the *Merdeka* Belajar curriculum. The result is a strategic opportunity to achieve National Education goals. The obstacles are Facilities and infrastructure, human resources, environment, and policy. Meanwhile, the solution is: to maximize assistance, training, and workshops, build cooperation, adjust policies, develop pedagogical, professional, personal, and social competencies as well as simplify learning modules, adapt learning models and media, and carry out evaluations.

Meanwhile, the research results relate to classroom management strategies from (Abdullah, 2020); (Wiarsih, Aziez, & Utami, 2021); (Tulyakul et al., 2019); (Mesa, Phillips, & Lonigan, 2023). The results that two teaching strategies were used specifically planning and also support. Significant differences were found in the strategies used by public and private sector ELTs. Provide empirical evidence that confirms that teachers who teach must be experts in their field. In addition, appropriate classroom management strategies and teacher motivation must be improved simultaneously. While classroom management strategies can support student engagement and learning, gaps in the literature remain including the frequency of classroom management strategies in small-group teaching.

Based on the literature presented above, we have studied the *Merdeka* curriculum from various perspectives. In other literature, we also find classroom management strategies that are applied at various school levels and subjects. However, classroom management strategies and the implementation of the *Merdeka* curriculum are still being studied separately. This means that based on the literature study, researchers have not found specific studies on classroom management strategies in implementing the *Merdeka* curriculum. Thus, in the opinion of researchers, it is necessary to research the implementation of the *Merdeka* curriculum which is more specific concerning the strategies used in managing classes in basic education institutions. This research was conducted at one of the State Ibtidaiyah Madrasahs in North Sangatta, namely MIN 1 East Kutai. This Islamic School is located at Jalan Yos Sudarso IV, Gang Mushalla, RT. 20, No. 18 Teluk Lingga, Sangatta Utara, Kabupaten Kutai Timur. MIN 1 is the only and favorite State Islamic Primary School in East Kutai with an A accreditation rating.

Based on the phenomena and facts in the field as well as the literature facts above, the focus of this research is what the class management strategy is, what the class management process is, and what the class management problems are in

implementing the *Merdeka* curriculum. It is hoped that this research can become a reference and input for educational institutions in the class management process in implementing the *Merdeka* curriculum.

Research Method

Research methods are an important aspect of research, therefore it is necessary to determine the approach and type of research in this research. The approach used in this research is a qualitative approach with a descriptive type. A qualitative approach is used to understand and explain social phenomena or human behavior in a descriptive and interpretive way. Descriptive aims to describe or explain the characteristics of a phenomenon or research object without manipulating or intervening with variables. This research was conducted at one of the State Islamic Primary School in North Sangatta, namely MIN 1 East Kutai. This Islamic School is located at Jalan Yos Sudarso IV, Gang Mushalla, RT. 20, No. 18 Teluk Lingga, Sangatta Utara, Kabupaten Kutai Timur. MIN 1 is the only and favorite State Islamic primary Schools in East Kutai with an accreditation rating of A. There were 8 informants in this study: the deputy principal for curriculum, class I, II, IV, and V teachers, and three substitute teachers.

Data collection techniques in this research used observation, interviews, and observations. Observations were carried out by researchers by making direct observations at the research location. The researcher directly observed the classroom management strategies practiced at MIN 1 East Kutai concerning classroom management strategies, classroom management processes, and classroom management problems in implementing the *Merdeka* curriculum. The researchers conducted interviews by first creating an interview instrument and then conducting interviews with the deputy principal for curriculum, class teachers, and related parties at MIN 1 East Kutai. Interviews were conducted face to face, and via WhatsApp for additional interviews. Meanwhile, data collection with documentation was carried out by the author to obtain data or documents related to learning administration such as *Capaian Pembelajaran* or Learning Achievements (CP), *Alur Tujuan Pembelajaran* or Learning Goal Flow (ATP), and Teaching Modules.

The data analysis technique uses the Miles & Huberman data analysis technique as in his book "*Qualitative Data Analysis: A Methods Sourcebook*" (Matthew B. Miles, A. Michael Huberman, 2014). The author carried out the data analysis process after the data was collected, and then carried out data condensation. The author carried out data condensation by focusing on the data that had been collected, and adjusting all the data without reducing the data related to the three research focuses. Next, the researcher combines and makes a short description of several relevant data to be displayed as research data. Data analysis ends with verification or conclusion. Conclusions were drawn in the researcher's data analysis by verifying the suitability of the field data observed at MIN 1 East Kutai through observations with data from interviews conducted with informants as well as data from the documentation on *Capaian Pembelajaran* or Learning Achievements (CP), *Alur Tujuan Pembelajaran* or Learning Objectives Flow (ATP) and Teaching Modules. This was done to obtain valid data related to the three research focuses.

Schematically, the data analysis process using the Miles and Huberman interactive data analysis model can be seen in the following chart:

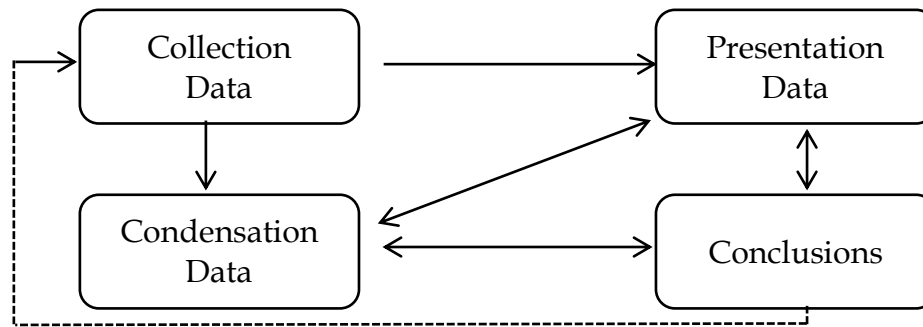


Figure 1: Qualitative Interactive Data Analysis Model adopted from (Matthew B. Miles, A. Michael Huberman, 2014)

The stages of data analysis as depicted in the picture above are: data collection, data presentation, data condensation, and conclusion. This method helps researchers organize, group, and interpret qualitative data that has been collected in a systematic way to draw research conclusions.

Results and Discussion

Classroom Management Strategy in Implementing the *Merdeka* Curriculum

Implementing the *Merdeka* Curriculum requires a different and more flexible classroom management approach and strategy compared to conventional approaches. Classroom management strategies that can be applied in implementing the *Merdeka* curriculum include student empowerment, open learning, collaboration, formative assessment, flexibility, and open communication (Arwitaningsih, Dewi, Rahmawati, & Khuriyah, 2023). Other classroom management approaches include power, threat, behavior change, socio-emotional, group work, and pluralistic approaches (Siagian, Nisa, Ayuni, & Sari, 2022). Teachers act as facilitators and supporters of students in achieving learning goals. This will create an environment that supports students' exploration, creativity, and personal development following the vision of the *Merdeka* Curriculum.

Research findings show that the classroom management strategy implemented at MIN 1 East Kutai is through several approaches, including a project-based approach, group work (collaborative), use of technology (W/Ms. P). Other classroom management strategies, namely: Creating a pleasant classroom atmosphere, class planning, seating arrangements, and rules in the classroom (W/Mrs. N). There are also classroom management strategies that focus on student difficulties and student understanding (student empowerment) as conveyed by the substitute teacher (W. Mr. A). The implementation of the *Merdeka* curriculum is applied to grades 1, 2, 4, and 5 at MIN 1 East Kutai (W/Wa. Curriculum).

Based on the research findings above, the classroom management strategy in implementing the *Merdeka* curriculum at MIN 1 East Kutai takes the form of implementing a project-based, collaborative approach, student empowerment, flexibility, and open communication. The project-based approach is simply applied in the form of assigning certain tasks. Meanwhile, collaborative strategies are reflected in group work activities carried out in the classroom. Flexibility is reflected in the creation of a pleasant classroom atmosphere and seating arrangements that are not patent and constantly changing. The strategy of open communication and student empowerment is reflected in the application of rules in the classroom and the teacher's efforts to overcome learning difficulties and students' understanding of the subject matter.

The classroom management strategy implemented at MIN 1 East Kutai follows the classroom management strategy implemented at other basic education

institutions that have implemented the *Merdeka* curriculum. Such as research results (Arwitaningsih et al., 2023) in the form of student empowerment, open learning, collaboration, formative assessment, flexibility, and open communication. However, in practice, there are minor differences that do not affect the essence of implementing the classroom management strategy. There are several strategies that have not been implemented when referring to classroom management strategies in general, as research (Siagian et al., 2022) states that classroom management strategies take the form of power, threat, behavior change, socio-emotional, group work, and pluralistic approaches. Teaching staff at MIN 1 East Kutai need to be facilitated to take part in various workshops to increase teaching staff's understanding of classroom management which is implemented through the *Merdeka* curriculum (Arifin, 2023).

Thus, the classroom management strategies implemented at MIN 1 East Kutai in implementing the *Merdeka* curriculum are, implementing a project-based, collaborative approach, student empowerment, flexibility, and open communication. Other strategies in classroom management can be implemented at MIN 1 East Kutai in line with increasing competence and experience in implementing the *Merdeka* curriculum. Such as power, group work, and pluralistic approaches. These strategies can perfect the classroom management strategies that have been implemented at MIN 1 East Kutai.

Classroom Management Process in Implementing the *Merdeka* Curriculum

The classroom management process in implementing the Independent Curriculum involves a more flexible, student-oriented approach, and allows for student empowerment in making decisions about learning (Mursyid, Ahmad, Dewi, & Tianti, 2023). In the classroom management process, several stages need to be carried out, including collaborative planning, selection of diverse materials, open and active learning, collaboration and discussion, student empowerment, formative and autonomous assessment, skill development, flexibility, and open communication.

Research findings regarding the classroom management process in implementing the *Merdeka* curriculum are: understanding the goals and principles of the *Merdeka* curriculum, determining learning objectives, using appropriate methods, providing stories and videos related to learning themes, facilitating students in creating study groups, and assisting regarding conflicts and challenges in learning (W/Mrs. S). Other findings include: carrying out initial assessments, preparing planning, implementation, and evaluation of learning. Preparing the material to be taught, maintaining a conducive classroom atmosphere, facilitating students, and generating student motivation to learn (W/Mrs. R). Likewise, other research findings are: that the class management process in the *Merdeka* curriculum is carried out through class control, grouping, class achievement, and open learning (W/Mr. C).

Based on the research findings above, the class management process in implementing the *Merdeka* curriculum is carried out in various stages according to the competency, knowledge, and experience of each teacher considering that the *Merdeka* curriculum was only implemented one year ago at MIN 1 East Kutai.

1. Planning Process

The planning process carried out at MIN 1 East Kutai was in the form of an initial assessment. An initial assessment is carried out so that teachers know students' needs and interests. After properly understanding the goals and principles of the *Merdeka* curriculum, determine the learning objectives to be achieved in the classroom, and plan appropriate learning methods and evaluation. Next, create a teaching module, where in creating a teaching module, first prepare

the material that will be taught so that you have an idea of what the material that will be taught in the class will be like. In short, the planning process for classroom management in implementing the *Merdeka* curriculum is: planning student needs, the flow of learning objectives, implementation, and evaluation.

The description of the planning process follows the results of research conducted by (Sadieda, Wahyudi, Kirana, Kamaliyyah, & Arsyavina, 2022) where the class management process in implementing the *Merdeka* curriculum is carried out through student needs, profile dimensions of strengthening Pancasila students, the existence of a flow of learning objectives, compiling teaching modules, planning learning, evaluation, and follow-up. Classroom management planning can also be done by preparing learning tools and learning instruments (Nugraha, 2018). Of course, each educational institution and teaching staff has a different process for making plans related to classroom management in implementing the independent curriculum.

According to (Suryapermana, 2017), the classroom management planning process is an important first step in creating an effective and conducive learning environment. The process involves planning all aspects related to how the classroom will be managed, from the physical setting to teaching strategies. This can help teachers to prepare and provide guidance on how the class will be run. The overall goal is to create an environment that supports effective, collaborative, and positive learning for all students. Thus, the class management planning process in implementing the independent curriculum cannot be separated from the administration of learning planning prepared by teachers in basic education institutions.

2. Implementation Process

The process of implementing classroom management in the *Merdeka* curriculum at MIN 1 East Kutai is carried out by carrying out assessments in the classroom, cross-checking the flow of learning objectives, and then applying appropriate learning methods. In the process, the teacher also provides learning stories and videos related to the learning theme. Class management is also carried out through student seating arrangements to make the class more interactive and fun. Seating arrangements are made in a U shape or groupings. On other occasions, learning is also carried out in open areas outside the classroom. Teachers also manage to maintain a conducive classroom atmosphere, facilitate students learning, and generate student motivation to learn.

The implementation process that has been described is not much different from the class management process according to (Kalaka, 2021) where the process is carried out by planning through learning mapping, teacher administration preparation, appreciation, explanation of material, group division, material reinforcement, and evaluation. About the *Merdeka* curriculum, teachers also apply learning models: such as project-based learning (PjBL), collaborative, student empowerment, or student-centered learning models. This is a form of student independence in the learning process in the independent curriculum. The application of the project-based learning model (PjBL) concerning classroom management and the independent curriculum was also specifically studied in research (Anggelia, Puspitasari, & Arifin, 2022) with the result being: that the process can be carried out through developing student creativity.

On the other hand, there is a more detailed process related to the class management process in project-based learning (PjBL) which specifically strengthens the Pancasila profile (independent curriculum) by Questions in opening lessons, project planning, preparing activity schedules, monitoring project progress, and evaluating results (Sari, Yanti, & Iskandar, 2023). The class management process can also be carried out through habits by optimizing resources and strategies in

learning (Hidayat, Jahari, & Shyfa, 2020). Another implementation process that can be optimized in classroom management is through the use of Discovery Learning (Hartadiyati et al., 2023).

The process of implementing classroom management in learning is a series of actions and strategies carried out by teachers to create and maintain a conducive classroom environment, support effective learning, and manage student behavior. This is a concrete effort by a teacher to manage the class in the learning process so that learning becomes optimal with various strategies and anticipating various obstacles in its implementation (Jalaludin, Arifin, & Fathurrohman, 2021).

The process of implementing classroom management will be dynamic and involve complex interactions between teachers and students. The goal is to create a safe, productive, and positive learning environment, which allows students to reach their optimal potential. This process also requires communication skills, conflict management, and the ability to respond effectively to student needs and interests.

3. Evaluation Process

The classroom management evaluation process at MIN 1 East Kutai is carried out through continuous evaluation. Continuous evaluation aims to maintain student progress. Evaluation is also carried out by providing questions at the end of the lesson so that the teacher knows the extent of students' understanding, and the class management process is part of the evaluation which helps the evaluation implementation process. Another process is carried out by observing student achievement to obtain information about whether the class management process is effective or not. The evaluation process carried out at MIN 1 East Kutai generally follows the evaluation carried out by (Setiawan, 2021) where the process goes through: planning is carried out jointly, carried out through tests and non-tests, and carried out by supervisors.

Quoting from (Resya, 2023) and (Maliki & Erwinsyah, 2020) that evaluation steps in classroom management can be carried out through stages: data collection, data analysis, student feedback, teacher reflection, evaluation of techniques and strategies, discussion with colleagues, feedback, and continuous reflection that is planned, systematic, directed, and based on goals. This evaluation process is different from the classroom management evaluation carried out by (Putri, Nasution, Wijaya, & Saragih, 2022) where the evaluation is carried out through collaboration between teachers and school principals. This means that this evaluation prioritizes the study of the implementer of the evaluation.

Concerning the evaluation process in general and classroom management evaluation in particular, it was found that the classroom management evaluation process carried out at MIN 1 East Kutai had simply been carried out in the form of an initial assessment, giving questions, and ongoing evaluation, but had not been carried out systematically, if based on on a series of steps in an effective evaluation process. This is understandable considering that the *Merdeka* curriculum has only been implemented for three semesters at MIN 1 East Kutai. It is hoped that the classroom management evaluation process in implementing the *Merdeka* curriculum will become more systematic along with increasing the competence of teaching staff regarding the implementation of the *Merdeka* curriculum in the learning process.

Classroom Management Problems in the Implementation of the *Merdeka* Curriculum

The implementation of the Independent Curriculum brought various changes in learning approaches, which in turn resulted in problems in classroom management. Some classroom management problems that often arise in the implementation of the *Merdeka* Curriculum include changes in teacher roles,

difficulty managing discipline, complex assessments, collaboration that requires time, uncontrolled flexibility, adjustments to individual development, limited resources, and comprehensive evaluation (Dewi & Astuti, 2022).

Research findings regarding classroom management problems in the implementation of the *Merdeka* curriculum at MIN 1 East Kutai that teachers perceive are classroom management, student motivation, and uneven understanding. Some students have difficulty managing time, students are not focused, and there is a lack of communication. Lack of support or resources can be an obstacle in classroom management in a *Merdeka* curriculum. Assessing students' progress or measuring their achievements in a free curriculum environment can be challenging. Insufficient understanding of the *Merdeka* curriculum from parents and teachers can affect classroom management (W/Mrs. PS). Other problems include students' independent learning, too many students in one class, lack of appropriate learning media, students' very good understanding and skills in certain subjects, and parental involvement (W/Mrs. F). There are also problems with human resources and infrastructure that are not yet supported and changes in behavior are not yet visible because students and teachers are still adapting to the *Merdeka* curriculum. Lack of human resources, learning media, inadequate libraries, inadequate facilities and infrastructure, and students who are slow in learning (W/Mr. AC).

The general problems that have been described in the research findings are more related to the problem of implementing the *Merdeka* curriculum. However, if we examine it more specifically about class management problems, problems are found in too many students in one class, problems with facilities and infrastructure, and the curriculum. implemented is still relatively new. If we refer to the research results (Ikayanti & Sobri, 2023) then the problem lies with the teacher. The same thing was expressed by (Rusmiati, Ashifa, & Herlambang, 2023) that the problem is the teachers' understanding of learning administration.

Some of the problems described in the research findings at MIN 1 East Kutai are relatively the same as the problems faced by SDN 3 Apuan as expressed by (Dewi & Astuti, 2022), where the problems are uneven teacher training, inadequate facilities and infrastructure, cultural change, and internal supervision (evaluation). The teacher's problems lie in teacher competency, learning models, assessment standards, and understanding of the *Merdeka* curriculum, which becomes an obstacle in classroom management. Problems with students are: Lack of parental support, students tend to be passive, learning time is short, and learning resources are still lacking.

Several problems that have been described both at MIN 1 East Kutai and other basic education institutions show that the problems faced by basic education institutions in general are not much different, this could be due to the implementation of the *Merdeka* curriculum which is a new curriculum, so it takes time and intensive training to solve problems faced by basic education institutions.

Based on the results of the analysis of the three focuses in this research, the class management strategy, class management process, and class management problems in the implementation of the *Merdeka* curriculum have run well through a project-based approach, group work (collaborative), use of technology, creating a pleasant classroom atmosphere. , class planning, seating arrangements, classroom rules, focusing on student difficulties, and student understanding (student empowerment). Although specifically there are several shortcomings, these can be input to MIN 1 East Kutai to make improvements in the future. This was also expressed by (Hidayat et al., 2020) that classroom management must be based on management principles and strategic principles that will produce good conditions, high concentration, educational interaction, interactive communication, as well as

varied learning methods and media. in the learning process in class. In this way, it will produce refraction related to student development, teacher performance, and learning administration, and can overcome various problems in the classroom management process in the implementation of the *Merdeka* curriculum.

Conclusion

Implementation of the *Merdeka* Curriculum requires a paradigm shift in classroom management, with a focus on student empowerment, flexibility, and more relevant learning. Effective classroom management strategies in this context involve collaboration between teachers and students in lesson planning, selection of diverse materials, open and active learning, and an emphasis on formative assessment. In the classroom management process, open communication, reflection, and constant adjustment are the keys to creating a learning environment that suits students' needs and interests. Thus, successful classroom management strategies in the *Merdeka* Curriculum lead to increased motivation, learning outcomes, and student readiness to face future challenges. The problems are changes in teacher roles, difficulty managing discipline, complex assessments, collaboration that requires a lot of time, and uncontrolled flexibility. Implementation of the *Merdeka* Curriculum carries great potential to enrich students' learning experiences but also requires adjustments in classroom management. Teachers need to develop in their role as facilitators and managers of learning environments that support student exploration and empowerment through appropriate training and effective classroom management strategies.

References

- Abdullah, N. A. (2020). Comparative Study of Classroom Management Strategies Employed by Public and Private School English Language Teachers. *Journal of Education and Educational Development*, 7(1), 71–86.
- Afianti, D., Witono, A. H., & Jiwandono, I. S. (2020). Identifikasi kesulitan guru dalam pengelolaan kelas di SDN 7 woja kecamatan woja kabupaten dompu. *Jurnal Elementaria Edukasia*, 3(2), 203–213. <https://doi.org/10.31949/jee.v3i2.2367>
- Anggelia, D., Puspitasari, I., & Arifin, S. (2022). Penerapan Model Project-based Learning ditinjau dari Kurikulum Merdeka dalam Mengembangkan Kreativitas Belajar Pendidikan Agama Islam. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(2), 398–408. [https://doi.org/10.25299/al-thariqah.2022.vol7\(2\).11377](https://doi.org/10.25299/al-thariqah.2022.vol7(2).11377)
- Anton, A., & Usman, U. (2020). Peningkatan Kualitas Pembelajaran Melalui Pendekatan Pengelolaan Kelas. *TAJDID: Jurnal Pemikiran Keislaman Dan Kemanusiaan*, 4(1), 69–83. <https://doi.org/10.52266/tadjid.v4i1.327>
- Arifin, S. (2023). Peningkatan Pemahaman Guru Terhadap Pengelolaan Kelas Melalui Workshop Implementasi Kurikulum Merdeka. *PARTICIPATORY: Jurnal Pengabdian Masyarakat*, 2(2), 86–95.
- Arswendu, Y. N., & Indarti, L. (2023). Manajemen Kelas Untuk Meningkatkan Kualitas Pembelajaran Di MtsN 4 Tulungagung Namun. *Tadbir: Jurnal Manajemen Pendidikan Islam*, 11(1), 1–11. <https://doi.org/10.30603/tjmpi.v11i1.2924>
- Arwitaningsih, R. P., Dewi, B. F., Rahmawati, E. M., & Khuriyah, K. (2023). Konsep dan Implementasi Kurikulum Merdeka pada Ranah Rumpun Mata Pelajaran Pendidikan Islam di Sekolah Dasar Islam Terpadu Al Hadi Mojolaban Sukoharjo. *MODELING: Jurnal Program Studi PGMI*, 10(2), 450–468. <https://doi.org/10.36835/modeling.v10i2.1752>
- Asmara, Y., & Nindianti, D. S. (2019). Urgensi Manajemen Kelas untuk Mencapai

- Tujuan Pembelajaran. *Sindang: Jurnal Pendidikan Sejarah Dan Kajian Sejarah*, 1(1), 12–24. <https://doi.org/10.31540/sdg.v1i1.192>
- Asy'ari, H., Nulhakim, T. R., & Riyana, A. (2020). Evaluasi program pelatihan guru di pusdiklat tenaga teknis pendidikan dan keagamaan kementerian agama republik indonesia. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 4(1), 67–86. <https://doi.org/10.29240/jsmp.v4i1.1441>
- Dewi, L. M. A. W., & Astuti, N. P. E. (2022). Hambatan Kurikulum Merdeka Di Kelas IV SDN 3 Apuan. *Jurnal Pendidikan Dasar Rare Pustaka*, 4(2), 31–39.
- Direktorat Sekolah Dasar. (2022). Luncurkan Kurikulum Merdeka, Mendikbudristek: Ini Lebih Fleksibel. Retrieved from Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi website: <https://ditpsd.kemdikbud.go.id/artikel/detail/luncurkan-kurikulum-merdeka-mendikbudristek-ini-lebih-fleksibel>
- Fauzi, A., Prasetyo, Y., & Christiawan, Y. (2022). Pengaruh Model Pembelajaran Learning Contract (Kontrak Belajar) terhadap Hasil Belajar Peserta Didik Kelas XI IPS Madrasah Aliyah Nurul Islam Pungging Mojokerto. *Nuris Journal of Education and Islamic Studies*, 2(2), 94–104. <https://doi.org/10.52620/jeis.v2i2.14>
- Fitriyah, C. Z., & Wardani, R. P. (2022). Paradigma Kurikulum Merdeka Bagi Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 12(3), 236–243. <https://doi.org/10.24246/j.js.2022.v12.i3.p236-243>
- Hartadiyati, E., Anisa, L. N., Meilani, A. R., Munasyifa, A., Sari, L. N., & Bashorihyah, R. (2023). Manajemen Kelas yang Efektif pada Kelas Indoor dengan Menggunakan Discovery Learning. *BIOFAIR*, 128–154.
- Hattarina, S., Saila, N., Faradilla, A., Putri, D. R., & Putri, R. R. G. A. (2022). Implementasi Kurikulum Merdeka Belajar Di Lembaga Pendidikan. *Seminar Nasional Sosial, Sains, Pendidikan, Humaniora (SENASSDRA)*, 1(1), 181–192.
- Hidayah, R., Ridwan, A., & Cahyo, Y. (2018). Analisa Perbandingan Manajemen Waktu Antara Perencanaan Dan Pelaksanaan. *Jurnal Manajemen Teknologi Dan Teknik Sipil (JURMATEKS)*, 1(2), 281–290. <https://doi.org/10.30737/jurmateks.v1i2.416>
- Hidayat, W., Jahari, J., & Shyfa, C. N. (2020). Manajemen Kelas Dalam Meningkatkan Proses Pembelajaran Di Madrasah. *Jurnal Pendidikan UNIGA*, 14(1), 308–317. <https://doi.org/10.52434/jp.v14i1.913>
- Ikayanti, D. A., & Sobri, M. (2023). Problematika Guru Pada Pembelajaran Kurikulum Merdeka Di SD Negeri 1 Ketangga. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(2), 1447–1458. <https://doi.org/10.23969/jp.v8i2.9725>
- Isnanto, I., Pomalingo, S., & Harun, M. N. (2020). Strategi Pengelolaan Kelas di Sekolah Dasar. *Jurnal Pendidikan Glasser*, 4(1), 7–24. <https://doi.org/10.32529/glasser.v4i1.392>
- Jalaludin, J., Arifin, Z., & Fathurrohman, N. (2021). Peranan Manajemen Kelas Dalam Proses Pembelajaran. *Diklat Review: Jurnal Manajemen Pendidikan Dan Pelatihan*, 5(2), 143–150. <https://doi.org/10.35446/diklatreview.v5i2.689>
- Jamali, Y. (2018). Manajemen Pengelolaan Konflik Di Sekolah. *Sustainable Jurnal Kajian Mutu Pendidikan*, 1(1), 113–131. <https://doi.org/10.32923/kjmp.v1i1.903>
- Kalaka, F. R. S. (2021). Manajemen Kelas Dalam Pembelajaran Matematika Di SMP Negeri 1 Telaga Kabupaten Gorontalo. *Irfani (e-Journal)*, 17(2), 199–208. <https://doi.org/10.30603/ir.v17i2.3457>
- Kusumawati, E. (2023). Efektivitas Kerja Guru. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 6(3), 1487–1492. <https://doi.org/10.54371/jiip.v6i3.1578>

- Mahmudah, M. (2018). Pengelolaan kelas: Upaya mengukur keberhasilan proses pembelajaran. *Jurnal Kependidikan*, 6(1), 53–70. <https://doi.org/10.24090/jk.v6i1.1696>
- Maliki, P. L., & Erwinsyah, A. (2020). Evaluasi Manajemen Pembelajaran di Madrasah. *Adaara: Jurnal Manajemen Pendidikan Islam*, 10(1), 24–37. <https://doi.org/10.35673/ajmpi.v10i1.854>
- Matthew B. Miles, A. Michael Huberman, J. S. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. United Kingdom: Sage Publications.
- Mesa, M. P., Phillips, B. M., & Lonigan, C. J. (2023). Paraprofessionals' use of Classroom Management in a Small-Group Intervention. *Psychology in the Schools*, 60(10), 3822–3839.
- Milfayetty, S., Mawaddah, S., & Siregar, A. G. (2021). Teknik Creative Art untuk Meningkatkan Kemampuan Mengelola Perilaku Siswa Sekolah Dasar. *Analitika: Jurnal Magister Psikologi UMA*, 13(1), 65–73. <https://doi.org/10.31289/analitika.v13i1.5035>
- Mursyid, A., Ahmad, C. F., Dewi, A. K., & Tianti, A. Y. (2023). Penerapan Kurikulum Merdeka dalam Rencana Pelaksanaan Pembelajaran di Purwakarta. *Al-Fahim: Jurnal Manajemen Pendidikan Islam*, 5(1), 173–187. <https://doi.org/10.54396/alfahim.v5i1.566>
- Mutiaramses, M., Neviyarni, S., & Murni, I. (2021). Peran Guru Dalam Pengelolaan Kelas Terhadap Hasil Belajar Siswa Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 6(1), 43–48. <https://doi.org/10.23969/jp.v6i1.4050>
- Nelisma, Y. (2022). Implementasi Kurikulum Merdeka Belajar Perspektif Manajemen Pendidikan Islam. *Al-Fahim: Jurnal Manajemen Pendidikan Islam*, 4(2), 158–172. <https://doi.org/10.54396/alfahim.v4i2.309>
- Nisa, S. K., Yoenanto, N. H., & Nawangsari, N. A. F. (2023). Hambatan dan Solusi dalam Implementasi Kurikulum Merdeka pada Jenjang Sekolah Dasar: Sebuah Kajian Literatur. *Didaktika: Jurnal Kependidikan*, 12(3), 287–298. <https://doi.org/10.58230/27454312.231>
- Nugraha, M. (2018). Manajemen kelas dalam meningkatkan proses pembelajaran. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 4(01), 27–44. <https://doi.org/10.32678/tarbawi.v4i01.1769>
- Nurchayono, N. A. (2023). Strategi Pengembangan Kompetensi Calon Guru SD terhadap Penerapan Kurikulum Merdeka. *Journal of Contemporary Issue in Elementary Education*, 1(1), 1–10. <https://doi.org/10.33830/jciee.v1i1.5308>
- Pamela, I. S., Chan, F., Fauzia, V., Susanti, E. P., Frimals, A., & Rahmat, O. (2019). Keterampilan Guru Dalam Mengelola Kelas. *Edustream: Jurnal Pendidikan Dasar*, 3(2), 23–30. <https://doi.org/10.26740/eds.v3n2.p23-30>
- Prajana, A., & Astuti, Y. (2020). Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran oleh Guru SMK di Banda Aceh dalam Upaya Implementasi Kurikulum 2013. *Jurnal Inovasi Dan Teknologi Pembelajaran*, 7(1), 33–41. <https://doi.org/10.17977/um031v7i12020p033>
- Pratiwi, E. I., Ismanti, S. P., Zulfa, R. F., Jannah, K., & Fauzi, I. (2023). Impresi Kurikulum Merdeka Belajar Terhadap Pembelajaran SD/MI. *AL-IBANAH*, 8(1), 1–12. <https://doi.org/https://doi.org/10.54801/ibanah.v8i1.146>
- Putri, M. A., Nasution, M. I., Wijaya, C., & Saragih, W. S. (2022). Evaluasi Terhadap Manajemen Kelas Dalam Proses Belajar Mengajar Di MAS PAB 1 Sampali Medan. *ANSIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam*, 6(1), 86–91. <https://doi.org/10.30821/ansiru.v6i1.11748>
- Resya, K. N. P. (2023). Evaluasi Pembelajaran Dalam Ranah Aspek Kognitif Pada Jenjang Pendidikan Dasar Pada MI Assalafiyah Timbangreja. *Jurnal Review*

- Pendidikan Dan Pengajaran (JRPP), 6(2).
<https://doi.org/10.31004/jrpp.v6i2.18247>
- Rosmana, P. S., Iskandar, S., Ayuni, F., Hafizha, F. Z., Fireli, P., & Devi, R. (2023). Kesiapan Sekolah Dalam Proses Penerapan Kurikulum Merdeka Di SD. *Innovative: Journal Of Social Science Research*, 3(2), 3161–3172. <https://doi.org/10.31004/innovative.v3i2.709>
- Rumbewas, S. S., Laka, B. M., & Meokbun, N. (2018). Peran Orang Tua Dalam Meningkatkan Motivasi Belajar Peserta Didik di SD Negeri Saribi. *EduMatSains: Jurnal Pendidikan, Matematika Dan Sains*, 2(2), 201–212. <https://doi.org/10.33541/edumatsains.v2i2.607>
- Rusmiati, M. N., Ashifa, R., & Herlambang, Y. T. (2023). Analisis Problematika Implementasi Kurikulum Merdeka di Sekolah Dasar. *Naturalistic: Jurnal Kajian Dan Penelitian Pendidikan Dan Pembelajaran*, 7(2), 1490–1499. <https://doi.org/10.35568/naturalistic.v7i2.2203>
- Sadieda, L. U., Wahyudi, B., Kirana, R. D., Kamaliyyah, S., & Arsyavina, V. (2022). Implementasi model blended learning pada pembelajaran matematika berbasis kurikulum merdeka. *JRPM (Jurnal Review Pembelajaran Matematika)*, 7(1), 55–72. <https://doi.org/10.15642/jrpm.2022.7.1.55-72>
- Salmiah, M., & Abidin, Z. (2022). Konsep Dasar Pengelolaan Kelas Dalam Tinjauan Psikologi Manajemen. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 13(1), 41–60. <https://doi.org/10.47766/itqan.v13i1.185>
- Sari, W. M., Yanti, H., & Iskandar, I. (2023). Manajemen Kelas Berbasis PjBL Terhadap Penguatan Profil Pelajar Pancasila Di Sekolah Dasar Perumnas Peunyareng Kabupaten Aceh Barat. *Puteri Hijau: Jurnal Pendidikan Sejarah*, 8(2), 219–227. <https://doi.org/10.24114/ph.v8i2.48455>
- Sekarrini, F., Andriyani, Y., & Rustini, T. (2022). Menumbuhkan Sikap Disiplin Melalui Pembuatan Aturan Kelas Dengan Strategi Pengelolaan Kelas Yang Efektif. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 8(1), 257–269. <https://doi.org/10.36989/didaktik.v8i1.313>
- Setiawan, H. R. (2021). Manajemen kegiatan evaluasi pembelajaran. *Seminar Nasional Teknologi Edukasi Sosial Dan Humaniora*, 1(1), 507–511. <https://doi.org/10.53695/sintesa.v1i1.350>
- Siagian, I. P., Nisa, K., Ayuni, S. Q., & Sari, W. N. (2022). Keterampilan Guru Dalam Konsep Pendekatan Dalam Pengelolaan Kelas Menurut Ahli. *Journal Education Management Review and Research*, 1(02). <https://doi.org/10.56406/emrr.v1i02.208>
- Steviana, A., Kurniawan, D. A., & Gustria, A. (2022). Analisis Pengaruh Gaya Belajar Terhadap Keaktifan Belajar Fisika Pada Siswa Kelas X IPA SMAN 11 Muaro Jambi. *SAINSTECH: Jurnal Penelitian Dan Pengkajian Sains Dan Teknologi*, 32(2), 7–15. <https://doi.org/10.37277/stch.v32i2.1289>
- Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, A. H., & Prihantini, P. (2022). Analisis Implementasi Kurikulum Merdeka di Sekolah Penggerak Sekolah Dasar. *Jurnal Basicedu*, 6(5), 8248–8258. <https://doi.org/10.31004/basicedu.v6i5.3216>
- Suryapermana, N. (2017). Manajemen Perencanaan Pembelajaran. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 3(02), 183–193. <https://doi.org/10.32678/tarbawi.v3i02.1788>
- Tulyakul, S., Sangkaew, T., Buaduang, N., Metheethammawat, C., Sirirattanapun, K., Pantusa, K., ... Kaewmanee, C. (2019). Classroom Management Strategies and Teaching Motivation among Physical Education Teachers in Primary School. *African Educational Research Journal*, 7(4), 212–219.

- Vienlenticia, R. (2021). Peran Dukungan Sosial Keluarga Terhadap Regulasi Emosi Anak Dalam Belajar. *Satya Sastraharing: Jurnal Manajemen*, 5(2), 35–46. <https://doi.org/10.33363/satya-sastraharing.v5i2.775>
- Wiarsih, C., Aziez, F., & Utami, T. S. (2021). Mengeksplorasi Strategi Manajemen Kelas Bahasa Inggris di Sekolah Dasar Inklusi. *Khazanah Pendidikan*, 15(1), 74–83.