JRBI
ISSN: 0216-2190
JURNAL RISET BISNIS INDONESIA
MAGISTER MANAJEMEN-UNISSULA
Vol. 22 No. 2 July (2025)

Mathematics Teacher Management Strategy in Improving the Effectiveness of Mathematics Learning Based on The Independent Curriculum in SMP Negeri 29 and 106 Central Maluku

Adinda P. W. Mulyana [1] & Mulyana [2]

[1] Faculty of Economic, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-mail: adindap.w.mulyana.std@unissula.ac.id

[2] Faculty of Economic, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-mail: mulyana@unissula.ac.id

Abstract. *Improving the quality of education is one of the Indonesian government's top priorities in facing the challenges of the globalization era. As part of education reform (Dacholfany, 2015), the implementation of the Independent Curriculum (Kurikulum Merdeka) was introduced with the aim of providing teachers and students with the freedom to create creative, innovative, and relevant learning experiences. This research uses a case study approach. Overall, this study proves that the successful implementation of the Independent Curriculum in mathematics learning is strongly influenced by the quality of teacher management. A targeted, data-driven management strategy accompanied by ongoing training can bridge the gap between theory and practice in the field. Well-managed teachers are not only instructors but also facilitators of inspiring, adaptive, and collaborative learning. The results of this study are expected to serve as a basis for schools and policymakers in developing a more effective and relevant teacher management system to meet the demands of 21st-century education.*

Keywords: *Independent Curriculum; Learning Effectiveness; Management Strategy.*

1. Introduction

Improving the quality of education is one of the Indonesian government's top priorities in facing the challenges of the globalization era. As part of education reform (Dacholfany, 2015), the implementation of the Independent Curriculum (Kurikulum Merdeka) was introduced with the aim of providing teachers and students with the freedom to create creative, innovative, and contemporary learning experiences. Mathematics is one of the subjects focused on in the Independent Curriculum, known as a foundation for developing critical thinking and problem-solving skills. However, various reports indicate that the

effectiveness of mathematics learning at the junior high school (SMP) level still faces significant obstacles.

Although the Independent Curriculum has been implemented to provide flexibility in learning, its effectiveness in mathematics at the junior high school (SMP) level still faces challenges. Observations at several junior high schools in Central Maluku revealed that many teachers still employ conventional methods, such as lectures and practice exercises, which are not aligned with the active learning approach recommended in the Independent Curriculum. Furthermore, Formative assessment results indicate that students' understanding of mathematical concepts remains low, with average scores below the Minimum Completion Criteria (KKM). Other factors contributing to this low effectiveness are the lack of intensive teacher training and limited supporting resources, such as innovative learning media. Differences in implementation are also evident between schools with ongoing teacher development programs and those without, with schools with regular training showing improved student learning outcomes compared to schools that pay less attention to improving teacher competency.

In several schools in Maluku, students' math scores remain low. Field observations indicate that many students struggle to understand basic concepts such as number operations, fractions, geometry, and other subjects. The average math test scores in several schools are also below the Minimum Completion Criteria (KKM), with many students failing to meet the established standards. The main factors identified are a lack of effective teaching methods and limited learning resources, such as textbooks and teaching aids. Furthermore, most teachers have not fully implemented approaches tailored to students' learning needs, contributing to low math learning outcomes.

The gap phenomenon that is seen is the difference between the existing theory regarding mathematics learning and the practice carried out in schools.

field. Many teachers still use conventional teaching methods, which are not in accordance with the principles of the Independent Curriculum, which emphasizes active and participatory learning (Apriatni et al., 2023; Malikah et al., 2022). Previous research shows that good classroom management and the use of appropriate teaching aids can improve student understanding (Khotimah & Risan, 2019). However, many teachers are still not skilled in implementing these strategies, resulting in low learning effectiveness.

The underlying situation behind this problem is low student learning outcomes in mathematics, often caused by a lack of motivation and interest in the subject (Kumening et al., 2023). Practically, challenges in teacher management are also reflected in differences in the quality of learning across schools. For example, observations in several junior high schools in urban areas indicate that schools with good teacher management systems, such as regular training and intensive coaching, tend to produce students with better mathematics competencies than schools that pay less attention to these aspects.

Furthermore, factors such as limited resources, differences in teacher competency backgrounds, and the level of technology adoption also influence learning effectiveness.

Mathematics teacher management strategies to improve the effectiveness of Independent Curriculum-based learning in Junior High Schools (SMP) is very important to consider. The Independent Curriculum emphasizes student-centered learning, which requires an effective classroom management approach to create a conducive learning environment. Good classroom management involves structured planning, implementation, and evaluation, which can increase student motivation and concentration in learning mathematics (Ira Restu Kurnia et al., 2023).

One strategy that can be implemented is creating a positive and interactive learning environment. Research shows that teachers' skills in creating a conducive classroom atmosphere significantly influence the quality of learning (Sukirman & Dewi, 2021). Theoretically, effective teacher management plays a crucial role in successful learning. Teacher management models encompass competency management, providing ongoing training, and monitoring learning implementation. However, previous studies have focused more on curriculum development and learning design, while the role of teacher management as a key factor in successful curriculum implementation has been relatively underexplored. This indicates a gap that needs to be filled through more specific research related to teacher management strategies in the context of the Independent Curriculum.

The theory of learning effectiveness emphasizes that the success of the learning process does not only depend on the methods used by the teacher, but also on the active involvement of students in the learning process.

According to Zuhriyah et al. (2023), learning effectiveness can be measured by the level of student competency achievement, their activeness in learning, and the feedback provided by the teacher.

The novelty of this research lies in the approach used to explore teacher management strategies in the context of the Independent Curriculum. This research will not only identify existing problems but also provide practical solutions.

that teachers can apply to improve the quality of mathematics learning (Harefa & Harefa, 2023). By utilizing innovative technology and teaching aids, it is hoped that teachers can create a more interactive and engaging learning environment for students. This research not only addresses aspects of training and professional development but also integrates collaborative approaches between teachers, the use of digital technology, and strengthening data-driven supervision. This approach is expected to be a practical solution to address the gap between curriculum expectations and realities on the ground.

The selection of this research topic is based on the importance of the teacher's role in the mathematics learning process. Teachers are not only transmitters of material, but also

facilitators who must be able to create a conducive learning environment (Saputra, 2018). This topic was chosen because of its relevance to the pressing need to improve the effectiveness of mathematics learning in Indonesia. Conceptually, Independent Curriculum While mathematics offers flexibility in learning, without a strong teacher management strategy, these curriculum goals are difficult to achieve. This study aims to bridge the gap between the ideal concept of teacher management and its practical implementation in schools, resulting in recommendations that can be implemented by education stakeholders. This study will demonstrate the differences between the ideal concept of mathematics teaching and the reality on the ground, as well as how teachers can adapt to existing curriculum changes.

This case study will focus on collecting data from various schools implementing the Independent Curriculum to analyze how mathematics teachers manage their learning (Harefa, 2023). The research will involve classroom observations, teacher interviews, and analysis of learning documents to obtain a comprehensive picture of existing practices. This approach is expected to identify effective and innovative strategies for addressing challenges faced in mathematics learning.

In the context of a case study, this research will focus on several junior high schools that have implemented the Independent Curriculum. Supporting data such as student assessment results, teacher training, and professional development programs will be used to illustrate the underlying situation. The findings of this study are expected to...not only provides theoretical contributions to the development of teacher management strategies, but also serves as a practical guideline for schools and policy makers to improve the quality of Mathematics learning in the Independent Curriculum era.

Based on the results of initial observations and documentation of scores collected by researchers from two sample schools, namely SMP Negeri 106 Central Maluku and SMP Negeri 29 Central Maluku, data obtained showed that the level of achievement of student competencies in Mathematics subjects still did not all meet the minimum standards set by the school. At SMP Negeri 106 Central Maluku, the average score of class VIII B students in the mathematics formative assessment was 62.3, while the KKM set by the school was 65. Only about 55% of students managed to achieve scores above or equal to the KKM, while the rest were still below the standard. Meanwhile, at SMP Negeri 29 Central Maluku, the average score of class VII students was 59.7, with the school's KKM of 60, and only 50% of students met the KKM. In addition, active student participation in learning was observed to be low, with an estimated only 25–30% of students actively involved in discussions, asking questions, or solving problems independently in class. These findings emphasize the need for more effective and adaptive teacher management strategies to improve the quality of Mathematics learning based on the Independent Curriculum.

Ultimately, this research is expected to significantly contribute to the development of mathematics education in Indonesia, particularly within the context of the Independent

Curriculum. By understanding and implementing appropriate management strategies, teachers can improve the quality of learning and student learning outcomes, as well as foster their interest in mathematics (Muthma'innah, 2023). This research is also expected to serve as a reference for further research in mathematics education.

2. Research Methods

This research uses a case study approach. This approach aims to describe the phenomena in depth, particularly regarding teacher management strategies in improving the effectiveness of Independent Curriculum-based learning in mathematics at the junior high school (SMP) level. This type of research was chosen because it is relevant to exploring the processes, experiences, and challenges faced by teachers in managing learning. This approach allows researchers to obtain rich data through interviews, observations, and documentation.

3. Results and Discussion

3.1. Research Results at State Middle School 106 Central Maluku

3.1.1. Initial Observations

The results of initial observations show that the majority of class VIII B students at SMP 106 Central Maluku experienced difficulties in understanding Mathematics material such as two-variable linear equation systems, geometric shapes, etc. The average student scores were still low and some were still below the Minimum Completion Criteria (KKM), and students' active participation in learning was still low.

Mathematics teachers tend to use lecture methods, a single learning model, and practice problems without a contextual approach. Learning is one-way and doesn't facilitate active interaction between students or between students and the teacher.

3.1.2. Teacher and Principal Interview

Interviews conducted at SMP 106 Central Maluku had previously been conducted, but implementation was not optimal due to inadequate facilities and infrastructure.

Teachers stated that they still had difficulty understanding the principles of differentiation, formative assessment, and developing teaching modules that were appropriate to students' needs.

The principal explained that limited information and resources were the main obstacles to providing mentoring. The school focused more on completing administrative tasks than on improving the quality of teaching methods.

3.1.3. Intervention Actions

After observation and interviews, the researcher consulted with the principal and suggested:

1. Givementoring to Teacher in compile modulecontextual learning.
2. Encourage the use of differentiated approaches and project-based learning.

Schools responded positively by holding short training sessions and involving teachers in developing locally context-based teaching modules.

3.1.4. Implementation and Final Observation Results

Teachers begin to implement teaching modules that are relevant to students' daily lives, for example using local trade contexts to explain Social arithmetic material. Learning becomes more interactive and involves group discussions and real-life problem solving.

Final observation results showed an increase in average student grades. Previously, only 55% of students achieved the Minimum Competency (KKM), but after the intervention, this increased to 100%. Students also demonstrated increased motivation and engagement in learning.

3.2. Research Results at State Middle School 29 Central Maluku

3.2.1. Initial Observations

At SMP Negeri 29, Central Maluku, interviews with Mathematics teachers and the principal revealed that there had never been any training or workshops related to the implementation of the Independent Curriculum for SMP Negeri 29, Central Maluku. Observations were conducted in grade VII. The material taught during the initial observation included operations with integers and fractions. Most students had difficulty solving basic problems. The average test score was still low. At SMP Negeri 29, Central Maluku, it was found that only a few students were able to understand mathematics well. This can be seen from the student scores which showed that only a few people had high scores while other students had low scores. Also, active student participation was still low, both students with high scores and students with low scores.

Mathematics teachers still rely on expository methods, and there have been no attempts to implement adaptive or differentiated learning approaches. Learning media are also limited, using only whiteboards and textbooks.

3.2.2. Teacher and Principal Interview

The Mathematics teacher said that there had never been any training or workshop regarding the implementation of the Independent Curriculum for SMP Negeri 29 Central Maluku. He felt confused in compiling teaching modules that were appropriate to the very diverse characteristics of grade VII students.

The principal confirmed that the school had never held any training or workshops related to the implementation of the Independent Curriculum for SMP Negeri 29, Central Maluku. The school also did not provide any mentoring or support, so the school welcomed suggestions for training, mentoring, and teacher support to strengthen their capacity.

3.2.3. Intervention Actions

The researcher proposed several steps to the principal:

1. Conducting training on the independent curriculum
2. Providing assistance or mentoring in implementing the Independent Curriculum.

JRBI
JURNAL RISET BISNIS INDONESIA
ISSN: 0216-2190
MAGISTER MANAJEMEN-UNISSULA

3. Developing teaching modules based on contextual activities.
4. Encourage teachers to use fun methods, such as educational games and group projects.

Teachers are provided with assistance in developing teaching materials that link mathematics to local activities, such as calculating food ingredients and sharing harvests.

3.2.4. Implementation and Final Observation Results

After the contextual module was implemented, learning in seventh grade became more lively. Students grasped concepts more easily because the material was connected to their everyday experiences. Teachers began using formative assessments and providing personalized feedback.

Student learning outcomes improved significantly. Previously, only a small percentage of students achieved high scores, but after the intervention, nearly all students achieved high scores. Teachers also felt more confident and were able to adapt their teaching methods to their students' needs.

Findings from two schools indicate that limited training and lack of understanding of the Independent Curriculum negatively impacted effectiveness.

However, with teacher management strategies that include training, mentoring, and the development of contextual modules, learning effectiveness can be improved.

Effective implementation of the Independent Curriculum requires an active role from the principal in facilitating training and supervision. Furthermore, teachers must possess adaptive skills in classroom management and developing teaching materials tailored to student needs.

This research supports the theory of learning effectiveness, which emphasizes the importance of active student engagement and teacher preparedness. The results align with the findings of Zuhriyah et al. (2023), who stated that learning success is influenced by teacher management and ongoing assessment.

This research provides evidence that improving teacher competency through training and developing contextual modules can directly impact student learning outcomes. Teacher management strategies should be directed at strengthening the implementation of the Independent Curriculum through a collaborative, contextual, and student-centered approach.

Schools in other areas experiencing similar challenges can adapt this intervention model to continuously improve the quality of mathematics learning.

To obtain a comprehensive picture of the suitability between the theory and practice of implementing teacher management strategies in Mathematics learning based on the Independent Curriculum, an analysis was conducted of the theoretical conditions compared with the existing (field) conditions found at SMP Negeri 106 and SMP Negeri 29 Central Maluku.

This analysis aims to identify emerging gaps and formulate strategic solutions to address the problems encountered in the field. The following table presents the analysis stages based on key aspects of teacher management strategies, including theoretical conditions, actual conditions, gaps, and proposed solutions or problem-solving strategies that can be implemented practically and sustainably.

4. Conclusion

This study aims to answer three main objectives, namely: (1) identifying the challenges and obstacles faced by Mathematics teachers in implementing Independent Curriculum-based learning, (2) developing effective teacher management strategies to improve Mathematics teacher competency and performance, and (3) analyzing the impact of implementing teacher management strategies on the effectiveness of Mathematics learning in Junior High Schools. Based on the results of research, discussions, and empirical findings at SMP Negeri 106 and SMP Negeri 29 Central Maluku, the following conclusions were obtained: 1. Challenges and Obstacles in Implementing the Independent Curriculum Mathematics teachers in both research schools faced various obstacles in Implementation of Independent Curriculum-based learning. The main obstacles include: a. Limited training and socialization regarding the principles of the Independent Curriculum, especially in the implementation of differentiated learning, formative assessment, and the development of contextual teaching modules. b. Lack of facilities and infrastructure Supporting materials such as digital learning media, mathematics teaching aids, and teaching references that suit student characteristics. c. Limited teacher understanding towards a student-centered learning approach, so that the learning process is still dominated by conventional lecture and practice methods. These obstacles impact student motivation and mathematics learning outcomes that fall short of the Minimum Completion Criteria (KKM). Therefore, strategic teacher management efforts are needed to ensure effective implementation of the Independent Curriculum. 2. Effective Teacher Management Strategies The mathematics teacher management strategies developed in this study focus on improving teacher competence and professionalism through a planned, collaborative, and sustainable approach. Strategies proven effective include: a. Internal training and ongoing mentoring, which helps teachers understand the concept of the Independent Curriculum, especially learning differentiation and formative assessment. b. Preparation of teaching modules based on local context, which relates mathematical material to students' real lives, such as local trade, agricultural activities, and crop management. c. Implementation of active and project-based learning (Project-Based Learning) which fosters student involvement in discovering mathematical concepts through collaborative activities. d. Increasing the role of the principal as a facilitator and supervisor of learning, through mentoring activities, teacher performance evaluation, and providing periodic constructive feedback. e. Strengthening a reflective and collaborative culture between teachers, through professional discussion activities, sharing good practices, and developing teacher learning communities (KBG). The implementation of these strategies has driven significant changes in teachers' teaching behavior, increased their self-confidence, and strengthened their adaptive abilities to the dynamics of Independent Curriculum

learning. 3. The Impact of Implementing Teacher Management Strategies on Learning Effectiveness The research results show that the consistent implementation of teacher management strategies contributes positively to improving the effectiveness of mathematics learning. The impacts found include: a. Improving student learning outcomes At SMP Negeri 106 in Central Maluku, the number of students achieving the Minimum Competency (KKM) increased from 55% to 100% after the intervention. Meanwhile, at SMP Negeri 29 in Central Maluku, the majority of students showed significant improvement in their understanding of mathematical concepts and their ability to solve contextual problems. b. Increasing student participation and motivation During the learning process, students become more active in asking questions, discussing, and solving problems in groups. c. Quality of teacher and student interactions become more open, communicative, and support two-way learning according to the principles of the Independent Curriculum. d. Improving teacher professionalism, as seen from their ability to design contextual learning, conduct formative assessments, and reflect on learning practices. e. Formation of positive collaboration between the principal, teachers, and students in creating an adaptive learning environment oriented towards achieving the Pancasila Student Profile competencies. Thus, the implemented teacher management strategy has been proven to improve the effectiveness of Mathematics learning based on the Independent Curriculum as a whole, both in terms of teacher competency, student learning outcomes, and the quality of the learning process in the classroom.

5. References

Journals:

Al Azhar. (2021). Efektivitas Pelatihan Peningkatan Kompetensi Guru Bidang Kelautan Perikanan Teknologi Informasi dan Komunikasi di Indonesia. *Jurnal Administrasi Publik*, *17*(1), 59–78. https://doi.org/10.52316/jap.v17i1.66

Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut. *Jurnal Basicedu*, *6*(4), 5877–5889. https://doi.org/10.31004/basicedu.v6i4.3149

Apriatni, S., Novaliyosi, N., Nindiasari, H., & Sukirwan, S. (2023). Analisis Kesiapan Madrasah dalam Mengimplementasikan Kurikulum Merdeka (Studi di MAN 2 Kota Serang). *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *6*(1), 435–446. https://doi.org/10.54371/jiip.v6i1.1399

Azvirahmi, A. (2021). Pelaksanaan Supervisi Akademik dan Kemampuan Manajemen Kelas dalam Pelaksanaan Tugas Guru MIN Kota Padang. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(6), 4763–4770. https://doi.org/10.31004/edukatif.v3i6.1488

Darmawan, G., & Pujiastuti, H. (2023). Efektivitas Model Pembelajaran Kolaboratif Dalam Menengah Atas. *Lentera: Multidisciplinary Studies*, *1*(4), 244–248.

Fadhli, M. (2020). Implementasi Manajemen Strategik Dalam Lembaga Pendidikan. *Continuous Education: Journal of Science and Research*, *1*(1), 11–23. https://doi.org/10.51178/ce.v1i1.7

Hadi, I., Putri, H., & Mulianingsih, M. (2020). Upaya Pencapaian Angka Kelulusan Uji Kompetensi Profesi Ners Melalui Pendekatan Metode Peer-Teaching. *Jurnal KepemimpinanDanManajemen Keperawatan*, *3*(1),1. https://doi.org/10.32584/jkmk.v3i1.432

Harefa, E., & Harefa, A. (2023). Analisis Kesiapan Guru Matematika dan Siswa dalam Penerapan Kurikulum Merdeka SMP di Kecamatan Gunungsitoli. *Jurnal Suluh Pendidikan*, https://doi.org/10.30983/lattice.v3i2.7553

Ira Restu Kurnia, Putra, M., Barokah, A., & Umah, R. N. (2023). Pengenalan Manajemen Kelas Dalam Upaya Efektifitas Pembelajaran. *Lentera Pengabdian*, *1*(03), 354–360. https://doi.org/10.59422/lp.v1i03.116

Khotimah, S. ., & Risan, R. (2019). Pengaruh Penggunaan Alat Peraga Terhadap Hasil Belajar Matematika Pada Materi Bangun Ruang. *Jurnal Penelitian Dan Pengembangan Pendidikan*, *3*(1), 48. https://doi.org/10.23887/jppp.v3i1.17108

Kumening, A. S., Ramadhani, L., & Putranto, S. (2023). Analisis Problematika Pembelajaran Matematika Di Smp Swasta Pedesaan. *Dharmas Education Journal (DE_Journal)*, *4*(1), 133–140. https://doi.org/10.56667/dejournal.v4i1.825

Malikah, S., Winarti, W., Ayuningsih, F., Nugroho, M. R., Sumardi, S., & Murtiyasa, B. (2022). Manajemen Pembelajaran Matematika pada Kurikulum Merdeka. *Edukatif : Jurnal Ilmu Pendidikan*, *4*(4), 5912– 5918. https://doi.org/10.31004/edukatif.v4i4.3549

Megayanti, W., & Asri, K. H. (2022). Transformasi Gaya Kepemimpinan Kepala Sekolah Dalam Penerapan Merdeka Belajar. *Research and Development Journal of Education*, *8*(2), 771.

Mudarris, B., & Rizal, M. S. (2023). Manajemen Strategi Kepemimpinan Kepala Sekolah dalam Meningkatkan Kedisiplinan Guru dan Karyawan di SMA Nurul Jadid. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *6*(12), 10265–10271. https://doi.org/10.54371/jiip.v6i12.3406

Muthma'innah, M. (2023). Urgensi Pemikiran Filsafat dalam Meningkatkan Mutu Pendidikan Matematika. *Lattice Journal : Journal of Mathematics Education and Applied*, *3*(2), 157.

Rohim, D., & Rigianti, H. A. (2023). Hambatan Guru Kelas IV dalam Mengimplementasi Kurikulum Merdeka di Sekolah Dasar. *Jurnal Basicedu*, *7*(5), 2801–2814. https://doi.org/10.31004/basicedu.v7i5.5877

Saputra, E. (2018). Melihat Motivasi Belajar Matematika Siswa Dari Kompetensi Guru Selama Pembelajaran. *Jurnal As-Salam*, *2*(2), 60–67. https://doi.org/10.37249/as-salam.v2i2.34

Sukirman, S., & Dewi, T. ratna. (2021). Keterampilan Guru Dalam Menciptakan Lingkungan

Pembelajaran Yang Efektif. *JEMARI (Jurnal Edukasi Madrasah Ibtidaiyah)*, *3*(2), 66–72. https://doi.org/10.30599/jemari.v3i2.1031

Syafa'ah, F. N., Sutiawan, I., Mutmainah, & Rizki, K. F. (2023). Manajemen Bimbingan dan Konseling dalam Membentuk Karakter Peserta Didik di MAN 2 Pangandaran. *Cendekia Inovatif Dan Berbudaya*, *1*(2), 108–115. https://doi.org/10.59996/cendib.v1i2.234

Syafi'i, A., Saied, M., & Rohman Hakim, A. (2023). Efektivitas Manajemen Pendidikan dalam Membentuk Karakter Diri. *Journal of Economics and Business UBS*, *12*(3), 1905–1912. https://doi.org/10.52644/joeb.v12i3.237

Wulandari, I., & Suhardi, E. (2020). *1940-4822-1-Sm*. *08*(1), 7–12.

Zuhriyah, I. A., Padil, M., & Rabbani, I. (2023). Optimalisasi manajemen pembelajaran dalam keberhasilan kurikulum merdeka. *Jurnal Inovasi Hasil Pengabdian Masyarakat (JIPEMAS)*, *7*(1), 32–42. https://doi.org/10.33474/jipemas.v7i1.20963

Zulqaidah, Lubis, M. B., Nabila Zulfa, Marsyeli, Muharil, & Nasution, I. (2023). Strategi Supervisi Akademik dalam Meningkatkan Kinerja Guru. *Islamic Education*, *3*(1), 8–14. https://doi.org/10.57251/ie.v3i1.922

Books:

Dacholfany, M. I. (n.d.). *REFORMASI PENDIDIKAN ISLAM DALAM MENGHADAPI ERA GLOBALISASI: Sebuah Tantangan dan Harapan*.

Kemendikbudristek. (2022). *Panduan Pembelajaran dan Asesmen dalam Kurikulum Merdeka*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Permendikbudristek Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran.

Piaget, J. (1972). *The Psychology of the Child*. Basic Books.

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. ASCD.