

# Elementary School Teacher Mentoring Program in Designing In-Depth Learning Plans Through Integration of Learning Outcomes and Learning Objective Flow

Emelda Thesalonika<sup>1</sup>, Lisbet N Sihombing<sup>2</sup>, Desi Sijabat<sup>3</sup>, Ease Arent<sup>4</sup>  
Universitas HKBP Nommensen Pematasiantar, Indonesia<sup>1,2,3</sup>

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## Abstract

*This study aims to describe the process of mentoring elementary school teachers in designing in-depth learning plans through the integration of Learning Outcomes (CP) and Learning Objective Flow (ATP) and analyze its impact on improving the quality of learning plans. The background of the study is based on the finding that some teachers still experience difficulties in systematically integrating CP and ATP, resulting in lesson plans tending to be administrative in nature and less supportive of in-depth learning. The study used a descriptive qualitative approach with a mentoring-based service model implemented at SDN 095148 Pulo Siborna. Data collection techniques included observation, interviews, and documentation studies of lesson plans before and after mentoring. The mentoring process was carried out through the stages of needs identification, strengthening conceptual understanding, design practice, and reflection and evaluation. The results showed that mentoring was able to improve teachers' understanding of the integration of CP and ATP and produce more structured, contextual, and coherent lesson plans. In addition, there was a shift in teachers' mindsets from an administrative orientation to a competency-based approach and in-depth learning. Thus, teacher mentoring is an effective strategy in supporting the implementation of the Independent Curriculum in a more meaningful and sustainable manner*

**Keywords** : Teacher Mentoring; CP-ATP Integration; In-Depth Learning

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### Corresponding Author:

Author name:

Emelda Thesalonika

Email: [emeldathesalonika@gmail.com](mailto:emeldathesalonika@gmail.com)

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## 1. Introduction

Elementary education is the primary foundation for developing students' intellectual, social, and character competencies (Zahro, 2024). The learning process not only serves as a means of transferring knowledge but also as a vehicle for developing ways of thinking, learning attitudes, and the ability to understand and interpret learning experiences holistically. Therefore, the quality of learning planning carried out by elementary school teachers is a key factor in determining the success of the overall educational process. Good learning planning enables teachers to manage learning systematically and in a focused manner (Muhadi et al., 2025), and is oriented towards the sustainable achievement of student competencies.

In line with the dynamics of global change and the demands of the 21st century, national education policy in Indonesia continues to undergo adjustments to address these challenges (Amelia, 2023). One form of this adjustment is the implementation of the Independent Curriculum, which emphasizes flexibility, relevance, and meaningful learning. This curriculum encourages student-centered learning and emphasizes the development of essential competencies through contextual learning experiences. Within the Independent Curriculum framework (Mugara & Ali, 2025), teachers are no longer positioned solely as curriculum implementers, but rather as learning designers with professional autonomy to develop learning



strategies and activities tailored to student characteristics and the context of the educational unit.

Rosa et al. (2024) explain that Learning Outcomes (CP) are established as the primary reference in the Independent Curriculum, describing the minimum competencies that students must achieve at each learning phase. CP is formulated holistically by integrating aspects of knowledge, skills, and attitudes, thus requiring teachers to have a complete conceptual understanding in translating it into learning practices. However, CP is macro in nature and not directly operational, so it requires further elaboration for effective implementation in the classroom (Siregar, 2024). In this context, the Learning Objective Flow (ATP) plays a crucial role in bridging CP with concrete learning activities. ATP presents a sequence of learning objectives arranged logically and systematically, thus enabling students to achieve CP gradually and continuously. The integration of CP and ATP in learning planning is a primary prerequisite for creating directed and meaningful learning. Without proper integration, learning planning has the potential to lose focus, be out of alignment with curriculum objectives, and be less supportive of the realization of in-depth learning, this goal by providing a flexible yet directed framework. In practice, CP serves as the minimum benchmark that students must achieve, TP details the learning steps, and ATP integrates various learning components into a logical flow (Raffles et al., 2025). It is hoped that this approach will produce students who not only master the subject matter but also possess the ability to think critically and adapt quickly to global change.

Deep learning is a learning approach that emphasizes conceptual understanding, the interrelationships between concepts, and students' ability to apply knowledge in various contexts (Azima et al., 2025). At the elementary school level, deep learning is highly relevant because it helps students build a strong and lasting foundation of understanding. This learning encourages students to go beyond memorizing information to understanding the meaning behind the learning material, relating it to everyday experiences, and developing critical thinking skills from an early age. While conceptually, the integration of CP and ATP in deep learning has been formulated in curriculum policy, its implementation at the elementary school level still faces various challenges. Based on initial observations, some teachers still experience difficulty in mapping the relationship between CP, ATP, and learning activities. The lesson plans developed are often administrative in nature and oriented towards document fulfillment, without being accompanied by a deep understanding of the substance of the designed learning (Ramadhan et al., 2024). This condition has implications for the implementation of learning that tends to be procedural and does not provide meaningful learning experiences for students.

Another contributing factor to this situation is the limited professional mentoring specifically focused on strengthening teachers' abilities in designing learning based on the Independent Curriculum. Teachers are often faced with the demands of rapid curriculum changes, while ongoing support in the form of mentoring remains limited. As a result, teachers tend to adopt a trial-and-error approach to lesson planning, which does not always result in optimal learning designs. Teacher mentoring is seen as a relevant and effective strategy to bridge the gap between curriculum policy and classroom learning practices. Through participatory, collaborative, and reflective mentoring, teachers not only gain a conceptual understanding of CP and ATP but are also trained to apply them contextually in designing in-depth lesson plans. Mentoring enables professional dialogue, critical reflection, and ongoing teacher capacity building.

Based on this description, mentoring elementary school teachers in designing in-depth lesson plans through the integration of Learning Outcomes and Learning Objective Flow is important to study systematically. This research was conducted at SDN 095148 Pulo Siborna with the aim of obtaining a comprehensive overview of the teacher mentoring process and its impact on improving the quality of lesson planning. The results of this study are expected to provide empirical contributions to the development of teacher mentoring models and serve as a reference for other elementary schools in implementing the Independent Curriculum more effectively and meaningfully.

## 2. Method

This study uses a descriptive qualitative approach with a mentoring-based community service model that aims to deeply understand the process of mentoring elementary school teachers in designing in-depth learning plans through the integration of Learning Outcomes (CP) and Learning Objective Flow (ATP). The research subjects were teachers at State Elementary School 095148 Pulo Siborna who were purposively selected because they had implemented the Independent Curriculum but still faced obstacles in systematically integrating CP and ATP in learning planning. The study was conducted at SDN 095148 Pulo Siborna by considering the school's real needs for learning design mentoring and adequate institutional support. Data collection was carried out through observations to observe the mentoring process and learning design activities, interviews to explore teachers' understanding, experiences, and obstacles before and after mentoring, and documentation studies in the form of analysis of teacher-prepared lesson plans. Mentoring was carried out through the stages of identifying teacher needs, providing materials and directed discussions regarding CP, ATP, and in-depth learning, practicing lesson plan design, and reflection and evaluation of the design results. The data obtained were analyzed qualitatively through the stages of data reduction, data presentation, and drawing conclusions by applying technical triangulation to ensure the validity of the data, so that the results of the analysis were able to comprehensively describe the effectiveness of teacher mentoring at SDN 095148 Pulo Siborna in designing in-depth learning plans based on CP and ATP integration.

## 3. Results and Discussion

### **The Urgency of CP and ATP Integration in Realizing Deep Learning**

The integration of Learning Outcomes (CP) and Learning Objectives (ATP) in the Independent Curriculum is a conceptual foundation that determines the direction, structure, and quality of learning planning in elementary schools. CP serves as a formulation of essential competencies that describe the complete capabilities of students in terms of knowledge, skills, and attitudes at each developmental stage (Khoiroh et al., 2025). However, the macro and normative nature of CP requires teachers to employ operational instruments capable of bridging competency standards with concrete classroom learning practices. ATP serves as a tool that breaks down CP into a series of learning objectives that are structured logically, systematically, and sustainably structured. Without proper integration between CP and ATP, learning plans have the potential to lose their substantive direction and function solely as administrative documents (Kalsum et al., 2026). Initial findings at SDN 095148 Pulo Siborna indicate that some teachers still experience difficulties in translating CP into structured learning objectives. This difficulty implies a lack of coherence between objectives, learning activities, and designed assessments. Therefore, the integration of CP and ATP is not merely technical, but rather requires a deep conceptual understanding of curriculum philosophy. Therefore, the urgency of this integration lies in its ability to build alignment between curriculum policy and meaningful pedagogical practice.

Furthermore, in-depth learning requires a planning structure that allows participants to build conceptual understanding in a gradual and integrated manner. The integration of CP and ATP allows teachers to develop a non-fragmented learning flow, so that each objective is hierarchically and functionally related (Bakri et al., 2025). Prior to mentoring, documentation analysis revealed that teachers' lesson plans were still oriented toward completing material without explicit mapping to CP achievement. This condition tended to focus learning on procedural activities rather than exploring meaning and conceptual understanding. After strengthening the integration of CP and ATP, teachers began to develop learning objectives that were more specific and relevant to the phase competencies. This change indicates a shift in orientation from a content-based approach to a competency-based approach. This integration also helps teachers identify the depth of material that needs to be developed to suit the characteristics of learners. Thus, the ATP structure aligned with CP serves as a pedagogical framework that strengthens in-depth learning (Bali et al., 2025). This transition

confirms that the integration of CP and ATP has direct implications for the quality of students' learning experiences.

The integration of CP and ATP serves as an academic control instrument that maintains consistency between learning planning and implementation (Romdloni et al., 2025). Teachers who understand the relationship between the two are able to design measurable objectives that are relevant to achievement indicators. Analysis of mentoring results shows that after strengthening the integration, there was increased coherence between learning objectives and the assessment strategies used. Previously, there was a mismatch between the form of evaluation and the competencies to be achieved, resulting in assessments that did not fully represent student learning outcomes. Through systematic integration, teachers began designing authentic assessments that reflect higher-order thinking skills. This indicates an increase in pedagogical awareness in designing comprehensive learning. The integration of CP and ATP also encourages teachers to consider the social context and real-life experiences of students in developing learning activities. This aligns with the statement of Eppendi et al. (2024) who stated that learning becomes more contextual and inseparable from the realities of students' lives. Overall, this integration strengthens the quality of planning as a primary foundation for in-depth learning.

In terms of professionalism, the integration of CP and ATP requires teachers to have a higher level of reflective and analytical capacity than the previous curriculum approach. Teachers no longer simply follow the textbook structure but must be able to construct learning paths relevant to the phase's achievements. This process requires an understanding of competency structures as well as the ability to design meaningful learning experiences. Based on interviews, teachers acknowledged that before the mentoring, they tended to develop plans based on available examples without critically analyzing their alignment with CP. After the mentoring process, teachers began to demonstrate the ability to map the relationships between objectives, activities, and learning outcomes more systematically. This change reflects an increase in professional capacity in understanding the essence of the curriculum. The integration of CP and ATP thus serves as a mechanism for strengthening teachers' pedagogical competence. This transformation does not occur instantly, but rather through a continuous reflective process. Therefore, the urgency of CP and ATP integration also lies in its role in improving the quality of teacher professionalism. In other words, this integration becomes a strategic instrument in developing the quality of basic education.

Comprehensively, the research results show that the integration of CP and ATP is a structural and conceptual prerequisite for realizing in-depth learning in elementary schools. Without systematic integration, learning tends to be partial and not oriented towards the development of essential competencies. Integration enables the development of coherent objectives and logically interconnected learning activities. Furthermore, integration also ensures that designed assessments truly reflect the expected competency outcomes. The positive impact of this integration is evident in the improved quality of planning documents prepared by teachers after mentoring. Lesson plans become more focused, contextual, and aligned with the principles of the Independent Curriculum. This condition indicates that the integration of CP and ATP is not merely an administrative demand, but a fundamental pedagogical need. Therefore, the urgency of this integration is not only normative but also empirical, based on research findings. Therefore, strengthening understanding of CP and ATP integration must be a priority in teacher capacity development. This also confirms that in-depth learning can only be realized through structured and conceptually integrated planning.

### **Models and Stages of Teacher Assistance in Designing In-Depth Learning Plans**

The mentoring model applied in this study was systematically designed with a participatory approach that positions teachers as active subjects in the professional capacity development process. The initial stage began with needs identification through observation of planning documents and in-depth interviews to explore teachers' conceptual understanding of the integration of CP and ATP. The identification results revealed a gap between normative understanding of the Independent Curriculum and operational capabilities in developing

integrated lesson plans. Based on these findings, mentoring focused on strengthening the conceptual foundations of the CP structure, ATP functions, and the principles of deep learning. The strengthening process was not conducted through one-way instruction, but rather through dialogic discussions that encouraged teachers to reflect on their practices. This approach allowed for clarification of understanding and the gradual reconstruction of pedagogical knowledge. Teachers were given space to identify inconsistencies in the documents they had previously developed. Thus, the needs identification stage served as a diagnostic basis that determined the direction of mentoring interventions. Methodologically, this step ensured that the mentoring process was relevant to real-world conditions. Through this foundation, subsequent stages could be implemented more effectively and effectively (Zhang, 2022).

Strengthening conceptual understanding regarding the integration of Learning Outcomes (CP) and Learning Objective Path (ATP) as described is aligned with the policy direction of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in the implementation of the Independent Curriculum, which emphasizes a competency-based approach and structured learning planning. Theoretically, the process of analyzing CP based on learning phases and mapping them to operational objectives reflects John Biggs' principle of constructive alignment, namely the alignment between outcomes, objectives, activities, and assessments to achieve instructional consistency (Suhenda, 2026). The teacher's ability to break down macro competencies into concrete learning steps demonstrates the application of the scaffolding principle in constructivism, where learning is structured progressively and continuously (Herbert et al., 2025). The collaborative approach used in mentoring is also based on the concept of a professional learning community that emphasizes collective reflection and capacity building through professional dialogue (Herman et al., 2024). Furthermore, the role of the facilitator reflects the principle of andragogy, where teachers, as adult learners, are encouraged to actively construct understanding through case studies and analysis of authentic documents. Thus, conceptual reinforcement prior to design practice not only strengthens cognitive aspects but also metacognitive ones, thus making the transition to the implementation stage more natural, systematic, and high-quality.

The design practice phase is the core of the mentoring model because during this phase, teachers directly develop learning plans based on the integration of CP and ATP. Teachers are asked to design learning objectives aligned with CP and organize them in a coherent and logical ATP flow. Designed learning activities must reflect the principles of deep learning by emphasizing conceptual understanding and the interrelationships between concepts. Throughout this process, mentors provide constructive feedback on each component, including the alignment between objectives and assessments. The interaction is reflective, enabling teachers to understand the rationale behind each revision. Through hands-on practice, teachers begin to demonstrate increased accuracy in formulating objectives and selecting learning strategies. Mistakes are not viewed as failures but as part of the professional learning process (Ardianti & Amalua, 2022). This approach fosters both self-confidence and responsibility for the quality of the resulting plans. Thus, the practice phase becomes a space for concrete transformation from conceptual understanding to applied skills. This process demonstrates that mentoring is effective when theory and practice are simultaneously integrated.

Next, a reflection and evaluation phase was conducted to assess the effectiveness of the overall mentoring process. Teachers were invited to reflect on changes in understanding and skills experienced before and after mentoring. Reflective discussions revealed an increased awareness of the importance of coherence between objectives, activities, and assessments. Teachers also acknowledged that they previously tended to develop lesson plans mechanically without in-depth analysis of competency structures. Document evaluations revealed improvements in quality in terms of systematicity, clarity of objectives, and relevance to the learning context. This reflection process strengthened the internalization of concepts, ensuring that changes were not temporary. Furthermore, collective reflection created a culture of constructive professional discussion within the school environment. Mentoring not only resulted in better documents but also strengthened the teacher learning community. Thus, the

evaluation phase served as both a reinforcement mechanism and feedback for continuous improvement. This mentoring model demonstrates that pedagogical transformation requires a consistent reflective cycle.

Overall, the mentoring model implemented in this study demonstrated effectiveness in enhancing teachers' professional capacity through systematic and continuous stages. The combination of needs identification, conceptual strengthening, applied practice, and evaluative reflection formed a complete competency development cycle. This model not only transfers knowledge but also builds reflective skills and attitudes in designing learning. Teachers became more analytical in reading curriculum structures and more creative in designing learning experiences. The mentoring process also strengthened teachers' professional autonomy, in line with the spirit of the Independent Curriculum. The transformation that occurred was not partial, but simultaneously touched on the cognitive, affective, and practical dimensions. Therefore, this model can be used as a reference in developing mentoring programs in other elementary schools. The success of the mentoring demonstrates that strengthening teacher capacity requires a contextual and participatory approach. Empirically, this study confirms that practice-based mentoring is more effective than mere policy socialization. Therefore, this model has strategic relevance for sustainable curriculum implementation.

### **The Impact of Mentoring on Improving Teacher Competence and the Quality of Learning Planning**

The results of the study indicate that mentoring significantly improved teachers' pedagogical competence in designing integrated CP and ATP-based learning. A comparative analysis of documents before and after mentoring revealed substantial changes in the structure and quality of lesson plans. Teachers who previously developed general objectives began formulating more specific, measurable objectives aligned with phase achievements. This change demonstrates improved analytical skills in translating macro competencies into operational steps. Furthermore, designed learning activities became more varied and contextualized, tailored to student characteristics. The coherence between objectives, learning strategies, and assessments demonstrated increased internal consistency in planning. Teachers also began to consider critical and reflective thinking dimensions in developing learning activities. This transformation reflects a shift in orientation from an administrative approach to a substantive approach. This impact indicates that mentoring serves as a catalyst for improving teacher professionalism (Luaili, 2025). Thus, teachers' pedagogical competence significantly strengthened.

Furthermore, this increased competency impacts the quality of the learning experience that students potentially receive. Structured and integrated lesson plans provide clear direction for classroom implementation (Solechan et al., 2023). Teachers become more confident because they have systematic guidance in managing the learning process. In-depth, designed learning allows students to build conceptual understanding in a gradual and meaningful manner. Furthermore, authentically designed assessments help measure competency achievement more comprehensively. These impacts demonstrate that changes in planning have direct implications for the quality of the learning process. Teachers no longer simply pursue material completion but instead focus on achieving essential competencies. This quality improvement also strengthens the relevance of learning to students' real-life contexts. Thus, mentoring contributes to systemic improvement in the quality of learning. This transformation demonstrates the close relationship between the quality of planning and the quality of implementation.

In addition to technical improvements, mentoring also impacted teachers' professional mindsets. Teachers began to view lesson planning as a reflective process that requires in-depth analysis of the curriculum structure. This awareness encouraged teachers to be more critical in selecting learning strategies and methods. Interviews revealed that teachers felt they had a better understanding of the Independent Curriculum philosophy after participating in mentoring. This change in mindset is an important indicator because professionalism is

measured not only by technical skills but also by a reflective attitude. Teachers became more open to discussion and collaboration in developing plans. A culture of sharing good practices began to grow as part of the school's learning community. This transformation strengthened the long-term sustainability of the mentoring impact. Thus, mentoring not only produced better documents but also shaped teachers' professional character. This impact demonstrates that strengthening teacher capacity must address both cognitive and affective dimensions simultaneously.

Institutionally, mentoring also contributes to improving the quality of learning management at the school level. More structured lesson plans facilitate academic supervision and evaluation. Principals gain a clearer picture of the alignment between learning planning and implementation. Coordination between teachers becomes more effective due to the existence of mutually understood CP and ATP integration standards (Ihsannuddin, 2025). This strengthens the consistency of the Independent Curriculum implementation in the school environment. This collective impact demonstrates that mentoring has implications that extend beyond individual teachers. Schools as a whole experience increased capacity in managing competency-based learning. This change supports the creation of a sustainable culture of quality. Thus, the impact of mentoring is multidimensional and systemic. This emphasizes that investment in teacher development provides broad benefits for educational units (Bait et al., 2025).

Comprehensively, the research findings confirm that mentoring is effective in improving the quality of lesson planning and the professional competence of elementary school teachers. The transformations that occurred included improved conceptual understanding, technical skills, and changes in pedagogical mindset. The stronger integration of CP and ATP resulted in more coherent, contextualized lesson plans that were oriented toward deep learning. These positive impacts demonstrate the close relationship between a systematic mentoring process and improved educational quality. Teachers no longer view the curriculum as an administrative burden, but rather as a professional framework that can be developed creatively. Improved planning quality has the potential to improve student learning outcomes in the long term. Furthermore, a growing culture of reflection and collaboration strengthens the sustainability of curriculum implementation. Thus, mentoring has proven to be an effective strategy in bridging policy and learning practice. Empirically and conceptually, this research confirms the importance of strengthening teacher capacity through a participatory and reflective approach. Therefore, mentoring needs to be positioned as an integral part of elementary education reform.

#### **4. Conclusions and Suggestions**

Based on the results and discussion outlined above, it can be concluded that teacher mentoring in designing in-depth learning plans through the integration of Learning Outcomes (CP) and Learning Objective Paths (ATP) has proven effective in improving the quality of learning planning in elementary schools. The integration of CP and ATP not only serves as an administrative requirement of the Independent Curriculum, but also serves as a conceptual foundation that ensures coherence between learning objectives, activities, and assessments. Through a systematic, participatory, and reflective mentoring model, teachers gain strengthened conceptual understanding and application skills in developing structured and meaningful learning plans. The process of identifying needs, strengthening concepts, practicing design, and evaluative reflection forms a comprehensive and sustainable professional development cycle. The impact of mentoring is seen in the improvement of teachers' ability to formulate specific, measurable learning objectives that align with phase achievements. Furthermore, designed learning activities become more contextual and support the realization of in-depth learning that emphasizes conceptual understanding and critical thinking. These changes indicate a paradigm shift from an administrative approach to a substantive, competency-based approach. Mentoring also encourages the growth of a culture of reflection and professional collaboration within the school environment. Institutionally, the quality of learning management has also improved through the consistent integration of CP

and ATP in planning. This transformation confirms that strengthening teacher capacity is key to the successful implementation of the Independent Curriculum at the educational unit level. Therefore, teacher mentoring needs to be positioned as a systemic and sustainable strategy for improving the quality of basic education. Therefore, the contextual and practice-based mentoring model implemented in this study is worthy of recommendation for replication in other educational units.

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