



Integrated social studies in the Kurikulum Merdeka: Challenges and strategies

Alvionita Sekar Nur Jayanti¹, Anik Widiastuti², Taat Wulandari³

^{1,2,3}Universitas Negeri Yogyakarta, Kota Yogyakarta, Indonesia

alvionitasekar.2023@student.uny.ac.id¹, anikwidiastuti@uny.ac.id², taat_wulandari@uny.ac.id³

ABSTRACT

While the curriculum faces challenges in disseminating and utilising knowledge, it has led to transformative and empowering experiences for teachers and students. This study aims to identify the challenges encountered in implementing effective strategies and to explore teachers' strategies for addressing them. Integrating social studies into the Kurikulum Merdeka presents challenges and benefits, emphasising the importance of teacher preparedness. Teacher preparedness and continuous training are crucial for the successful implementation of the Kurikulum Merdeka, ensuring it meets the diverse needs of students and prepares them for global challenges. This research uses a qualitative case study approach. Findings reveal three primary challenges: teacher competence, student characteristics, policies, and access to direct learning resources. These challenges can be addressed through strategies such as enhancing teacher capabilities through training, workshops, seminars, and discussions with other educators. Additionally, teachers provide motivation, individualised support, and supervision for students. Teachers can also foster creative learning environments to support adequate social studies education.

ARTICLE INFO

Article History:

Received: 26 Jun 2025

Revised: 29 Oct 2025

Accepted: 1 Nov 2025

Publish online: 5 Dec 2025

Keywords:

educational challenges;
kurikulum merdeka; social
studies; teacher strategies

Open access

Curricula: Journal of Curriculum Development is a peer-reviewed open-access journal.

ABSTRAK

Meskipun kurikulum menghadapi tantangan dalam penyebaran dan pemanfaatan pengetahuan, penerapannya telah menghasilkan pengalaman yang transformatif dan memberdayakan bagi guru serta murid. Penelitian ini bertujuan untuk mengidentifikasi tantangan yang dihadapi dalam penerapan pembelajaran yang efektif serta menelaah strategi guru dalam mengatasinya. Integrasi pembelajaran IPS dalam Kurikulum Merdeka menghadirkan tantangan sekaligus manfaat, yang menekankan pentingnya kesiapan guru. Kesiapan dan pelatihan berkelanjutan bagi guru menjadi faktor kunci dalam keberhasilan implementasi Kurikulum Merdeka agar mampu memenuhi kebutuhan beragam murid dan mempersiapkan mereka menghadapi tantangan global. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Hasil penelitian menunjukkan tiga tantangan utama, yaitu kompetensi guru, karakteristik murid, serta kebijakan dan akses terhadap sumber belajar langsung. Tantangan tersebut dapat diatasi melalui strategi seperti peningkatan kemampuan guru melalui pelatihan, lokakarya, seminar, dan diskusi dengan sesama pendidik. Selain itu, guru memberikan motivasi, pendekatan individual, dan pengawasan kepada murid. Guru juga dapat menciptakan lingkungan belajar yang kreatif untuk mendukung pembelajaran IPS yang optimal.

Kata Kunci: kurikulum merdeka; pendidikan IPS; strategi guru; tantangan pendidikan

How to cite (APA 7)

Jayanti, A. S. N., Widiastuti, A., & Wulandari, T. (2025). Integrated social studies in the Kurikulum Merdeka: Challenges and strategies. *Curricula: Journal of Curriculum Development*, 4(2), 1575-1588.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.



Copyright 2025, Alvionita Sekar Nur Jayanti, Anik Widiastuti, Taat Wulandari. This is an open-access article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. *Corresponding author: alvionitasekar.2023@student.uny.ac.id

INTRODUCTION

Social studies is a multifaceted field that integrates various disciplines such as history, geography, civics, and economics to foster critical thinking and social understanding (Pakiding et al., 2025). The term "Social Studies" was formally introduced in 1916 by the Social Studies Committee of the U.S. Education Department, though it was initially revised in 1892 to shape national understanding. In Indonesia, social studies should be taught systematically, comprehensively, and in an integrated manner, enabling students to gain a deeper understanding of related fields. Social studies is a subject that integrates key concepts from the social sciences and humanities, including sociology, history, geography, economics, law, and culture (Noviyanti et al., 2024).

The meaning of integration in social studies lies in the interconnectedness of various aspects and materials within the essential competencies of social studies. This integration aims to make social studies learning more meaningful, effective, and efficient (Maulinda, 2022). The primary goal of social studies is to prepare students to be informed, rational, and responsible citizens who can navigate and contribute positively to a diverse, democratic, and interconnected world (Fauzi & Hajaroh, 2023). Social studies education effectively integrates with other subjects and connects to daily life, enhancing students' understanding and engagement with real-world issues. This interdisciplinary approach helps students develop critical thinking, problem-solving, and civic responsibility (Escala et al., 2024).

However, the concept and purpose of social studies education have not been fully realised. Each subject in social studies has not been prioritised within a unified whole, leading to fragmented implementation. Consequently, social studies is often taught separately in schools. Schools tend to place excessive emphasis on academic content mastery and disciplinary approaches, while providing insufficient understanding of the ecological, social, economic, and political contexts in which the learning process takes place (Meyer & Norman, 2020).

Despite its potential benefits, social studies education has not fully achieved its transformative objectives, as curricular elements often fail to develop students' societal awareness, relevant knowledge, and problem-solving skills. Research indicates that its effectiveness is shaped by multiple interrelated factors (Sisay & Teferi, 2025). An integrated approach to social studies is considered effective in fostering connections between concepts, enhancing student engagement, addressing complex social issues, and developing 21st-century skills (Olovsson, 2021). Although the level of integration may vary, it is important to note that the instructional content selected by teachers generally remains aligned with overall curriculum goals and subject-specific learning objectives.

Research in six secondary schools shows that most social studies teachers come from history, economics, or other unrelated fields, creating challenges in implementing integrated social studies, particularly in linking social sciences and humanities (Suraiya et al., 2024). The Kurikulum Merdeka approach requires teachers to have expertise in their subject area to ensure that the learning process is conducted effectively and efficiently (Limbong & Limbong, 2023). Many teachers have difficulty improving their literacy skills due to difficult access, so real solutions are needed to overcome these challenges. Literacy issues and limited digital

access also become obstacles in implementing the curriculum. Despite numerous experiments and research aimed at making social studies learning more engaging and participatory for students, the core issue often lies in the teacher's ability to implement these strategies effectively (Hidayat & Haryati, 2023). This is a logical result, given that teachers have not fully adapted and that further improvement in teacher competency in implementing the Kurikulum Merdeka is necessary (Fadhilah et al., 2022).

Although social studies emphasizes disciplinary thinking, inquiry-based learning, and community action, teacher-centred and rote-based instructional practices remain prevalent in classrooms. Traditional approaches to teacher education are increasingly viewed as misaligned with the needs of pre-service teachers and have limited impact on actual teaching practices, notably when adequate mentoring and instructional scaffolding are lacking (Fitchett & Moore, 2022). Teachers face challenges in implementing the Kurikulum Merdeka in social studies, including analysing learning outcomes, setting objectives, and organising instructional flow. However, there is a notable research gap, especially at the junior high school level (Mufid & Suprijono, 2024). The limited availability of well-designed field experiences remains a widely recognised challenge in social studies education.

Each curriculum transition requires an in-depth study to identify the emerging challenges, particularly in the implementation of integrated Social Studies (Ilmu Pengetahuan Sosial or IPS). The purpose of this study is to analyse teachers' readiness in adapting to the newly introduced curriculum. The scientific novelty of this research lies in its emphasis on examining the implementation of integrated Social Studies within the context of the current curriculum reform, which, thus far, has remained fragmented across individual disciplines rather than fully integrated. The central research problem addressed is how teachers cope with the practical demands arising from the curriculum change.

LITERATURE REVIEW

Integrated Social Studies in Middle Level Schools

Social studies (Ilmu Pengetahuan Sosial or IPS) examines events, facts, concepts, and generalisations related to a wide range of social issues. It is grounded in social realities and phenomena, adopting an interdisciplinary approach that draws on elements from various social science fields (Purba et al., 2024). The learning pattern in Social Studies education emphasises students' educational and empowering aspects. The focus of learning is not limited to memorising concepts, but rather, is directed at equipping students with the ability to apply the knowledge they have acquired to understand and actively participate in social life in their environment (Andalas, 2024). Social Studies examines the interactions of individuals and groups within society, ranging from the smallest units, such as family and neighborhood, to larger communities, including villages, districts, provinces, the nation, and even the global level (Hasibuan, 2025).

Implementation of the Kurikulum Merdeka

The Kurikulum Merdeka is a flexible curriculum designed to optimize content, allowing students to explore core concepts and develop strong competencies. It allows teachers to choose teaching methods based on student needs and interests. This curriculum focuses on soft skills, character development, essential subjects, and adaptable learning, and it supports high-quality education tailored to individual student environments (Purwati & Sukirman, 2024). The Kurikulum Merdeka represents the most recent innovation in curriculum development, building on earlier models with a comprehensive and competency-based design that aligns with students' needs and contexts. It is intended to facilitate post-pandemic learning recovery through an adaptive and flexible approach (Dirgantara et al., 2025). The implementation of the Kurikulum Merdeka in Indonesian schools is challenged by limited teacher readiness, reliance on traditional teaching methods, and inadequate access to training and digital resources, particularly in remote areas (Marsela et al., 2025). The implementation of the Kurikulum Merdeka needs to be accompanied by increased teacher capacity in pedagogy and learning technology. Teachers are not only required to master open materials but also to manage interactive, engaging digital learning (Rosyiddin et al., 2023; Utami et al., 2025).

Social Studies Learning Problems

Social studies fosters active citizenship, helping students become political actors, but limited real-world influence and often simulated participation make this challenging (Mikander & Satokangas, 2025). The implementation of social studies education faces challenges due to a shortage of essential resources, including accessible materials and interactive learning tools, which are vital for engaging students and fostering a deeper understanding of the subject (Halimah et al., 2022; Purwanty et al., 2024). Limited teacher ability to develop integrated materials, inadequate facilities, low student motivation due to theoretical approaches, and insufficient formative assessment in large classes are also problems in social studies learning. Teachers' tendency to focus on their specific disciplines further hinders the interdisciplinary goals of social studies. The main issue in social studies learning lies in the lack of engaging, challenging, and enjoyable instructional models. Teachers often rely on traditional methods, resulting in limited student involvement in the learning process (Gusni & Srijani, 2025).

Strategies to Overcome Social Studies Learning Challenges

In social studies learning, students often face challenges such as difficulty understanding the material, memorizing and recalling information presented by the teacher, and completing assigned tasks. To address these issues, effective teaching methods must be implemented (Auralynurbait et al., 2024). Teachers, as an important component in achieving educational goals, must be able to position themselves and adapt to various changes, including the application of learning technology (Bhismantara et al., 2024). Integrating critical thinking skills into social studies learning is an effective approach to develop students who are not only intellectually capable but also possess strong social character. To achieve optimal results, it requires enhanced teacher training, a flexible curriculum, and support from both

schools and families (Asyam et al., 2025). To address the diversity of students' abilities, interests, and learning styles, differentiated instruction can be implemented to enhance learning quality and promote inclusive student engagement (Zahra et al., 2025).

METHODS

This study employs a qualitative case study methodology to analyze teachers' challenges and strategies in implementing integrated social studies within the Kurikulum Merdeka at SMP Negeri Kabupaten Tulungagung. The case study approach was chosen to gain a deep understanding of the context and experiences of implementing this curriculum. The sampling technique used is non-probability purposive sampling. Purposive sampling was used to select four junior high schools in Tulungagung (SMPN 1, 2, 3, and 6) with similar locations and student numbers to ensure representative data and consistent analysis.

The research involved social studies teachers with at least seven years of experience, as they had experienced curriculum changes and could provide deeper insights into the challenges of implementing the Kurikulum Merdeka. Data were collected through classroom observations to identify practices and challenges, and in-depth interviews to explore teachers' perspectives, experiences, and integration strategies.

The data collected through observation and interviews will be analyzed using thematic analysis, allowing the researcher to identify patterns, themes, and the critical challenges teachers face. It involves systematically reviewing data, such as interview transcripts or observation notes, to uncover recurring ideas or concepts, including familiarizing with the data, coding, searching for themes, reviewing, defining, and naming them, and finally producing a report.

RESULTS AND DISCUSSION

Social studies in the Kurikulum Merdeka applies a holistic, integrated approach that connects learning to real life and builds 21st-century skills like critical thinking and teamwork, preparing students for diverse careers (Karaca-Atik et al., 2023). Implementing the Kurikulum Merdeka challenges educators to adapt their methods and mindsets to diverse learners (Varas et al., 2023).

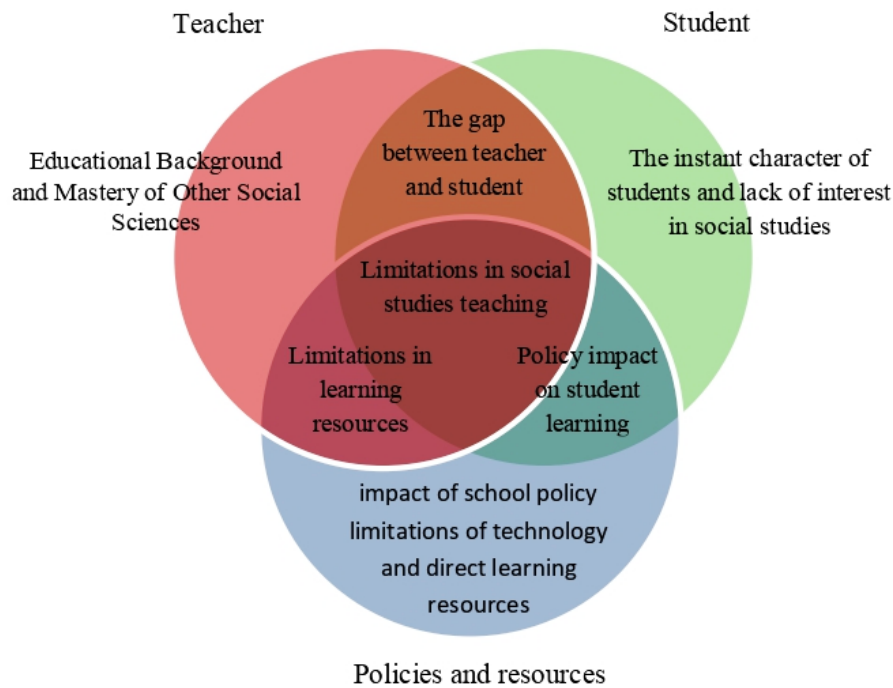


Figure 1. Teacher challenges in social studies learning
Source: Interview and Observation Result 2024

This Venn diagram in **Figure 1** illustrates the challenges teachers face in teaching social studies by mapping three main aspects: teachers' educational backgrounds and mastery of the social sciences, students' characteristics, and policies and resource availability.

Table 1. Result of Teacher's Strategy

No	Observation Finding	Teacher Interview Result	Strategy
1	The material has not been integrated as a whole, and the presence of children with special needs has an impact on the zoning system	The teacher is aware of his shortcomings, especially in the field of history, but still explains the common thread in each field of social studies	<ul style="list-style-type: none"> • Doing self-development such as workshops, seminars, and training without waiting for school and the office • Doing a lot of coordination and communication with other social studies teachers at school • Reading a lot and learning about areas that have not been mastered.
2	The use of AI and low interest in social studies	Students want everything to be done instantly when completing assignments, and they think subjects such as mathematics and science are superior to social studies.	The existence of motivation, approach, and supervision from teachers

No	Observation Finding	Teacher Interview Result	Strategy
3	Limited technology and direct learning resources	The school policy prohibiting students from bringing mobile phones is an obstacle for teachers in explaining some materials. In addition, limited direct learning resources make learning more theoretical.	Teachers develop creative learning.

Source: Interview and Observation Result 2025

Table 1 shows that teachers have implemented several strategies to overcome the challenges of integrated social studies learning in the Kurikulum Merdeka. These strategies promote comprehensive social studies education through flexible, student-centered learning that supports academic and personal growth, empowering students to take ownership of their learning and build intrinsic motivation.

Discussion

Teachers' challenges in implementing integrated social studies learning in the Kurikulum Merdeka

In the first section, which represents challenges related to teachers (teacher category). Educators' educational backgrounds, including qualifications, professional development, and experience, play a significant role in their teaching quality and effectiveness (Adamba, 2025; Ramos, 2025). Social studies integration aims to develop adaptable, confident citizens. Teachers need integrated competence to help students think critically and practically and to make informed decisions about social issues (Arifin et al., 2024).

Based on interview results, teachers indicated that they had integrated social studies by incorporating geography and economics into lessons on the surrounding environment. However, some still face limitations in mastering other social studies disciplines, such as history, resulting in suboptimal integration of social studies. This situation underscores the critical need for continuous professional development programs tailored to social studies teachers (Khairunisa et al., 2025).

In the second section (students), in one of the interviews, the teacher stated,

"The main challenge is the students' tendency to want everything instantly, including using AI to complete assignments. As teachers, we can recognize this from the language used and the students' conditions in class."

AI use reflects rapid technological progress but also risks fostering student dependence, reducing independence, and stifling creativity. It is essential for students to critically appraise and verify the information (Rios et al., 2025; Trikoili et al., 2025). This overreliance can lead to a superficial understanding of content and to the uncritical acceptance of AI-generated information.

Another challenge is students' low interest in social studies, which is often seen as less important than Science or Mathematics and is overlooked by teachers under exam pressure (Bousalis, 2022). Additionally, observation results indicate that the instruction frequently relies on lecture methods, creating a monotonous atmosphere and decreasing student

engagement. Some students find social studies too theoretical and focused on memorization, which reduces engagement and collaboration, leading to a less dynamic classroom and lower motivation to learn (Prastiwi et al., 2024; Silmia et al., 2024). This is supported by research showing that while some students are active in asking questions and providing opinions, many others do not respond when the teacher poses questions or solicits their views (Soeharto & Ayuni, 2023).

The third section (policy and resources), as one teacher explained,

"The main challenge is the presence of special needs students, while my background is not in special education, which creates difficulties in the classroom. As we know, the current zoning system means students are admitted based on location rather than academic performance."

Indonesia's zoning policy has increased student diversity, including students with special needs, by promoting equal access to education. However, its success depends on schools' readiness (Fauziyah et al., 2025; Sulistyosari et al., 2023; Susanto et al., 2024). Schools struggle to implement inclusive education policies effectively, and teachers face difficulties adapting the curriculum and balancing the needs of students with and without special needs. This can result in less effective learning outcomes for some students (Apriliani et al., 2024; Nugroho et al., 2025).

Another challenge is limited access to digital technology, one school implemented a policy prohibiting students from bringing cell phones over the past year to uphold student morality. However, this policy has both pros and cons. In the Kurikulum Merdeka framework, technology supports pedagogical strategies (Ningsih & Sari, 2024). Studies have shown that integrating digital media and local wisdom into social studies can enhance critical thinking skills (Supriatna et al., 2025). In modern constructivist learning, out-of-class environments are valued as bridges between real-world experience and knowledge, thereby enhancing students' social skills and relationships (Adalar et al., 2023).

Teachers' strategies in implementing integrated social studies learning in the Kurikulum Merdeka

Teacher Competency

Teacher competence is a multidimensional concept that combines knowledge, skills, and beliefs, shaping cognitive abilities and influencing teaching practices (Hirt et al., 2025). Enhancing pedagogical and professional competence is crucial for successful curriculum implementation (Ockta et al., 2023; Syofyan et al., 2024). Teachers need continuous professional development to integrate the curriculum effectively, even after college or specific conditions (Hadiapurwa et al., 2021; Saa, 2024; Sofiana et al., 2024). The implementation of the Kurikulum Merdeka improves by enhancing teachers' competencies to align teaching with students' potential, supported by teacher readiness, resources, and technology training, as well as differentiated learning (Asep et al., 2024). MGMP provides a platform for teachers to share knowledge, deepen their understanding of the curriculum, and learn innovative teaching methods. Through workshops, seminars, and digital training, it enhances teachers' professional competencies and promotes effective, current teaching practices (Ritonga, 2024).

Motivation, Approach, and Supervision

Implementing active learning strategies, such as group discussions, role-playing, and collaborative projects, can enhance students' critical, analytical, and creative thinking skills. This approach not only improves theoretical knowledge but also practical skills. In one teacher's interview, motivating students increases their interest in social studies, helping them compete in the Olimpiade Sains Nasional (OSN). Nowadays, teachers tend to express appreciation to students by displaying positive emotions. Emotions play a vital role in supporting students' learning and academic success, as they can motivate them to achieve predetermined learning targets (Chen et al., 2025). Teachers' mindfulness and emotional intelligence significantly enhance the quality of these relationships, promoting a positive classroom atmosphere and better learning outcomes (Wang, 2023).

Creative Learning

Teachers with a creative mindset can overcome limited facilities by finding solutions and designing strategies, fostering openness, continuous learning, and problem-solving skills through direct student engagement (Jamil, 2023; Rabello-Mestre et al., 2025). Based on interview results, one example of a teacher's creativity in overcoming limited facilities is by connecting lessons to everyday life. Taught map skills using invitation card maps to explain directions, showing how real-life examples can spark dialogue and creativity in learning. This is supported by research indicating that creative pedagogy in social studies fosters enjoyable learning, with active student participation (Widiastuti et al., 2022). Using dialogue triggers engages students and fosters a positive learning environment, while creative pedagogy promotes creativity through imaginative teaching, encourages critical thinking, and supports the exploration of new ideas (Affandy et al., 2024).

CONCLUSION

This study underscores the critical need to enhance the implementation of integrated social studies education in Indonesia, as current practices often remain fragmented and lack cohesion. Teachers face internal challenges, such as limitations in teaching competencies, and external challenges, such as policy constraints and inadequate resources, all of which hinder the effectiveness of social studies education. Additionally, student diversity, including differences in learning styles, backgrounds, and abilities, further complicates the delivery of integrated lessons. Despite these challenges, the research findings indicate that teachers have adopted various strategies to overcome these barriers. As a result, these efforts positively impact both the learning process and student development.

AUTHOR'S NOTE

The authors state that they have no conflicts of interest regarding the publication of this article and confirm that the article's data and content are original.

REFERENCES

- Adalar, H., Kılıç, H., & Subaşı, Y. (2023). Social studies in out-of-class learning environments: a study on teacher candidates' views and awareness. *International Journal of Education and Literacy Studies*, 11(4), 253-271.
- Adamba, C. (2025). Teacher credentials, students' efforts, and aspirations as determinants of learning achievement in mathematics and science. *International Journal of Learning, Teaching and Educational Research*, 24(1), 584-608.
- Affandy, H., Sunarno, W., Suryana, R., & Harjana. (2024). Integrating creative pedagogy into problem-based learning: The effects on higher order thinking skills in science education. *Thinking Skills and Creativity*, 53(1), 1-17.
- Andalas, S. (2024). Implementasi pembelajaran terpadu pada pembelajaran IPS. *Pendis: Jurnal Pendidikan Ilmu Sosial*, 3(1), 1-19.
- Apriliani, I., Pahrudin, A., Koderi, & Syafril, S. (2024). Management of inclusive education: An implementation. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(1), 112-125.
- Arifin, G. F. M., Sriartha, I. P., & Indrayani L. (2024). Kompetensi guru IPS ditinjau dari latar belakang pendidikan, pelatihan dan pengalaman mengajar. *Jurnal Pendidikan IPS Indonesia*, 8(1), 41-53.
- Asep, A., Barus, C. S. A., & Sohilait, D. (2024). Implementasi kurikulum merdeka dalam pembelajaran IPS di Indonesia: Sebuah systematic review. *Jurnal PIPSI (Jurnal Pendidikan IPS Indonesia)*, 9(3), 200-213.
- Asyam, M., Pramono, S. E., & Priyanto, A. S. (2025). Strategi pengembangan keterampilan berpikir kritis melalui pembelajaran IPS dalam membentuk karakter sosial siswa di SMA Kota Semarang. *JIIIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(4), 3637-3644.
- Auralynurbait, P., Khotimah, K. N., Pohan, R. I., Putri, S. A., Palinsa, N., & Nova, I. D. (2024). Analysis of effective learning methods in overcoming learning difficulties in elementary schools social studies. *Journal of Elementary Education*, 1(1), 13-20.
- Bhismantara, B. S., Iskandar, M. Y., Wijayanti, H. T., Widiastuti, A., Wulandari, T., & Rokhim, H. N. (2024). Upaya peningkatan kompetensi guru dalam pemanfaatan teknologi pada kegiatan pembelajaran. *Edukasi: Jurnal Penelitian Pendidikan Agama dan Keagamaan*, 9(1), 74-80.
- Bousalis, R. (2022). Correlating the perceptions of preservice elementary teachers and social studies in the elementary curriculum. *Journal of Education*, 202(4), 385-396.
- Chen, Z., Ren, D., Wang, Z., Gao, L., Shi, Y., Liu, H., & Yang, T. (2025). Enhancing student academic performance in middle school classrooms by fostering engagement motivation through intelligent assessment of teacher praise emotional intensity. *Learning and Instruction*, 99(1), 1-11.
- Dirgantara, A. J. P., Apriliani, W. A., Fadhilah, R. A., & Putri, H. A. (2025). Kurikulum merdeka: Innovation to foster a creative and work-ready generation. *Curricula: Journal of Curriculum Development*, 4(1), 47-64.

- Escala, N., Herrera-Pavo, M. Á., Guitert, M., & Romeu, T. (2024). Educational experiences integrating the arts into teaching practice in primary education in Ecuador. *Thinking Skills and Creativity*, 54(1), 1-14.
- Fadhilah, Y., Salim, R. M. A., & Safitri, S. (2022). Teacher efficacy and teacher social perception in creative teaching for elementary school teachers. *Jurnal Ilmiah Sekolah Dasar*, 6(2), 212-219.
- Fauzi, W. N. A., & Hajaroh, M. (2023). Aiming for the future: Transforming social studies learning in elementary school into the 21st century. *Sunan Kalijaga International Journal on Islamic Educational Research*, 7(2), 175-183.
- Fauziyah, N., Maruf, N., Wardana, D. J., Azis, F., Bahar, E. E., & Husniati, A. (2025). Evaluating inclusive education initiatives in Indonesia: From policy to practice. *Educational Process: International Journal*, 16(1), 1-26.
- Fitchett, P. G., & Moore, S. B. (2022). Democratizing social studies teacher education through mediated field experiences and practice-based teacher education. *The Journal of Social Studies Research*, 46(3), 169-184.
- Gusni, Y., & Srijani, N. (2025). Peningkatan keterampilan pemetaan pikiran (mind mapping) dalam pembelajaran IPS untuk meningkatkan pemahaman siswa kelas VIII di SMP Negeri 1 Geneng Tahun Pelajaran 2024 / 2025. *Jurnal Pengabdian Masyarakat dan Riset Pendidikan*, 4(1), 1576-1580.
- Hadiapurwa, A., Susilana, R., & Rusman, R. (2021). Kesiapan calon guru sekolah dasar pada pelaksanaan kurikulum dalam kondisi khusus. *Pedagogia*, 19(2), 126-138.
- Halimah, L., Affandi, I., Nurkania, L., & Hidayah, Y. (2022). Implementation of social studies learning through online: A case study at a Junior High School in Soreang Bandung. *Al-Ishlah: Jurnal Pendidikan*, 14(3), 3743-3752.
- Hasibuan, M. R. (2025). Inovasi guru dalam pembelajaran IPS di era society 5.0. *Inovasi Pendidikan Nusantara*, 6(1), 540-552.
- Hidayat, A. G., & Haryati, T. (2023). Analysis of problems and solutions in social studies learning at elementary schools. *Jurnal Pendidikan IPS*, 13(2), 307-316.
- Hirt, C. N., Eberli, T. D., Jud, J. T., Rosenthal, A., & Karlen, Y. (2025). One step ahead: Effects of a professional development program on teachers' professional competencies in self-regulated learning. *Teaching and Teacher Education*, 159(1), 1-18.
- Jamil, J. (2023). Skills teacher creativity in overcoming limited learning facilities at SMP Negeri 6 South Halmahera. *Formosa Journal of Applied Sciences*, 2(10), 2655-2668.
- Karaca-Atik, A., Meeuwisse, M., Gorgievski, M., & Smeets, G. (2023). Uncovering important 21st-century skills for sustainable career development of social sciences graduates: A systematic review. *Educational Research Review*, 39(1), 1-15.
- Khairunisa, W., Sinaga, C. O., Nila, E., & Situmeang, S. (2025). Kendala guru dalam pengembangan materi IPS terpadu dan upaya mengatasinya di MTS Islamiyah Medan. *Jurnal Inovasi Ilmu Pendidikan*, 3(1), 1-11.

- Limbong, M., & Limbong, A. M. (2023). Obstacles and difficulties in implementing the independent learning curriculum in high schools. *Jurnal Pedagogi dan Pembelajaran*, 6(3), 374-384.
- Marsela, N. A. M., & Hilaliyah, T. (2025). Implementasi Kurikulum Merdeka di SMP Negeri 2 Kota Serang. *Metakognisi: Jurnal Kajian Pendidikan*, 7(1), 42-53.
- Maulinda, D. (2022). Related Model (Connected): Development of integrated social studies learning module. *International Journal of Contemporary Studies in Education*, 1(1), 56-63.
- Meyer, M. W., & Norman, D. (2020). Changing design education for the 21st century. *She Ji: The Journal of Design, Economics, and Innovation*, 6(1), 13-49.
- Mikander, P., & Satokangas, H. (2025). From influencing school food to handling hate speech: Methods, areas, and limitations of active citizenship in Finnish social studies textbooks. *Education, Citizenship and Social Justice*, 20(1), 77-92.
- Mufid, M. K. A. W., & Suprijono, A. (2024). Ontological study of problems in designing social science learning based on a merdeka curriculum: A pilot study of social studies teachers in Malang city. *Jurnal Teori dan Praksis Pembelajaran IPS*, 9(1), 32-41.
- Ningsih, P. E. A., & Sari, M. N. (2024). The Role of technology in implementing kurikulum merdeka: A review of current practices. *Jurnal Edu Research Indonesian Institute for Corporate Learning and Studies*, 5(1), 171-183.
- Noviyanti, T., Sirait, Y. N. Y. B., Chan, F., & Noviyanti, S. (2024). Concept and differences between social studies and social science. *Tsaqofah: Jurnal Penelitian Guru Indonesia*, 4(1), 1-12.
- Nugroho, P. J., Hartanto, T. J., & Sion, H. (2025). Teacher adequacy and projected needs: Challenges and future direction for special schools in Central Kalimantan. *Al-Ishlah: Jurnal Pendidikan*, 17(1), 644-657.
- Ockta, Y., & Mardesia, P. (2023). A correlational study: Pedagogical and professional competence of physical education teachers in relation to the implementation of the merdeka curriculum. *Journal of Physical Education and Sport*, 23(12), 3325-3331.
- Olovsson, T. G. (2021). Teaching and learning in integrated social studies: What knowledge is most important for students to acquire?. *Journal of Social Science Education*, 20(4), 120-146.
- Pakiding, I. D., Elpisah, & Devilla, R. (2025). Role of social studies teacher forum in enhancing teacher pedagogical competence, professionalism, and innovation in social studies learning. *International Journal of Social Welfare and Family Law*, 2(1), 107-123.
- Prastiwi, D. P., Sundawa, D., & Muthaqin, D. I. (2024). Peran reward dan punishment dalam meningkatkan minat belajar siswa pada mata pelajaran IPS di Kelas VIII SMP Negeri 17 Bandung. *Jurnal Ilmiah Wahana Pendidikan*, 10(9), 103-113.
- Purba, I. G., Napitu, U., & Sustianingsih, I. M. (2024). Pembelajaran IPS terpadu dalam membangun karakter peserta didik sekolah menengah pertama. *Sindang: Jurnal Pendidikan Sejarah dan Kajian Sejarah*, 6(1), 27-32.

- Purwanty, R., Nirtha, E., Au Hurit, A., & Ismail, M. (2024). Opportunities and challenges for the implementation of online and offline learning in social studies teaching material development courses. *Indonesian Journal of Instructional Media and Model*, 6(1), 1-8.
- Purwati, E., & Sukirman, D. (2024). Teacher competence development in kurikulum merdeka implementation: A literature study. *Inovasi Kurikulum*, 21(1), 41-54.
- Rabello-Mestre, A., Ness, I. J., & Glăveanu, V. P. (2025). Creative learning-a configurative review of features and practices. *Thinking Skills and Creativity*, 56(1), 1-13.
- Ramos, G. M. (2025). Social science instructors' teaching competencies and students' academic performance in Batangas State University system: Towards a faculty training program. *International Journal of Basic and Applied Sciences*, 14(2), 620-626.
- Rios, T. C. D. Lo, Solis-Trujillo, B., Perez-Ruiz, J., & Aquije-Mansilla, M. (2025). Systematic review of critical thinking using artificial intelligence. *Edelweiss Applied Science and Technology*, 9(3), 990-1001.
- Ritonga, L. A. (2024). Peningkatan kompetensi guru melalui kegiatan Musyawarah Guru Mata Pelajaran (MGMP). *Analysis: Journal of Education*, 2(2), 320-328.
- Rosyiddin, A. A. Z., Fiqih, A., Nugraha, H., Hadiapurwa, A., & Komara, D. A. (2023). The effect of interactive PowerPoint media design on student learning interests. *Edcomtech: Jurnal Kajian Teknologi Pendidikan*, 8(1), 12-24.
- Saa, S. (2024). Merdeka curriculum: Adaptation of Indonesian education policy in the digital era and global challenges. *Revista de Gestao Social e Ambiental*, 18(3), 1-24.
- Silmia, A. Z., Salira, A. B., & Holilah, M. (2024). Pengaruh phubbing terhadap minat belajar IPS siswa kelas IX SMP di Kota Bandung. *Jurnal Ilmiah Wahana Pendidikan*, 10(16), 123-131.
- Sisay, G., & Teferi, B. (2025). Challenges in teaching and learning social studies in middle level schools and its implications for quality education in Addis Ababa: The case of Yeka Sub-city. *Social Sciences & Humanities Open*, 11(101587), 1-9.
- Soeharto, S., & Ayuni, R. (2023). Pengaruh minat belajar terhadap hasil belajar mata pelajaran IPS siswa Kelas VIII Di SMP Negeri 05 Seluma. *Jurnal Multidisiplin Dehasen (MUDE)*, 2(1), 11-14.
- Sofiana, N., Andriyani, S., Shofiyuddin, M., Mubarak, H., & Candraloka, O. R. (2024). The implementation of differentiated learning in ELT: Indonesian teachers' readiness. *Forum for Linguistic Studies*, 6(2), 1-17.
- Sulistiyosari, Y., Wardana, A., & Dwiningrum, S. I. A. (2023). School zoning and equal education access in Indonesia. *International Journal of Evaluation and Research in Education*, 12(2), 586-593.
- Suraiya, N., Yusrizal, Y., Majid, M. S. A., Setiawan, D., Hasan, A., & Fata, I. A. (2024). Evaluating integrated social studies learning programs in Indonesian middle schools: An application of the Stufflebeam model. *Al-Ishlah: Jurnal Pendidikan*, 16(2), 2057-2071.

- Supriatna, N., Winarti, M., & Wiyanarti, E. (2025). The effectiveness of using flipbooks as an interactive medium in social studies learning based on local wisdom to enhance critical thinking skills. *Review of Integrative Business and Economics Research*, 14(2), 603-618.
- Susanto, R., Judijanto, L., Irsyad, I., & Fitri, S. A. (2024). The impact of implementing school zoning policy on inequality of access to education at the junior high school level. *International Journal of Learning, Teaching and Educational Research*, 23(8), 556-571.
- Syofyan, H., Rosyid, A., Fadli, M. R., & Yusuff, A. A. (2024). Teacher readiness factors that influence the implementation of the merdeka curriculum in elementary schools. *Journal of Curriculum and Teaching*, 13(5), 168-180.
- Trikoili, A., Georgiou, D., Pappa, C. I., & Pittich, D. (2025). Critical thinking assessment in higher education: A mixed-methods comparative analysis of AI and human evaluator. *International Journal of Human-Computer Interaction*, 1(1), 1-14.
- Utami, P. R., Rahmawati, L., & Noktaria, M. (2025). Pengembangan kompetensi dan soft skill dalam implementasi kurikulum merdeka: Tinjauan literatur. *Manajerial: Jurnal Inovasi Manajemen dan Supervisi Pendidikan*, 5(1), 55-65.
- Varas, D., Santana, M., Nussbaum, M., Claro, S., & Imbarack, P. (2023). Teachers' strategies and challenges in teaching 21st century skills: Little common understanding. *Thinking Skills and Creativity*, 48(1), 1-12.
- Wang, X. (2023). Exploring positive teacher-student relationships: The synergy of teacher mindfulness and emotional intelligence. *Frontiers in Psychology*, 14(1), 1-14.
- Widiastuti, A., Supriatna, N., Disman, & Nurbayani, S. (2022). Pedagogi kreatif dalam pembelajaran IPS: Studi di SMP Negeri 2 Pandak Bantul Yogyakarta. *Jurnal Ilmiah WUNY*, 4(1), 1-15.
- Zahra, Z. N., Safitri, D., & Sujarwo. (2025). Tinjauan literatur: Efektifitas pembelajaran berdiferensiasi dalam pembelajaran IPS di sekolah menengah pertama. *Jurnal Ilmiah Mutiara Pendidikan*, 3(2), 60-77.