



SCHOOL-PARENT ASSOCIATION PARTNERSHIP MANAGEMENT IN ENHANCING THE EFFECTIVENESS OF THE MERDEKA CURRICULUM IMPLEMENTATION: A QUALITATIVE STUDY

Supriatin^{1*}, Heri Priyanto², Mukhammad Firmansyah³, A Faizin⁴

^{1,2,3,4,5} Program Pascasarjana Manajemen Pendidikan Universitas Gresik

*Email : ubeldinda05@gmail.com

DOI: 10.32764/dinamika.v9i2.6883

Received: 13 January 2026

Accepted: 05 June 2026

Published: 22 June 2026

Abstract :

The transformational shift toward the Merdeka Curriculum demands a highly collaborative school ecosystem to ensure its contextual and sustainable execution. This study aims to analyze the management of partnerships between schools and parent associations in enhancing the effectiveness of the Merdeka Curriculum implementation at Guslah 1, Bangil. Grounded in the school-family-community partnerships framework, this research employed a qualitative approach with a case study design. Data were gathered through in-depth interviews, participant observation, and documentation analysis involving key stakeholders: school principals, curriculum coordinators, teachers, parent association leaders, and school committee members. Data analysis followed an interactive model consisting of data condensation, data display, and conclusion drawing/verification. The findings reveal that effective curriculum implementation is strongly driven by systematic, POAC-based partnership management. At the planning stage, participatory coordination establishes a shared vision and clear role boundaries between pedagogical authority and home facilitation. During implementation, structured parental engagement in learning support, character building, and student self-development reinforces the Pancasila Student Profile and bridges the policy implementation gap. Furthermore, collaborative monitoring and evaluation supported by digital communication via WhatsApp serve as a transparent feedback mechanism that increases program legitimacy, mitigates operational challenges, and accommodates working parents. This study concludes that a professional, adaptive partnership model integrating local values of gotong royong functions as a vital educational governance ecosystem that successfully sustains curriculum objectives.

Keywords : *Partnership Management, Parent Association, School Committee, Merdeka Curriculum, Qualitative Case Study.*

Abstrak :

Transformasi kebijakan kurikulum menuju Kurikulum Merdeka menuntut ekosistem sekolah yang kolaboratif guna memastikan pelaksanaan yang kontekstual dan berkelanjutan. Penelitian ini bertujuan untuk menganalisis manajemen kemitraan antara sekolah dan paguyuban orang tua dalam meningkatkan efektivitas implementasi Kurikulum Merdeka di Guslah 1, Bangil. Berdasarkan kerangka kemitraan sekolah-keluarga-masyarakat, penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara

mendalam, observasi partisipan, dan analisis dokumentasi yang melibatkan pemangku kepentingan kunci: kepala sekolah, wakil kepala sekolah bidang kurikulum, guru, pengurus paguyuban orang tua, dan komite sekolah. Analisis data mengikuti model interaktif yang terdiri dari kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Temuan penelitian menunjukkan bahwa efektivitas implementasi kurikulum sangat dipengaruhi oleh manajemen kemitraan berbasis POAC yang sistematis. Pada tahap perencanaan, koordinasi partisipatif berhasil membangun kesepahaman visi dan kejelasan batas peran antara otoritas pedagogis sekolah dan fasilitasi orang tua di rumah. Pada tahap pelaksanaan, keterlibatan terstruktur orang tua dalam dukungan belajar, pembentukan karakter, dan pengembangan diri siswa terbukti memperkuat Profil Pelajar Pancasila sekaligus menjembatani celah implementasi kebijakan. Lebih lanjut, monitoring dan evaluasi kolaboratif yang didukung komunikasi digital via WhatsApp berfungsi sebagai mekanisme umpan balik yang transparan untuk meningkatkan legitimasi program, memitigasi kendala operasional, dan mengakomodasi orang tua bekerja. Penelitian ini menyimpulkan bahwa model tata kelola kemitraan yang profesional dan adaptif dengan mengintegrasikan nilai lokal gotong royong berfungsi sebagai ekosistem penting yang menyukseskan keberlanjutan tujuan kurikulum.

Kata Kunci: *Manajemen Kemitraan, Paguyuban Orang Tua, Komite Sekolah, Kurikulum Merdeka, Studi Kasus Kualitatif.*

INTRODUCTION

The transformation of curriculum policy in Indonesia in recent years has positioned the Merdeka Curriculum as a strategic direction for strengthening the quality of learning, emphasizing flexibility at the school level, differentiated instruction, and the development of students' character and competencies in accordance with their context (Dariyono & Rusman, 2023). The government has established a regulatory framework for its implementation through recent curriculum regulations, while also encouraging schools to design operational curricula that are adaptive to local needs and students' development (Wahyudin et al., 2024). In policy documents related to the Merdeka Curriculum, it is also emphasized that effective implementation requires support from a collaborative school ecosystem, including the active involvement of stakeholders surrounding the school (Melasari, Permatasari, Hanafi, & Hidayani, 2026).

Nevertheless, the implementation of the Merdeka Curriculum at the school level does not always proceed smoothly. In practice, schools face various challenges, such as teachers' readiness to design flexible learning experiences, consistency in program execution, and the need for intensive communication so that curriculum changes are well understood and supported by parents. In this context, school-parent partnerships become a critical factor, as parents are not merely "recipients of information" from schools but strategic partners who can strengthen the learning climate at home, support school programs, and enhance the legitimacy of curriculum change. This partnership perspective aligns with the *school-family-community partnerships* framework, which positions schools, families, and communities as overlapping spheres of influence that collectively contribute to students' learning success (Epstein & Sanders, 2002).

In Indonesia, formal channels for parental involvement in school governance are largely mediated through school committees or parent associations, which are institutionally positioned as independent bodies to support the improvement of educational quality (Hidayat, Suryadi, Latifannisa,

Sari, & Rino, 2025). Regulations also define clear boundaries and prohibitions for example, restrictions on levying mandatory fees which, on the one hand, promote accountability, but on the other hand may create operational dilemmas in mobilizing resources and managing community participation if not addressed through effective communication and governance practices (Wahyudin et al., 2024). This situation demands a partnership management approach that goes beyond ceremonial activities and instead encompasses systematic planning, organizing, implementation, and evaluation of collaboration so that parental contributions are aligned with the needs of curriculum implementation.

Previous studies have highlighted the importance of school committees as mediators between schools and communities; however, findings also indicate persistent challenges in optimizing their roles, including administrative, coordination, and authority-related issues across various local contexts (Prayitno & Mahmudi, 2025). At the same time, the literature on school family partnerships tends to be strong at the conceptual and typological levels of parental involvement, but often falls short of explaining how partnership management practices at the school level are operationalized to bridge the “implementation gap” of curriculum policy in specific local settings particularly in schools undergoing adaptation to new curriculum policies (Anwar, 2022).

The research gap addressed in this study lies in: (1) the limited number of studies that specifically examine the management of school committee/parent association partnerships as a governance process (planning, organizing, actuating, and controlling) in relation to the effectiveness of Merdeka Curriculum implementation; (2) the scarcity of qualitative studies that deeply explore partnership dynamics in particular school contexts (such as Guslah 1, Bangil), including communication patterns, role distribution, decision-making mechanisms, and strategies for mitigating regulatory tensions or conflicts; and (3) the limited empirical research that links such partnerships to operational indicators of curriculum implementation effectiveness, such as consistency in program delivery, parental support for learning activities, and community acceptance of curriculum policies.

Accordingly, the urgency of this study lies in the need to ensure the effective implementation of the Merdeka Curriculum through systematically managed, participatory, and sustainable school-parent association partnerships. The findings indicate that curriculum success is determined not only by instructional practices within the school, but also by the clarity of roles, program alignment, and the quality of communication and evaluation within school-parent collaboration. Without a structured partnership management approach, parental involvement tends to be fragmented and has limited impact on students’ learning support. Therefore, this study is essential in providing empirical evidence and a POAC-based managerial model that strengthens collaborative governance between schools and parents, enhances accountability, and supports the contextual and sustainable implementation of the Merdeka Curriculum.

RESEARCH METHOD

This study employed a qualitative research approach with a case study design, as it sought to obtain an in-depth and contextualized understanding of

school-parent association partnership management in enhancing the effectiveness of the Merdeka Curriculum implementation at Guslah 1, Bangil. The qualitative approach was chosen to capture the complexity of social interactions, managerial practices, and stakeholders' perspectives within the natural setting of the school. The research subjects consisted of key stakeholders, including the school principal, vice principal for curriculum, teachers, leaders of the parent association/school committee, and parents who were actively involved in school programs. Data were collected through in-depth interviews, participant observation, and document analysis, encompassing school policy documents, curriculum implementation plans, minutes of partnership meetings, and relevant regulations. To ensure data credibility, source and technique triangulation were applied by comparing information obtained from different informants and data collection methods. Data analysis was conducted using an interactive model, involving data condensation, data display, and conclusion drawing and verification, which took place continuously throughout the research process. The trustworthiness of the findings was enhanced through strategies such as prolonged engagement, member checking, and maintaining an audit trail. Through this methodological design, the study aimed to generate a comprehensive and credible portrayal of how school-parent partnership management contributes to the effectiveness of Merdeka Curriculum implementation within the specific institutional and socio-cultural context of the school.

FINDINGS AND DISCUSSION

FINDINGS

The findings demonstrate that the effectiveness of the Merdeka Curriculum implementation is significantly shaped by the quality of school-parent association partnership management. The partnership functions not only as a supporting mechanism, but as a **systemic ecosystem** that facilitates curriculum understanding, acceptance, and consistent implementation at the school level.

Partnership Planning Aligned with the Merdeka Curriculum

At the planning stage, the school and parent association collaboratively formulate partnership programs that are aligned with Merdeka Curriculum principles, particularly student-centered learning, character development, and contextualized instruction. Planning activities are conducted through structured coordination meetings involving the school principal, teachers, parent association leaders, and school committee members. Clear role boundaries are maintained, where the school retains pedagogical authority while parents act as facilitators, motivators, and supporters of learning at home.

Table 1. School-Parent Partnership Planning for Merdeka Curriculum Implementation

No	Planning Component	Description	Contribution to Merdeka Curriculum
----	--------------------	-------------	------------------------------------

1	Joint planning meetings	Regular coordination between school leaders and parent association	Shared understanding of curriculum goals
2	Role clarification	School manages pedagogy; parents support learning and character formation	Prevents role overlap and conflict
3	Program alignment	Partnership programs aligned with student development and project-based learning	Supports holistic learning orientation
4	Communication planning	Establishment of communication channels (meetings, messaging groups)	Ensures curriculum transparency

The table illustrates how school–parent association partnership planning is systematically aligned with the principles of the Merdeka Curriculum. At this stage, planning is not treated as a purely administrative activity, but as a collaborative process that ensures shared understanding and mutual commitment between the school and parents. Through structured planning, the school establishes a strong foundation for effective curriculum implementation that is responsive to students’ needs and local contexts.

First, joint planning meetings between school leaders and parent association representatives play a central role in partnership planning. Regular coordination meetings function as formal forums for discussing curriculum goals, learning strategies, and support mechanisms. These meetings enable parents to gain a comprehensive understanding of the Merdeka Curriculum orientation, while allowing the school to communicate expectations clearly. As a result, both parties develop a shared vision that supports the successful implementation of curriculum reforms.

Second, role clarification is emphasized as a key planning component. The table shows that pedagogical authority remains firmly with the school, while parents are positioned as supporters of learning and character development at home. This clear division of roles helps prevent overlap and potential conflict, ensuring that parental involvement strengthens rather than disrupts instructional processes. Such clarity contributes to a balanced and professional partnership structure.

Third, the planning process focuses on program alignment with student development and project-based learning. Partnership programs are deliberately designed to support holistic learning, including cognitive, social, and character dimensions promoted by the Merdeka Curriculum. By aligning partnership activities with curriculum objectives, the school ensures that parental support is directly connected to learning outcomes and competency development.

Finally, communication planning emerges as a crucial element in partnership management. The establishment of communication channels such as coordination meetings and messaging groups ensures transparency and continuous information flow between the school and parents. This planned communication system enables timely feedback, strengthens trust, and supports consistent implementation of curriculum programs. Overall, the table

demonstrates that structured and collaborative planning significantly enhances the effectiveness of school-parent partnerships in implementing the Merdeka Curriculum.

Implementation of School-Parent Partnership Programs

During implementation, parents are actively involved through organized parent association programs that support both academic and non-academic aspects of the Merdeka Curriculum. These include learning facilitation at home, student self-development activities, and character education reinforcement. Such involvement enhances continuity between school-based instruction and home-based learning support.

Table 2. Implementation of School-Parent Partnership Programs

Program Area	Forms of Parental Involvement	Impact on Curriculum Implementation
Learning support	Assisting students during learning activities at home	Improves learning consistency
Character development	Reinforcing values and discipline at home	Strengthens Pancasila Student Profile
Student self-development	Supporting projects, competitions, and talents	Encourages holistic competence
School programs	Participation in school activities and forums	Increases program legitimacy

The table presents an overview of how school-parent partnership programs are implemented to support the effectiveness of the Merdeka Curriculum. During this stage, parental involvement is organized through formal parent association programs that address both academic and non-academic dimensions of student development. This structured involvement ensures that learning support extends beyond the classroom and is reinforced within the home environment.

The first program area highlighted in the table is learning support, where parents assist students during learning activities at home. This form of involvement includes supervising learning routines, helping students manage tasks, and providing a conducive learning environment. Such support contributes directly to improved learning consistency, as students experience continuity between school-based instruction and home-based learning practices.

The second area focuses on character development, in which parents reinforce values, discipline, and positive learning attitudes at home. This parental role strengthens the formation of the Pancasila Student Profile, a key objective of the Merdeka Curriculum. By consistently modeling and reinforcing character values, parents help ensure that character education is internalized by students in their daily lives.

The table also emphasizes parental involvement in student self-development, particularly through support for projects, competitions, and the nurturing of students' talents. This involvement encourages holistic competence by allowing students to develop academic, social, and creative skills in an

integrated manner. Parental support in these activities enhances students' confidence and motivation to participate actively in learning experiences.

Finally, participation in school programs and forums reflects a broader form of parental engagement that increases the legitimacy of school initiatives. When parents are involved in school activities and decision-making forums, they develop a stronger sense of ownership and trust in school programs. This legitimacy not only strengthens collaboration but also contributes to the sustainable implementation of the Merdeka Curriculum through shared responsibility between the school and parents.

Monitoring and Evaluation of Partnership Effectiveness

Monitoring and evaluation are conducted collaboratively by the school leadership, parent association, and school committee. Continuous feedback mechanisms enable the school to identify challenges in curriculum implementation and adjust strategies accordingly. This process ensures alignment between curriculum objectives and parental support practices.

Table 3. Monitoring and Evaluation of School–Parent Partnership

Aspect Evaluated	Monitoring Mechanism	Evaluation Outcome
Program implementation	Regular coordination meetings	Programs implemented as planned
Parental participation	Attendance and engagement tracking	Increased but varied participation
Learning support effectiveness	Feedback from teachers and parents	Improved student engagement
Curriculum understanding	Reflection and discussion forums	Greater acceptance of curriculum changes

The table outlines the monitoring and evaluation mechanisms used to assess the effectiveness of school–parent partnerships in supporting the implementation of the Merdeka Curriculum. Monitoring and evaluation are conducted collaboratively by school leadership, parent association representatives, and the school committee to ensure that partnership activities align with curriculum objectives. This collaborative approach allows the school to identify challenges early and make timely adjustments to partnership strategies.

The first aspect evaluated is program implementation, which is monitored through regular coordination meetings between the school and parent association. These meetings function as formal review forums to assess whether planned partnership programs are executed as intended. The evaluation results indicate that most programs are implemented according to plan, demonstrating the effectiveness of structured coordination in maintaining program consistency.

The second aspect concerns parental participation, which is monitored through attendance records and engagement tracking during partnership activities. The table shows that parental participation has increased, although the level of involvement varies among parents. This variation reflects differences in time availability, work commitments, and individual capacity, highlighting the

need for flexible engagement strategies to accommodate diverse parental conditions.

The third evaluated aspect is learning support effectiveness, assessed through feedback collected from teachers and parents. This feedback provides insight into how parental involvement influences students' learning experiences. The evaluation outcomes suggest that effective parental support contributes to improved student engagement, indicating a positive relationship between home-based learning support and school-based instruction.

Finally, curriculum understanding is evaluated through reflection and discussion forums involving parents and school staff. These forums allow parents to express their perspectives, ask questions, and deepen their understanding of curriculum changes. The evaluation shows greater parental acceptance of the Merdeka Curriculum, demonstrating that continuous dialogue and reflective practices are essential for strengthening alignment between curriculum implementation and parental support.

These findings indicate that sustained monitoring strengthens accountability and improves the effectiveness of curriculum implementation through shared responsibility.

DISCUSSION

The management of school-parent association partnerships at Guslah 1, Bangil demonstrates a systematic, collaborative, and context-responsive application of educational management principles that are grounded in the real needs of curriculum implementation. The enactment of the POAC management functions (Planning, Organizing, Actuating, and Controlling) was carried out strategically through active collaboration between school leaders, teachers, parent association members, and school committees, with a strong orientation toward building a supportive ecosystem for the Merdeka Curriculum. This finding aligns with Epstein (2002), who argues that structured collaboration between schools and families significantly enhances educational quality and strengthens stakeholder commitment in sustaining school programs (Epstein & Sanders, 2002).

In the planning function, Guslah 1, Bangil adopted an inclusive and participatory approach by involving parent associations in deliberations related to curriculum socialization, learning support strategies, and student development programs. Planning activities were informed by contextual analysis of students' learning needs and parental capacities, ensuring that partnership programs were relevant and responsive to local conditions. This approach is consistent with Jennifer Jellison Holme et al. (2022) and Mohammad Nur Rahman & Siti Marmoah (2025), who emphasize participatory planning as a key dimension of effective public education management. It also resonates with Idowu and Iyabode Comfort (2024), who highlight the importance of strategic planning grounded in empirical conditions and stakeholder engagement, particularly in educational institutions undergoing curriculum transformation (Holme et al., 2022; Idowu & Iyabode, 2024; Nurrahman & Marmoah, 2025).

The organizing function is reflected in the formal establishment of parent

associations at the class level, clear role distribution among association members, and coordination with school committees. This organizational structure supports accountability and shared responsibility in implementing programs that reinforce the Merdeka Curriculum, such as learning facilitation at home, character education, and student self-development activities. These practices correspond with the “Decision Making” and “Collaborating with Families” dimensions of Epstein’s (2022) framework and support the collaborative governance principles emphasized by Vandersmissen & George (2024), who note that participatory organizational structures enhance program sustainability and institutional accountability (Epstein & Sanders, 2002; Vandersmissen & George, 2024).

The actuating function is evident in the implementation of partnership programs that actively involve parents in supporting learning processes and student development. Activities such as curriculum orientation sessions, parental involvement in learning supervision, inspirational programs, and support for project-based and extracurricular activities illustrate a shift from instrumental to transformational partnerships. As noted by Timidi & Okuro (2024) and Anderson-Butcher et al. (2016), meaningful parental engagement fosters a sense of shared ownership and collective responsibility for educational outcomes (Amorose, Anderson-Butcher, Newman, Fraina, & Iachini, 2016; Timidi & Okuro, 2024). Moreover, parental support for project-based learning and character-building activities aligns with competency-based and contextual learning principles emphasized by Thomas K F Chiu (2022), which are central to the Merdeka Curriculum (Chiu, 2024).

The controlling function is implemented through routine and transparent monitoring and evaluation processes involving school principals, teachers, parent association leaders, and school committee representatives. These processes focus on assessing partnership effectiveness, identifying challenges in curriculum implementation, and formulating adaptive improvement strategies. The utilization of digital communication platforms, such as WhatsApp groups and school information channels, enhances two-way communication and timely feedback between the school and parents. This finding supports Qurata Aini et al. (2024), who assert that digital integration in educational supervision improves transparency, communication efficiency, and stakeholder participation (Aini, Kurniawan, & Sulistiyowati, 2024). Similarly, Rivera-Vargas et al. (2024) emphasize that technology-mediated communication facilitates real-time interaction and strengthens institutional responsiveness to stakeholder needs (Rivera-Vargas, Calderón-Garrido, Jacovkis, & Parcerisa, 2024).

Overall, the management of school–parent association partnerships at Guslah 1, Bangil reflects a professional, participatory, and adaptive governance model. The practices observed not only support the effective implementation of the Merdeka Curriculum through multi-stakeholder collaboration, but also embody local values of mutual cooperation (*gotong royong*) as a foundation of educational governance. As emphasized by Pope, Miles and Pacheco (2025), effective educational partnerships contribute to inclusive, empowering, and socially cohesive learning environments. Drawing on contemporary literature,

this study demonstrates that the POAC-based partnership management model implemented at Guslah 1, Bangil represents a form of modern, context-sensitive, and family-centered educational leadership that strengthens curriculum implementation effectiveness (Pope, Miles, & Pacheco, 2025).

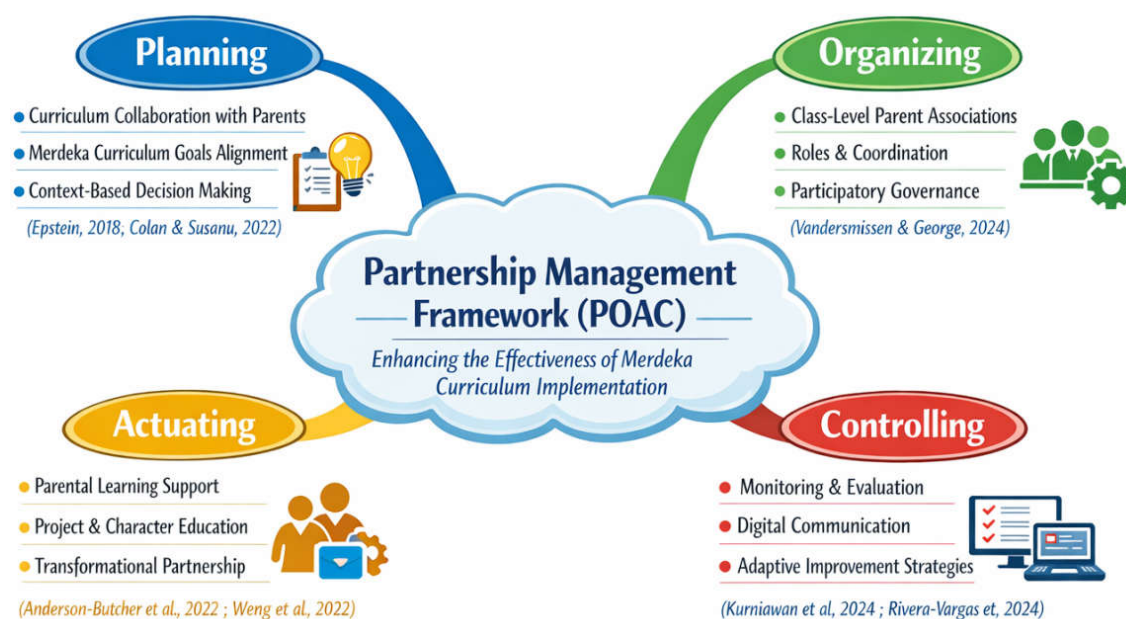


Figure 1. Partnership Management Framework (POAC)

CONCLUSION

This study concludes that the effectiveness of Merdeka Curriculum implementation at Guslah 1, Bangil is strongly influenced by the quality of school-parent association partnership management. The findings demonstrate that partnerships function not merely as supplementary support, but as a systemic ecosystem that facilitates shared understanding, acceptance, and consistent enactment of curriculum principles. Through collaborative planning aligned with student-centered learning, character development, and contextual instruction, the school and parent association establish a clear division of roles, program alignment, and transparent communication, which together form a solid foundation for curriculum implementation. During the implementation stage, structured parental involvement in learning support, character education, student self-development, and school programs strengthens learning continuity between school and home, reinforces the Pancasila Student Profile, and enhances the legitimacy and sustainability of school initiatives. Furthermore, collaborative monitoring and evaluation practices enable continuous feedback, improved accountability, increased parental participation, and greater acceptance of curriculum changes. Overall, the application of POAC-based partnership management at Guslah 1, Bangil reflects a professional, participatory, and adaptive governance model that integrates family engagement and local values of *gotong royong*, thereby contributing significantly to the contextual and sustainable implementation of the Merdeka Curriculum.

REFERENCES

- Aini, Q., Kurniawan, A., & Sulistiyowati, T. B. (2024). Digital Transformation: Best Practices of Educational Platform in Indonesia. *Jurnal Transformativ*, 10(1), 42-59.
- Amorose, A. J., Anderson-Butcher, D., Newman, T. J., Fraina, M., & Iachini, A. (2016). Parent Involvement. *Educational Review*, 1(8), 20. <https://doi.org/doi:10.1016/j.psychsport.2016.05.005>
- Anwar, S. (2022). THE ROLE OF THE SCHOOL COMMITTEE AS A MEDIATOR BETWEEN EDUCATIONAL INSTITUTIONS AND VILLAGE COMMUNITIES IN MADRASAH TSANAWIYAH , GABUS SUB-DISTRICT , GROBOGAN REGENCY. *Jurnal Administrasi Negara*, 28(2), 138-162.
- Chiu, T. K. F. (2024). Student AI Literacy and Competency. In *Empowering K-12 education with AI: Preparing for the future of education and work*. Taylor & Francis.
- Dariyono, D., & Rusman, R. (2023). CURRICULUM TRANSFORMATION IN THE 21ST CENTURY EDUCATION : PERSPECTIVES, CHALLENGES, AND PROSPECTS. *The 2nd International Conference on Education Innovation and Social Science*, (July), 57-68. Surakarta: ICEISS : International Conference on Education Innovation and Sosial Science.
- Epstein, J. L., & Sanders, M. G. (2002). Family, School, and Community Partnerships. In *Handbook of Parenting Volume 5 Practical Issues in Parenting* (Vol. 5, p. 407).
- Hidayat, M. T., Suryadi, S., Latifannisa, N., Sari, S. N., & Rino, R. (2025). Evolution of The Education Curriculum in Indonesia. *Journal of Innovation in Education and Cultural Research*, 6(2), 381-395. <https://doi.org/10.46843/jiecr.v6i2.1312>
- Holme, J. J., Castro, A. J., Germain, E., Haynes, M., Sikes, C. L., & Barnes, M. (2022). Community schools as an urban school reform strategy: Examining partnerships, governance, and sustainability through the lens of the full-service community schools grant program. *Educational Policy*, 36(3), 520-549.
- Idowu, O. M., & Iyabode, A. E. (2024). Digitalization of Tertiary Education Management in Nigeria: Problems and Way Forward. *Electronic Research Journal of Social Sciences and Humanities*, 6(II), 78-86.
- Melasari, S., Permatasari, B. A., Hanafi, M., & Hidayani, S. (2026). A Systematic Literature Review on the Effectiveness of the Merdeka Curriculum in Enhancing Student Competencies. *JICN: Jurnal Intelek Dan Cedikiawan Nusantara*, 2(6), 11700-11714.

- Nurrahman, M., & Marmoah, S. (2025). Relationship Management between Elementary School and Community: A POAC Approach to Developing Educational Collaboration. *Journal of Elementary Education*, 2(1), 11–20.
- Pope, P., Miles, S., & Pacheco, M. (2025). *Barriers and Catalysts to Parent Involvement: Perspective From an Urban Elementary School Setting*. Lancaster Bible College.
- Prayitno, M., & Mahmudi, M. R. (2025). Effectiveness of the Merdeka Belajar Policy : Challenges and Opportunities in Improving the Quality of Primary and Secondary Education in Indonesia. *MANDALIKA: Journal of Social Science*, 3(1), 16–21. <https://doi.org/10.56566/mandalika.v3i1.290>
- Rivera-Vargas, P., Calderón-Garrido, D., Jacovkis, J., & Parcerisa, L. (2024). Exploring student and family concerns and confidence in BigTech digital platforms in public schools. *Journal of New Approaches in Educational Research*, 13(1), 5.
- Timidi, E. T., & Okuro, G. (2024). The Power of Education in Shaping Democratic Citizenship and Good Governance. *Studies in Humanities and Education*, 5(2), 52–62.
- Vandersmissen, L., & George, B. (2024). Strategic planning in public organizations: reviewing 35 years of research. *International Public Management Journal*, 27(4), 633–658.
- Wahyudin, D., Subkhan, E., Malik, A., Hakim, M. A., Sudiapermana, E., Alhapip, L., & Anggraena, Y. (2024). *Kajian Akademik Kurikulum Merdeka*. Jakarta: Pusat Kurikulum dan Pembelajaran, Badan Standart, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.