
THE PROPOSED MODEL OF THE G*GOLD WAY STRATEGY FOR TEACHERS TO IMPLEMENT THE “KURIKULUM MERDEKA” AT ALL SCHOOL LEVELS**By****Supriyono****Department of English, FKIP Islamic University, Blitar
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Email: supriyono@unisbablitar.ac.id****Abstract**

This paper aims at designing The proposed G*GOLD Way Strategy for teachers to implement the so-called Kurikulum Merdeka At All School Levels in Indonesia. This proposed strategy was the result of Phenomenological and theoretical Synthesis Analysis. The analysis was done with reference to the descriptive qualitative research design. The new Indonesian movement of the Freedom Curriculum has aroused the need for teachers' assistance in designing a strategy for the so-called Kurikulum Merdeka implementation. Based on the need analysis, theoretical analysis of the curriculum and learning, and the analysis of G*GOLD principles, The modeling strategy was revealed to consist of ways to integrate the so-called 5 (five) ways to star teachers utilizing the principles of Greatness, Gratitude, Obedience, Love, and Discipline with the star mindset and the so-called JACK-B and Positivism Attitudes. Such strategies are parts of the instructional management and therefore considerations of the planning, implementation, and evaluation were included in the model. Further research in the forms of experimental research, case study, or research and development is advised to be done for strengthening the scientific and practical contribution to the Indonesian Curriculum Movement.

Keywords: G*GOLD Way, Modeling Strategy, Curriculum Implementation, Instructional Management, Kurikulum Merdeka

INTRODUCTION

Having the new Ministry of Education, Culture, Research, and Technology, Indonesia has progressively changed the overall educational curriculum under the school movement program, learning freedom, and learning freedom & campus freedom. At primary, middle, and high school levels, the development and movement of new ways of schools and instructional processes have been quickly designed and massively implemented. The Indonesian Education movement has reached 19 episodes in two years and now has come to the policy of three curriculum type choices, which are (1) the full 2013 curriculum, (2) the 2013 Emergency Curriculum or 2013 simplified curriculum, and (3) The so-called Kurikulum Merdeka or Freedom Curriculum. Such choices indicated an interesting and wise educational change

policy. Obviously, the Indonesian government intends to change the present 2013 curriculum. To cope with today's world challenges and tomorrow's Indonesian generation's life, this curriculum needs to be changed. The 2013 curriculum has been considered to have broad competencies, difficult to understand, and difficult to be implemented. There are other nine points of the 2013 curriculum causing changes. These are (1) the 2013 curriculum has been nationally formulated and has not been fully customized to the need of individual schools, regions, and students; (2) Information technology subject is an elective course; Meanwhile, students live in the era of information technology today; (3) teaching and learning times are very tied due to the weekly time arrangement system; (4) thematic approach at primary schools and subject matter approach at middle and senior schools are the

only instructional approaches to offer, but there are no other approaches to choose; (5) the high school curriculum structure offer limited choices of learning streams, which are natural science, social science, and language study; (6) there are too many learning device components which make teachers difficult to plan; (7) detail and separated competency formulation is difficult to understand and therefore, teachers get difficulty to translate into instructional processes which suit to the 2013 curriculum philosophy; (8) socialization strategy, training, mentoring, and monitoring of the 2013 curriculum implementation have not been properly conducted, have not been optimum, have not been effective, have not been variative, and have not fulfill the learning needs. These also have not affected the understanding of the superintendent, principals, and teachers, the teachers' performance, and the enhancement of the schools' achievement; and (9) there are still many supervisors, principals, and teachers who lack comprehension of the basic framework, diversification, and implementation concept of the 2013 curriculum.

In fact, the Indonesian government has progressively made educational changes and movements for better quality by developing and implementing constructive programs consisting of learning freedom, the so-called *Sekolah Penggerak* (driving schools), and the so-called *guru penggerak* (driving teachers), and the so-called *Kurikulum Merdeka* (Freedom Curriculum). Today there have been 2500 driving schools participating in these programs and 901 Vocational Schools Center of Excellence running the new curriculum paradigm.

The Freedom curriculum is stated as more simplified than the 2013 curriculum. In the sense of the administration and systematic syntax of instructional processes, such a claim is understandable; however, this curriculum contains holistic, comprehensive, constructive, and progressive educational philosophy and

values. Teachers are offered more on their creativity for designing instructional processes and implement the curriculum in more student-centered method with differentiated learning and contextual learning. Even, schools are offered to implement this curriculum independently by having three choices, which are (1) the so-called *Mandiri belajar* (Independent Learning) by implementing some part of the freedom curriculum without changing the 2013 curriculum, (2) the so-called *Mandiri berubah* (independent changing) by implementing the freedom curriculum and sing the provided curriculum protocols, and (3) *Mandiri Berbagi* (Independent Sharing) by implementing the freedom curriculum, designing their own curriculum protocols, and sharing them to others.

The objective of this curriculum is to create the Pancasila Student Profile with the main characteristics of being noble and pious, having global diversity capacity, collaborative, creative, thinking critically, and being independent. This actually shows us the need for holistic, comprehensive, and complex instructional processes. This involves the 21st-century educational methodologies of learner-centered instruction, High Order Thinking, Inquiry learning, project-based learning, collaboration, "...digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today's world". These are challenging to most of our teachers.

As a result of interviews with randomly designated professionals as assessors of the so-called *Sekolah Penggerak*, principals, and teachers who are currently working with the writer, evidence shows that teachers are enthusiastic about participating in this new curriculum program. Thousands of teachers are interested in registering to be the so-called *Guru Penggerak*. Those who are not successful in the training program yet, need references for strategies in implementing the freedom curriculum. Looking at the characteristics of the freedom curriculum which allow the freedom

of learning in a way that teachers must identify students' capacity and their own capacity, collaborative capacity, learning commitment, shared decision, learning to know, learning to learn, and live together, as well as discipline, the writer comes up with the proposal of using the G*GOLD Way with the principles of attaining being the star (The best the students can be), Greatness, Gratitude, Love, and Discipline. This prophetic model of character development has been immersed in various studies and To propose a model of the freedom curriculum implementation strategy with reference to the G*GOLD Way, a question is revealed, which is how is the Proposed model of the G*GOLD Way Strategy for Teachers to Implement the so-called Kurikulum Merdeka (Freedom Curriculum) at all school levels. The objective of this study is to design the proposed strategy model.

THEORETICAL REVIEW

Principles of the Kurikulum Merdeka (Freedom Curriculum). The new national policy of education reveals that the main objective of education is to develop the profiles of the so-called *Pelajar Pancasila*. Freedom curriculum is different from the 2013 curriculum in the sense of (1) focusing on the essential materials and students' competence development on the basis of the students' development phase, (2) making learning enjoyable, in-depth, meaningful, and not in a hurry, (3) more freedom with no specialization courses in high school, (4) mandating teachers teach on the basis of the students' development phase, (5) allowing schools to develop and manage curriculum on the basis of the characteristics of the schools, and (6) becoming relevant and interactive with project-based learning to support the attainment of the so-called *Pelajar Pancasila*.

In the national policy of freedom curriculum, teachers are supported by the learning freedom movement platform with the so-called teaching (*mengajar*), learning (*belajar*), and work actualization (*berkarya*). Teachers are given opportunities for professional develop-

ment, creativity in instructional activities, and innovation. These three points allow teachers to be creative, innovative, constructive, and progressive. In relation to the students' profiles as the so-called *Pelajar Pancasila*, the students' development phase shall also be geared towards the six characters, which are stated in the background of the study. These are (1) becoming faithful and pious (*beriman dan bertaqwa kepada Tuhan Yang Maha Esa*), (2) becoming global diversity (*berkebinekaan global*), (3) working in mutual cooperation (*gotong royong*), (4) independent (*mandiri*), (5) reasoning critically (*bernalarnya kritis*), and (6) becoming creative (*kreatif*).

Implementing the existing developed freedom curriculum in the sense of the development of the six students' main characters will be challenging.

*Principles of G*GOLD Way Model.*

G*GOLD Way model. Supriyono said that "G*GOLD Way is an approach to positively develop self-integrity and quality to succeed doing self-management and taking roles in all sorts of life in any profession as well as life activities.

This approach was designed and developed with references to five key principles taken from the Holy Qur'an, which are (1) every human being has their own greatness interpreted from the revelation of Surah At-Thin—thus every human being shall understand his/her *greatness* (2) every human being belongs to different tribes with different languages and he/she has to acknowledge each other, learn each other, and do interrelationship and the noblest person between them is the one who is the most faithful and pious as interpreted from the revelation of Surah Al Hujarat Ayah 13—Thus every human being must thank Allah and respect other human beings (*gratitude*) and work collaboratively with the peaceful mind (*love*), (3) every human being shall have his/her own mission and niche by asking Allah the Almighty what he/she want to do and to be as interpreted from the revelation of Surah Al Mukmin Ayah 60---thus every human being can

be a star (*), (4) to achieve what he/she wants to be, he/she must have a commitment to him/herself (*obedience*) and have the believe to be successful as interpreted from the revelation of Surah Az-Zariat Ayat 23, and (5) in order to be successful every human being must take action to change him/herself to become successful (*discipline*) as interpreted from Surah Ar-Ra'd Ayat 11.

In terms of character development, G*GOLD Way advises enabling people for having JACK-B attitude. JACK-B is the acronym of *Jujur* (Truthful, Factual, and Say the right things), *Amanah* (Trustworthy), *Cerdas* (Smart), *Komunikatif* (Communicative), and *Bijaksana* (Wise). These are taken with reference to the Prophet Muhammad's characters, which are *Fathonah* (Smart), *Amanah* (Trustworthy), *Siddiq* (Truthful, Factual, Say the right thing), and *Tabligh* (Teaching, Mentoring, Coaching the right thing) [6]. Moreover, it is advised to deliver a positivism attitude which includes positive feelings, positive speech, positive thinking, and positive behavior. So to be the star, firstly, a person shall understand his niche and greatness as well as take action for developing him/herself (*the act of greatness*). Secondly, he/she must be able to learn from, coach, and mentor other persons with respect (*the act of gratitude*). Thirdly, he/she must commit to reaching better achievement and quality both having the commitment to his/her own decision and rules as well as the shared decision and rules. Fourthly, he/she must be able to collaborate with others in a peaceful mind and act, which is *the act of love*. Lastly in the process, he or she must be disciplined (*the act of a discipline*).

In terms of the teachers' development, G*GOLD Ways advises teachers are perceived as having and applying the JACK-B and Positivism Attitudes, every teacher can be a star of him/herself or to become the best he/she can be just like what to be perceived in students, every teacher has their own greatness, every teacher has the ability to

learning to learn and respect other educators, every teacher has her/his own commitment to the decision or has to obey to what he/she agree to decide, every teacher can take care of others by mentoring and coaching or other methods, and of course, every teacher has to be disciplined in his/her effort to achieve the goals, commitment, and works. The G*GOLD Way framework can be featured as the following:



Figure 1: The G*GOLD WAY Framework: JACK-B Attitude, G*GOLD Way, and Positivism Attitude.

Theories of Learning and Teaching Strategies. Looking at the principles of Freedom Curriculum and Pancasila Students' Profile, it can be understood that the implementation of curriculum and the practice of the teaching-learning process provide opportunities for teachers to be creative and innovative, moreover, students are geared to learn progressively, constructively, and actively. The holistic approach to education allows the application of humanistic, constructive, and progressive approaches is obviously advised. Therefore, there must be proper learning and teaching strategies. Such strategies are parts of instructional management. Therefore, focuses on the planning, implementation, and evaluation shall also be considered.

Discussion about instructional theories will always relate to the learning theories. Khalil and Elkidher advise comparing and using three main learning theories, which are behaviorism, cognitivism, and constructivism. Using behaviorism to manage instruction-al activities for the freedom curriculum will be

problematic. This is partly because the freedom curriculum requires a cognitive process for problem-solving and explicitly employs project-based learning. Such learning characteristics are more the area of cognitivism.

Learning, in the freedom curriculum, requires creativity and critical thinking for finding meaning. This tends to belong to constructivism. Since the freedom curriculum also mandates the notion of global diversity, this will deal with interrelation with diverse people with different backgrounds which needs the practice of a humanism educational approach. In terms of the involvement of creativity, innovation, and creating the students' own values or finding theories, Clark's theories of progressivism can apply.

The main question is how instructional activities are designed. It is clear that the freedom curriculum requires teaching and learning on the basis of the students' development phase. This indicates that need analysis is important. Having this situation, the instructional design will be more on becoming what Richard says as backward instructional design or backward design [18]. The instructional design will be started with need analysis and move to the formulation of objectives selection of content, organization of content selection of learning experiences determination of what to evaluate, and of the ways of doing it. However, teachers can also start with a preliminary assessment. From this point, teachers can move to content and outcomes [18]. Thus, the design will be more dynamic having the process of assessment, content, and outcomes. This will be a part of the central design. Teaching will be dynamically dealt with the assessment that can also be in form of inquiry or task-based exploration, then learning the content and at the same time measuring the outcomes.

In the form of the teaching method, the freedom curriculum tends to employ inquiry learning, project-based learning, and problem-based learning. Inquiry learning allows

learners to acquire knowledge by seeking information through asking questions and finding answers for themselves in the sense that learners are lifelong learners. Project-based learning allows learners "...explore real-world problems and challenges, simultaneously developing 21st Century skills while working in small collaborative groups. This learning strategy involves learning to learn, continuous learning, active learning, and cooperative learning. Similarly, problem-based learning allows learners. Problem-based learning is characterized by student-centered learning activities with group learning to solve the problem. This drives students' motivation, learning, and thinking. Task-based learning.

RESEARCH METHOD

This conceptual study is aimed at designing the model of the G*GOLD Way strategy for teachers to implement the Kurikulum Merdeka at all school levels, therefore this employs a descriptive qualitative approach with theoretical and conceptual synthesis design. The following is the research framework.

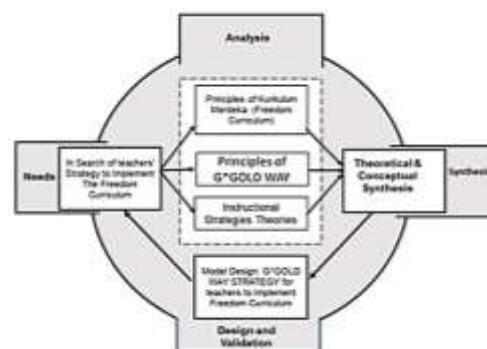


Figure 2: Theoretical and Conceptual Synthesis Research Design (Supriyono, 2022), Adaptation of INDECT Model (Seechaliao, Natakuaatong, and Wannasuphorpravit, 20212)

The research is conducted through the following syntax: (1) firstly, the writer conducts the preliminary study--the in search of teachers' strategies to implement the *Kurikulum Merdeka*, (2) secondly, the writer conducts individual conceptual and theoretical analyses of the principles of the Kurikulum

Merdeka, The G*GOLD Way, and Learning as well as instructional strategies theories; (3) Thirdly, the writer synthesizes results of the three-units analyses, (4) Fourthly, the writer design the model of G*GOLD Way strategy for teachers to implement the *Kurikulum Merdeka*, and (5) Finally, the writer conducts experts validation and teachers' perception by having purposive three principals and three supervisors and 12 teachers. The validation uses validation sheets in the form of questionnaires. Data is analyzed by using descriptive quantitative with the percentage of the obtained scores with the Likert scale as follows:

Table 1: Likert Scale Scores Criteria

| Criteria | Scores |
|-------------|--------|
| Very Good | 5 |
| Good | 4 |
| Fairly Good | 3 |
| Bad | 2 |
| Very Bad | 1 |

Adapted from Riduwan (2015:13), Source: Wahyuningsih (2016:3)

There are five categories of the validation, which are, (1) rationale. (2) contextuality, (3) instructional system, (4) clarity, and (5) useability.

Table 2: Expert Validation Interpretation (Supervisors and Principals)

| Percentage | Interpretation Criteria |
|------------|-------------------------|
| 81%-100% | Very Worth It |
| 61%-80% | Worth It |
| 41%-60% | Fairly Worth It |
| 21%-40% | Not Worth It |
| 0%-20% | Very Not Worth It |

Adapted from Riduwan (2015:13), Source: Wahyuningsih (2016:3)

Table 3: Teachers' Perception Interpretation

| Percentage | Interpretation Criteria |
|------------|-------------------------|
| 81%-100% | Very Good |
| 61%-80% | Good |
| 41%-60% | Fairly Good |
| 21%-40% | Bad |
| 0%-20% | Very Bad |

Adapted from Riduwan (2015:13), Source: Wahyuningsih (2016:3)

There are five categories of the teachers' perceptions, which are, (1) readability, (2) contextuality, (3) applicability, (4) flexibility, (5) Advantage

RESULTS AND DISCUSSION

Results of the theoretical and conceptual synthesis revealed the following model.

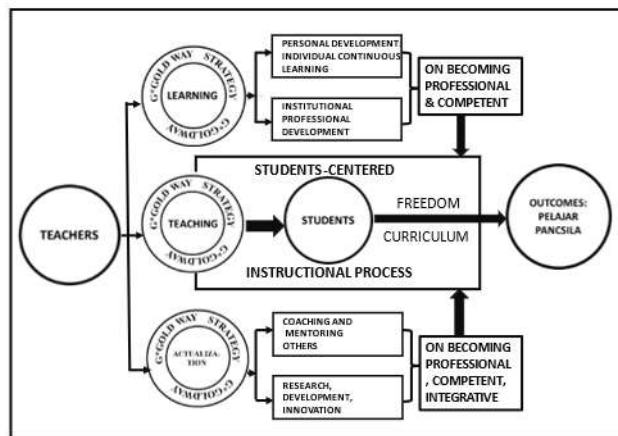


Figure 3: Proposed Model of The G*GOLD Way Strategy for Teachers to Implement Freedom Curriculum (Kurikulum Merdeka) (Supriyono, 2022)

This model provides teachers to work in three elements of a freedom learning-teaching platform, which are learning (*belajar*), teaching (*mengajar*), and actualization (*berkarya*). Each of these main tasks is practiced by using G*GOLD Way Strategies. In terms of teaching, the strategies

are practiced at the same time with the relevant instructional pedagogic method and strategies to implement the freedom curriculum for creating Pancasila Profiled Students. To make it visible each of them is described as follows.

A. Learning

This model believes that every teacher can be the best he/she be. So, a teacher is encouraged to reach himself to be a star. Being a star means he/she fulfills all the requirements of being a competent and professional teacher and continuously experiences professional improvement by his/her own initiative. Two actions are advised to be done, which are (1) Personal Development as individual continuous learning and (2) Institutional Professional Development. The principle of *Greatness* shall be used to identify his/her own capability and finds room for development. Action for self-development can be done by employing the principle of *Gratitude* in a way that he/she respects others who are able to be his/her trainers, mentors, and/or coaches. Learning is a must and the commitment to learning shall be managed. Therefore, he/she is advised to formulate his/her own mission and find his/her own niche in order to be the star. Continuous learning and professional development become successful with consistent following and obedience to rules, regulations, and commitment. A teacher is advised to professionally obey the commitment he/she made. The principle of love in this model advises that a teacher shall be able to collaborate with others with a peaceful mind so that positive and constructive interrelation will result in better learning results. Finally, to be a star, a teacher is advised to be disciplined in process of his/her efforts to attain his/her goals, objectives, and missions.

In doing the personal professional development and following the institutional professional development teachers are advised to keep in mind that they are truthful, trustworthy, smart, communicative, and wise. They are also advised to think positively, feel

positive, say positively, and behave positively (JACK-B and Positivism Attitudes).

All results of the personal professional development and institutional professional development are advised to be worth for instructional process in supporting students to achieve their learning goals.

B. Teaching

The freedom curriculum has required that education is geared towards the attainment of the Pancasila student profile with learner-centered instructional activities. Such instructional activities shall be enjoyable for students with project-based learning that can allow teachers to vary their instructional methods using inquiry learning, problem-based learning, and active learning. As mandated by the curriculum, these shall equip students to maintain their faith and be pious, to be a global diversity person, and to be capable of being creative and thinking critically. To conduct these activities, teachers are given opportunities to be innovative and creative. G*GOLD Way advises, that (1) students are encouraged to *Star* principles in the G*GOLD Way; (2) students are encouraged to define their own mission, which is what they want to do. From this step, teachers also can guide students to identify their own niche so that they can understand what strengths they have. By choosing their strengths, they can start doing constructive learning activities, while they note their weakness for later learning from others. In the long run, they will reach their vision, what they want to be, event without being stated. These are the application of *Greatness*. In other ways, teachers are advised to analyze and identify the students' capability and need. This will allow teachers to identify the students' development phase. From this point, teachers also can manage what instructional method they will use among inquiry learning, project-based learning, and/or problem-based learning; (3) students are encouraged to respect others and to learn with/from other students. They are encouraged to be able to appreciate achievement and to

value failure for improvement. These are the application of the *Gratitude* principles. To be a part of the classroom society, teachers are encouraged students to make their learning process and community commitment as well as regulations. Therefore, they learn how to work and learn in a *nuclear* community with the habituation of Pancasila profiles. These are the application of *Obedience* principles; (4) students are encouraged to be caring and wise in helping each other. Students also are encouraged to cooperate with other students for mutual learning by the peace of mind and tolerance. These are the principles of *Love*; and (5) to be active, constructive, and successful in learning and their future lives, students are encouraged and guided to be *disciplined*. G*GOLD Way values shall be managed to be included in the instructional process. G*GOLD Way advises teachers to manage the instructional processes with proper planning by mainly analyzing the students' development phase, preparing objectives and content of learning, selecting instructional methods, and providing learning tools and protocols. In process of the instruction, teachers are encouraged to conduct process assessments. Finally, evaluation and feedback are suggested to be done for maintaining the outcomes.

Two important things to be internalized in the students' minds and behavior are (1) the notions of being truthful, trustworthy, smart, communicative, and wise; and (2) the notions of thinking positively, feeling positive, saying positively, and behaving positively (JACK-B and Positivism Attitudes).

C. Actualization

Teachers' tasks are not only teaching but also doing research and making professional development for others. Therefore, in a similar way to teaching, teachers are encouraged to train, mentor, and coach other teachers. The collegial professional development can be done by employing the G*GOLD Way just like that of

being advised for students. The difference will be in they how they approach the development. Teachers as adult learners are encouraged to use the andragogic strategies. G*GOLD WAY advises that teachers develop teachers, just the same way as leaders develop leaders. Just like to be advised for teaching the students, two main attitudes of the JACK-B and Positivism shall be managed.

In the actualization of the research, instructional development, and innovation, teachers are encouraged to employ the G*GOLD Way principles just like that of being advised in the personal professional development. The same as the results of teachers' learning, the results of the actualization must support the instructional process to help students achieve their learning goals.

D. Results of Experts Validation and Teachers' Perception Assessment.

The results of this model validation are described as follows.

Table 4: Results of the model validation

| Rs | Rt | Ct | IS | Cl | Us | Tot |
|-------------------------------|----|----|----|----|----|-----|
| P1 | 5 | 5 | 5 | 5 | 5 | 25 |
| P2 | 5 | 5 | 5 | 5 | 4 | 24 |
| P3 | 5 | 5 | 5 | 4 | 5 | 24 |
| SP1 | 5 | 5 | 4 | 5 | 5 | 24 |
| SP2 | 5 | 5 | 5 | 5 | 5 | 25 |
| SP3 | 5 | 5 | 4 | 5 | 5 | 24 |
| Average: 146/150X100% =97,33% | | | | | | |

Notes:

Rs (Respondent), P1(Principal #1), Rt (Rationale), Ct (Contextuality), IS (Instructional System), Cl (Clarity), Us (Useability), Tot (Total)

The final average score is 97,33% which falls under the interpretation category of Very Worth It, which means that the model is very worth using by teachers.

Results of the teachers' perception assessment can be presented as follows.

Table 5: Results of Teachers' Perception Assessment

| Rs | Rd | Ct | Ap | Fl | Ad | Tot |
|--|----|----|----|----|----|-----|
| T1 | 4 | 5 | 5 | 5 | 5 | 24 |
| T2 | 4 | 5 | 5 | 5 | 5 | 24 |
| T3 | 5 | 5 | 5 | 5 | 5 | 25 |
| T4 | 5 | 5 | 5 | 5 | 4 | 24 |
| T5 | 4 | 5 | 5 | 5 | 5 | 24 |
| T6 | 4 | 5 | 5 | 5 | 5 | 24 |
| T7 | 4 | 5 | 5 | 5 | 5 | 24 |
| T8 | 3 | 5 | 5 | 5 | 5 | 23 |
| T9 | 4 | 3 | 5 | 5 | 5 | 22 |
| T10 | 5 | 4 | 4 | 5 | 5 | 23 |
| T11 | 4 | 5 | 5 | 5 | 5 | 24 |
| T12 | 3 | 4 | 4 | 5 | 5 | 21 |
| Average: $240/300 \times 100\% = 80\%$ | | | | | | |

Notes:

Rs (Respondent), T1 (Teacher#1), Rd (Readability), Ct (Contextuality), Fl (Flexibility), Ad (Advantage), and Tot (Total).

The final average score is 80% which falls into good. This means that this model is good to be used by teachers to implement the freedom curriculum.

The positivism attitude as advised by this model is not the notion of the positivistic theory which decontextualized knowledge as stated by Shaojauri [22], but the commitment and condition of being positive in thinking, feeling, speech, and behavior. This model values teachers and students as human beings who have their personal well-being and moral sensitivity and therefore this supports the principles of humanism [23]. Since, in process of the instruction is advised to be students-centered with inquiry learning and active learning with a project-based, problem-based, and cooperative sense of learning, this model supports the practice of combined cognitivist, constructivist, and progressivist approaches as stated by Richard and Clark [18], [17]. The G*GOLD WAY is utilized in all elements of this model as *the energy* of the instructional strategies which values self and others as the great human beings who can cooperate in the peace of mind and involve in the spirit of learners develop learners. Such a process can be called having the notions of the prophetic

approach with the application of the JACK-B attitudes. Even though this model does not clearly provide behavioral activities which refer to the exemplification of the prophet, this model clearly advises humanizing learners and teachers, developing a healthy mind, and making every learner knowledgeable, constructive, creative, independent, and sociable. Every person socializes him/herself with respect, obedience, love, as well as disciplined. These are the characteristics of prophetic education [24], [25].

CONCLUSION

This study concludes that the proposed model of the G*GOLD way strategy for teachers to implement the so-called Kurikulum Merdeka comprises the elements of teachers' works which are *Learning*, *Teaching*, and *Actualizing*. In every element, teachers are advised to apply the *JACK-B* and *Positivism* attitudes, the awareness of being the *Star*, the application of *Greatness* principles, *Gratitude* principles, *Obedience* principles, *Love* Principles, and *Discipline* principles. In the instructional process, teachers are advised to focus on the students' centered learning with humanistic, cognitivist, constructive, and progressive approaches to education by practicing active learning, project-based learning, problem-based learning, and cooperative learning. In practice, the instructional planning, implementation, and evaluation are advised to be taken with good care by employing the process assessment intervention.

Results of the experts' validation and teachers' perception assessment of this model show that this model is worth it and good to use. This model is rational, readable, contextual, clear, applicable, flexible, and usable. This model provides flexibility for teachers to adopt and therefore is suitable for the message of the freedom curriculum. The freedom curriculum offers flexibility for teachers and schools to develop and implement schools' curricula on the basis of the schools' characteristics.

Suggestion

This is a proposed model that shall be further tried out. Therefore, the researcher suggests that teachers can use this model as a part of the action research and will further use this for normal instruction. For other researchers, it is suggested that further research on the Research and Development or Experiment be conducted.

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HALAMAN INI SENGAJA DIKOSONGKAN