ANALYSIS OF THE IMPLEMENTATION OF MERDEKA CURRICULUM IN TEACHING ENGLISH AT THE ELEVENTH GRADE OF SMA NEGERI 1 TOMA

Delki Telaumbanua
Guru SMA Negeri 1 Toma
(telaumbanuadelki@gmail.com)

Abstract

This study aims to analyze the implementation of Merdeka Curriculum in teaching English at the eleventh grade of SMA Negeri 1 Toma. Using a descriptive qualitative research design, this study explores how English teacher planned, implemented, and assessed teaching under the Merdeka Curriculum, as well as the obstacles teacher face. Data were collected through observation, interview, and documentation. The findings showed that English teacher at SMA Negeri 1 Toma effectively planned teaching modules aligned with the Flow of Learning Objectives and incorporated diverse and interactive media in the classroom. The learning process follows a three stages model opening activity, main activity, and closing activity while emphasizing students' character development through the Pancasila Student Profile. Assessment is conducted in formative and summative assessments. However, the study also identified several obstacles, such as the need for varied learning media, limited internet access, a lack of supporting facilities like projectors, and the necessity to adjust lesson plans based on the students' interests. The findings highlight the importance of teacher preparedness, resource availability, and continuous professional development to ensure the successful implementation of the Merdeka Curriculum.

Key Words: *Merdeka Curriculum; Teaching English; Implementation; Teacher obstacles; Assessment*

Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi Kurikulum Merdeka dalam pengajaran bahasa Inggris di kelas sebelas SMA Negeri 1 Toma. Dengan menggunakan desain penelitian kualitatif deskriptif, penelitian ini mengeksplorasi bagaimana guru bahasa Inggris merencanakan, mengimplementasikan, dan menilai pengajaran di bawah Kurikulum Merdeka, serta kendala yang dihadapi guru. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru bahasa Inggris di SMA Negeri 1 Toma secara efektif merencanakan modul pengajaran yang selaras dengan Alur Tujuan Pembelajaran dan menggabungkan media yang beragam dan interaktif di dalam kelas. Proses pembelajaran mengikuti model tiga tahap yaitu kegiatan pembuka, kegiatan inti, dan kegiatan penutup dengan menekankan pada pengembangan karakter siswa melalui Profil Siswa Pancasila. Penilaian dilakukan dalam penilaian formatif dan sumatif. Namun, penelitian ini juga mengidentifikasi beberapa kendala, seperti kebutuhan akan media pembelajaran yang bervariasi, akses internet yang terbatas, kurangnya fasilitas pendukung seperti proyektor, dan perlunya menyesuaikan rencana pembelajaran berdasarkan minat siswa. Temuan-temuan ini menyoroti pentingnya kesiapan guru, ketersediaan sumber daya, dan pengembangan profesionalisme yang berkelanjutan untuk memastikan keberhasilan implementasi Kurikulum Merdeka.

Copyright (c) 2026. Delki Telaumbanua. This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

Kata kunci: Kurikulum Merdeka; Pengajaran Bahasa Inggris; Implementasi; Hambatan guru; Penilaian

A. Introduction

Curriculum is significant in Indonesia's education system, within the realm of academia. It consisted a range of topics, strategies and designs that are provided to the students.

The curriculum has changed eleven times in education in Indonesia, starting from the simplest curriculum in 1947, until now changing the curriculum in accordance with the times. Merdeka Curriculum is established the changes that occur are the responsibility of those who are responsible and have good experience in the world of education. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Indonesia is the governing body for education in Indonesia. It is a group that manages the work of the education system in Indonesia according to the goals of education.

The transition from the 2013 Curriculum to Merdeka Curriculum has led to numerous alterations in the planning, implementation, and assessment of learning. One factor is the introduction of new terms like *Alur Tujuan Pembelajaran (ATP), Modul Ajar (MA), Capaian Pembelajaran (CP), Kriteria Ketercapaian Tujuan Pembelajaran (KKTP),* Pancasila Student Profile, assessments, student reflections, and teacher reflections, all designed to enhance the skills of students and teachers. This shift truly motivates teachers to keep growing and adjusting to successfully incorporate the new educational model of Merdeka Curriculum.

A new policy called Merdeka Belajar has been released by the Menteri Pendidikan, Kebudayaan, Riset dan Teknologi, Nadiem Makarim. Merdeka Belajar aims to provide the educational elements of freedom of thought and independence that students need to help them reach their full potential. Another goal of this curriculum is to create a fun and attractive learning environment. According to the Menteri Pendidikan, Kebudayaan, Riset dan Teknologi, Merdeka Belajar was established with the aim of improving the quality of educational products by producing students who are not only smart but also memorizing but analytical skills, reasoning and understanding. How to learn to develop yourself and your strengths.

The Merdeka Belajar concept serves as the foundation for various educational initiatives, as indicated in the Rencana Strategis Kementerian Pendidikan dan Kebudayaan 2020-2024 (Permendikbud Nomor 22 Tahun 2020). According to Permendikbud, Merdeka Belajar is a driving force behind paradigm transformations in education, particularly in the areas of learning and curriculum. Kurikulum Merdeka's attributes include a flexible curriculum that is centered on student competences, emphasizing character development and soft skills, and catering to business demands, according

Copyright (c) 2026. Delki Telaumbanua. This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

to the Menteri Pendidikan, Kebudayaan, Riset dan Teknologi.

In relation to the introduction of the new curriculum, the Merdeka Belajar Curriculum, teachers need to be prepared to fulfill their responsibilities to achieve the best possible learning results. An expert educator should have the skills to develop effective and outstanding learning tasks. By preparing diligently, a teacher acquires self-regulation to enhance their teaching approach and serve as a model for other educators in fulfilling their responsibilities. In the Merdeka Belajar Curriculum, teachers have the freedom to plan learning activities based on students' needs and interests, making it crucial to understand how teachers prepare for classroom instruction.

SMA Negeri 1 Toma is one of the schools that follows the Merdeka curriculum based on the National Education Standard. In the 2022/2023 academic year, this school implemented the Merdeka Curriculum for the first time. However, only the tenth and eleventh grades use this curriculum. There were three classrooms in the eleventh grade, namely Dahlia, Mawar, and Anggrek. There were 100 students in total throughout the three classes. There is only one English teacher at SMA Negeri 1 Toma. English is one of the subjects that uses Merdeka Curriculum based learning. English subjects emphasize the improvement of students' English language skills.

Based on information from the English teacher at SMA Negeri 1 Toma, Mrs. Ardiana Duha, the implementation of the Merdeka Curriculum in teaching English has many obstacles. One of them is making teaching modules based on the needs of students, which is one of the biggest obstacles in teaching where she must be able to master aspects of learning that can increase student motivation and interest in learning.

Regarding to the background above, researcher aimed to conduct a research entitled **"Analysis of the Implementation of Merdeka Curriculum in Teaching English at the Eleventh Grade of SMA Negeri 1 Toma"**.

A. Research Method

In this research, the researcher used a descriptive qualitative research. Kumar (2011:10) stated that descriptive research is a kind of research model that attempt to describe systematically a situation, problem, phenomenon, service or program, or provide information about a living condition of a community, or describes attitudes toward an issue.. The purpose of descriptive research is to describe what is prevalent with respect to the issue/problem under study.

This research was conducted at SMA Negeri 1 Toma in March 2025. Data were gathered through classroom observation, interview, and documentation.

B. Research Finding and Discussion

1. Research Findings

In this research, researcher present the results of research findings. The research findings consist of a description of the data found. The researcher collected data through observation, interview, and documentation.

a. The Planning of Teaching English in the Merdeka Curriculum at the Eleventh Grade of SMA Negeri 1 Toma

Copyright (c) 2026. Delki Telaumbanua. This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

The researcher directed interview, observation and document reviews to produce a comprehensive and reliable presentation of the data. In addition, researcher explain, clarify and provide through each existing research focus. Precisely, before teaching in class, teacher usually prepare the stages of the learning planning process associated with the Merdeka Curriculum such as the *Alur Tujuan Pembelajaran* (ATP) and Teaching Modules. Meanwhile, in an interview statement with Mrs. Ardiana Duha as the English teacher at SMA Negeri 1 Toma, she said that:

"The initial planing that teachers do before the teaching and learning process is to make teaching modules. In creating a teaching module, we must pay attention to the components in it. I and all teachers in this school make teaching modules in relation to the Alur Tujuan Pembelajaran (ATP) by following the format provided by the school. Furthermore, in the Merdeka Curriculum, as a teacher, I also emphasized to be able to teach by using varied learning methods and teaching the Pancasila Student Profile."

Based on the result of interview with English teacher at SMA Negeri 1 Toma regarding Merdeka Curriculum planning in teaching English, it can be concluded that before starting teaching activities in the classroom, English teacher outline several things that must be done, namely; first, teaching modules are made by teacher referring to the *Alur Tujuan Pembelajaran (ATP)* with a format determined by the school. Second, teacher must pay attention to the components of teaching module. Third teacher know the abilities of each student. Fourth, Merdeka Curriculum also requires teacher to be able to teach the Pancasila Student Profile to students and also teach it with different learning methods. The planning has an impact on student learning so that teacher can teach according to student learning needs.

Related to the interview and observation, the researcher also the researcher also examined the teaching module created by the teacher. In this module, the teacher outlined several key components, including the learning objectives aligned with the Merdeka Curriculum principles, student-centered activities, and the use of interactive media to enhance learning. The module also emphasized differentiated instruction to accommodate students' diverse learning needs.

Based on the results of interviews, observations, and document reviews, it can be concluded that the planning of English teaching under the Merdeka Curriculum at SMA Negeri 1 Toma is carried out systematically and thoughtfully by the English teacher. Before conducting classroom activities, the teacher prepares important planning components such as the *Alur Tujuan Pembelajaran* (ATP) and teaching modules, following the format provided by the school. The teacher ensures that the modules contain essential elements, including clear learning objectives, varied teaching methods, and a focus on the Pancasila Student Profile.

b. The Implementation of Teaching English in the Merdeka Curriculum at the Eleventh Grade of SMA Negeri 1 Toma.

The implementation of the Merdeka Curriculum at SMA Negeri 1 Toma began in the 2022/2023 academic year for grades ten and eleven, while grade twelve continues using the 2013 curriculum. The Merdeka Curriculum emphasizes student-centered learning and character development based on the Pancasila Student Profile, aiming to produce students who are academically capable and have strong moral character.

Through interviews and observations, it was found that English teachers at SMA Negeri 1 Toma implement the curriculum by integrating values such as faith, cooperation, critical thinking, and creativity. Teachers use interactive media including videos, images, PowerPoint presentations, and textbooks to support learning. These media help make the lessons more engaging and easier for students to understand.

Observations in classes XI Anggrek, XI Mawar, and XI Dahlia revealed that teachers follow structured learning stages: opening,

Copyright (c) 2026. Delki Telaumbanua. This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

main, and closing activities. While some minor components like ice-breaking and end-of-class prayers were occasionally omitted due to scheduling, the core activities were conducted effectively. The main learning process involved group discussions, visual media, and teacher guidance to encourage student participation and reflection.

The time allocation for English lessons under the Merdeka Curriculum is three hours per meeting (3 x 45 minutes). The structured implementation of the curriculum fosters independent, collaborative, and reflective learning among students, aligned with the curriculum's goals.

c. The Assesment of Teaching English in the Merdeka Curriculum at the Eleventh Grade of SMA Negeri 1 Toma

Referring to an interview with Mrs. Ardiana Duha as an English teacher at SMA Negeri 1 Toma regarding the Independent Curriculum assessment in English learning, she said that:

" I assess students during the teaching and learning process with two types of assessments, namely formative and summative. For formative assessments, I assess before and during the learning process. Then for summative assessments, I assess at the end of learning. In this case, I create several questions in the form of students worksheet."

Based on the interview result, the researcher concluded that English teacher adapt formative and summative assesments in the Merdeka Curriculum in teaching English. In addition, the purpose of this assessment is to measure student performance and identify problems in the classroom. Thus, English teacher was able to find out how to improve the teaching and learning process.

d. Teacher Obstacles Faced in Teaching English in the Merdeka Curriculum at the Eleventh Grade of SMA Negeri 1 Toma

Following up on the result of the interview with Mrs. Ardiana Duha as an English teacher at SMA Negeri 1 Toma regarding the obstacles faced by teacher in implementing the Merdeka Curriculum in English learning, she said:

"In this section, there are several obstacles that I face. First, the preparation of lesson plans that must pay attention to student interests, Second, I have to prepare many processes before teaching such as various learning media and so on. Third, the limited internet network. The fourth, motivate students to be active in learning, and the last is the limited facilities such as projectors to support the teaching and learning process."

Based on the result of interview with English teacher at SMA Negeri 1 Toma, among the obstacles faced by English teacher in the Merdeka Curriculum in teaching English are obstacles in implementing the preparation of lesson plan that must pay attention to student interests , preparation of varied learning media, motivate students to be active in learning, limited internet network and facilities that support the teaching and learning process.

2. Discussion

In this section, the researcher discusses the findings of previous research obtained from the field through observation, interview, and document review. Furthermore, the result of the research are provided by the researcher to be compared with the hypothesis discussed in the previous chapter.

a. The Planning of Teaching English in the Merdeka Curriculum at the Eleventh Grade of SMA Negeri 1 Toma

The research findings show that the planning of English teaching in the Merdeka Curriculum at SMA Negeri 1 Toma is systematic and in accordance with the guidelines provided by the government. This begins with the creation of teaching modules based on the *Alur Tujuan Pembelajaran (ATP)*, which serves as a roadmap for learning outcomes. The modules are developed by following the standardized format provided by the school, ensuring consistency while allowing room for creativity and adaptation based on class conditions. The planning process emphasizes not only the mastery of

Copyright (c) 2026. Delki Telaumbanua. This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

content but also the need to meet students' varying levels of readiness and interest.

In the interview, the teacher emphasized the importance of considering various elements in designing the teaching module, such as learning objectives, student needs, and the integration of the Pancasila Student Profile. The planning also involves the selection of varied learning methods, indicating the teacher's commitment to a flexible and student-centered approach. This approach aligns with the goals of the Merdeka Curriculum, which emphasizes personalized learning and the holistic development of students.

Through document analysis, it was evident that the teaching module contained essential components including student-centered activities, interactive media, and differentiated instruction. These features reflect the teacher's effort to make learning both engaging and inclusive. By acknowledging students' individual differences and incorporating multimedia resources, the teacher enhances the quality of the learning process and helps students reach their full potential.

Overall, the planning conducted by the English teacher demonstrates a strong commitment to improving both the quality and relevance of English education, in alignment with the goals of national curriculum reform through the Merdeka Curriculum.

b. The Implementation of Teaching English in the Merdeka Curriculum at the Eleventh Grade of SMA Negeri 1 Toma.

Based on the finding from interview, observation, and document review, the implementation of the Independent Curriculum in English learning includes an opening activity, main activity, and closing activity. These three stages are essential in supporting an effective and student-centered learning process.

Meanwhile, according to Rusman (2011), teachers have several stages in implementing the Merdeka Curriculum in teaching and learning activities, especially English, namely; first, the opening which begins with greetings and greetings. Then, conveying the learning objectives. Second, main activities where teaching and learning activities are carried out interactively, challenging and fun. Several learning methods can be applied in teaching and learning activities. Finally, the closing is done by concluding the lessons that have been delivered in class.

Based on the research field, the researcher found that the implementation of the Merdeka Curriculum in teaching English at the eleventh grade of SMA Negeri 1 Toma, teacher have carried out opening, core and closing activities well in accordance with the teaching module. And the implementation process is relevant to the theory explained above, which consists of:

1) Opening Activity

The teacher starts the lesson by greeting the students, leading a prayer, and checking attendance. To engage the class, provocative questions related to the topic are posed. The teacher then explains the lesson's objectives and flow, motivates the students, and begins the material.

2) Main Activity

Using a scientific approach, the teacher presents videos, pictures, and slides to capture students' attention. Students form groups to discuss the topic, share opinions, and finally present their conclusions to the class.

3) Closing Activity

Students and the teacher conclude by summarizing the lesson together. The teacher reflects on the learning, shares the agenda for the next meeting, closes with a greeting, and the session ends with a prayer.

Therefore, the researcher concluded that the approach used by the English teacher at SMA Negeri 1 Toma aligned with Rusman's theory regarding the implementation of the Merdeka Curriculum in the teaching and learning process.

c. The Assesment of Teaching English in the Merdeka Curriculum at the Eleventh Grade of SMA Negeri 1 Toma

Copyright (c) 2026. Delki Telaumbanua. This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

The assessments conducted in English learning in the eleventh grade at SMA Negeri 1 Toma consist of formative and summative assessments, implemented through various testing strategies.

Formative assessments are conducted at the beginning and throughout the learning process. These allow the teacher to continuously monitor student progress, identify learning obstacles, and adjust instructional strategies as needed. Examples may include oral questions, quizzes, short written tasks, or class discussions.

Meanwhile, summative assessments are administered at the end of a learning period to evaluate students' overall understanding and mastery of the material. These assessments typically take the form of structured worksheets containing multiple-choice, short answer, or essay questions.

Thus, the theory and results of the Merdeka Curriculum assessment in teaching English at the eleventh grade of SMA Negeri 1 Toma demonstrate several relevant aspects that align with established educational principles. These aspects are closely related to the theory proposed by Harmer (2007), particularly in terms of effective assessment strategies that support language learning.

The findings from the implementation of the Merdeka Curriculum reflect this approach, as assessments are conducted continuously throughout the learning activities, allowing teachers to monitor students' understanding, provide feedback, and adjust instruction accordingly. This alignment indicates that the curriculum's assessment methods are not only theoretically grounded but also practically effective in fostering meaningful learning experiences.

d. Teacher Obstacles Faced in Teaching English in the Merdeka Curriculum at the Eleventh Grade of SMA Negeri 1 Toma

Based on the result of the research through interview and observation, it can be concluded that in implementing the Merdeka Curriculum in teaching English, teacher also experience several obstacles, such as; first, teacher have to prepare the lesson plan that must pay attention of students interests, second, preparing various processes before teaching such as various learning media and so on, third, the limitations of the internet network and the last facilities such as projectors to support the teaching and learning process.

D. Conclusion and Suggestion

1. Conclusion

Based on the findings and discussions in the previous chapter, the following conclusions are drawn: based on the result of the research, the researcher can conclude that the Merdeka Curriculum has been implemented in teaching English starting in the 2022/2023 academic year. At the planning stage, the teacher creates *Alur Tujuan Pembelajaran (ATP)* and Teaching Module that is adjusted to the format and characteristics of the educational unit. Not only learning tools, the allocation of teaching hours is also regulated. At the implementation stage of the Merdeka Curriculum in the teaching process, there are three activities, namely: opening activities, main activities, and closing activities.

In addition, the teacher also applies the values of the Pancasila students profile in learning. In delivering the material, the teacher uses several media such as powerpoint, images and videos. The teacher makes an assessment based on the Merdeka Curriculum by using formative and summative assessments.

In implementing the Merdeka Curriculum, there are several obstacles faced by teachers. First, teachers have to prepare the lesson plan that must pay attention of students interests, second, preparing various processes before teaching such as various learning media and so on, third, the limitations of the internet network and the last facilities such as projectors to support the teaching and learning process.

2. Suggestion

Copyright (c) 2026. Delki Telaumbanua. This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

Based on the findings presented, the researcher offers the following important recommendations:

a. For Teachers

Teachers should be creative and innovative in their implementation of the Merdeka Curriculum in teaching English to sustain student enthusiasm throughout the learning process and to foster interest in the subject. Additionally, teachers need to effectively manage their time both during lessons and when designing learning materials. By doing so, teachers can create a more engaging and efficient learning environment that supports students' language development and overall academic growth.

b. For Further Researchers

For Further Researchers, it is expected to be able to develop or expand research by determining other variables and can improve the quality of instruments in research so that the data information that will be presented can better describe existing conditions. Researcher also suggest that in order to find new innovations in the same field, further researchers should conduct an in-depth study of the case. This distinguishes the research being conducted from previous research.

E. Reference

Abdul Mutolib., et al. (2025). Volcanic disaster mitigation based on local wisdom: A case study from a local community in the Mount Galunggung, Indonesia. BIO Web of Conferences. 155 (02002) https://doi.org/10.1051/bioconf/202515502002

Harefa, D. (2025). A Contextual Physics Learning Model On Projectile Motion Through Hombo Batu Activity Within The Local Wisdom Of South Nias. FAGURU: Jurnal Ilmiah Mahasiswa Keguruan, 4(2), 79-93. https://doi.org/10.57094/faguru.v4i2.3072

Harefa, D. (2025). A Loving Greeting From Nias: The Meaning, Function, And Social Values In The Word Ya'ahowu. Research on English Language Education, 7(2), 14-27. https://doi.org/10.57094/relation.v7i2.3853

Harefa, D. (2025). Enhancing Children's Learning Interest Through Reading Activities In Celebration Of The Mission And Reformation In Bawonifaoso Village. Haga : Jurnal Pengabdian Kepada Masyarakat, 4(1), 53-63. https://doi.org/10.57094/haga.v4i1.3917

Harefa, D. (2025). Exploration Of The Hombo Batu Tradition Of Nias As A Stem Learning Media: Integration Of Biology, Physics, And Mathematics. TUNAS : Jurnal Pendidikan Biologi, 6(2), 1-23. https://doi.org/10.57094/tunas.v6i2.4080

Harefa, D. (2025). Filsafat pendidikan nasional sebagai budaya kearifan lokal Nias. CV Lutfi Gilang. https://www.penerbitlutfigilang.com/id/shop/filsafat-pendidikan-nasional-sebagai-budaya-kearifan-lokal-nias-27

Harefa, D. (2025). Fisika Di Dunia Nyata: Evaluasi Pendidikan IPA Yang Tak Sekadar Hitungan Dan Rumus. CV Lutfi Gilang.

Harefa, D. (2025). Gamification Of Civic Education Based On Traditional Fahombo Fighting Values In

Copyright (c) 2026. Delki Telaumbanua. This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

Developing A Perseverant Characte. Civic Society Research And Education: Jurnal Pendidikan Pancasila Dan Kewarganegaraan, 6 (2), 18-32. https://doi.org/10.57094/jpkn.v6i2.4079

Harefa, D. (2025). Getting To Know Yahowu And Ya'ahowu Warm Greetings From The Nias Community. KOHESI : Jurnal Pendidikan Bahasa Dan Sastra Indonesia, 5(2), 15-27. https://doi.org/10.57094/kohesi.v5i2.2559

Harefa, D. (2025). Globalizing Hombo Batu The Role Of English In Promoting Nias Local Wisdom On The International Stage. Research on English Language Education, 7(1), 74-91. https://doi.org/10.57094/relation.v7i1.2638

Harefa, D. (2025). Hombo Batu A Traditional Art That Can Be Explained With The Laws Of Physics. FAGURU: Jurnal Ilmiah Mahasiswa Keguruan, 4(1), 264-276. https://doi.org/10.57094/faguru.v4i1.2459

Harefa, D. (2025). Hombo Batu The Tradition Of South Nias That Teaches Courage And Cooperation. FAGURU: Jurnal Ilmiah Mahasiswa Keguruan, 4(1), 75-84. https://doi.org/10.57094/faguru.v4i1.2454

Harefa, D. (2025). Humanities Education and Hombo Batu Transforming Nias Local Wisdom Towards a Sustainable Society. International Conference on Humanities, Education, Language and Culture, 5(1), 368-385.

Harefa, D. (2025). Implementation Of Pancasila Character Education In Hombo Batu In South Nias. Civic Society Research and Education: Jurnal Pendidikan Pancasila dan Kewarganegaraan, 6 (1), 1-14. https://doi.org/10.57094/jpkn.v6i1.2566

Harefa, D. (2025). Improving Environmental Conservation Skills through Science Learning that Values the Local Wisdom of Hombo Batu in the Botohilitano Indigenous Community. Global Sustainability and Community Engagement, 1(3), 119–130. https://doi.org/10.62568/gsce.v1i3.302

Harefa, D. (2025). Innovation In Social Science Learning Based On Local Wisdom: Hombo Batu As A Cultural Education Media In South Nias. Curve Elasticity: Jurnal Pendidikan Ekonomi, 6(1), 15-27. https://doi.org/10.57094/jpe.v6i1.2555

Harefa, D. (2025). Integrating Character Education Into Science Learning To Improve Academic Achievement At Sma Teluk Dalam. TUNAS : Jurnal Pendidikan Biologi, 6(1), 1-13. https://doi.org/10.57094/tunas.v6i1.2909

Harefa, D. (2025). Integration Of Local Wisdom In Nias Myths About Natural Phenomena As A Basis For Developing Science Learning And

Copyright (c) 2026. Delki Telaumbanua. This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

Strengthening Scientific Argumentation. KOHESI : Jurnal Pendidikan Bahasa Dan Sastra Indonesia, 6(1), 28-49. https://doi.org/10.57094/kohesi.v6i1.4075

Harefa, D. (2025). Integration Of Modern Soil Science, Integrated Farming, And Nias Local Wisdom For Agricultural Productivity Improvement. Jurnal Sapta Agrica, 4(2), 13-25. https://doi.org/10.57094/jsa.v4i2.3914

Harefa, D. (2025). Internalization Of Harefa Local Wisdom Values In Guidance And Counseling Services To Develop Students' Integrity-Based Character In The Nias Islands. Counseling For All : Jurnal Bimbingan dan Konseling. 5(2), 52-68. https://doi.org/10.57094/jubikon.v5i2.3903

Harefa, D. (2025). Kearifan Lokal Nias dalam Pembelajaran IPA. Jejak Publisher. https://books.google.co.id/books?hl=id&lr=&id=k25eEQAAQBAJ&oi=fnd&pg=PP1&ots=u9GqnUJHSh&sig=Bp6hnvl_ZlgrJULhSHgWKmDl2gA&redir_esc=y#v=onepage&q&f=false

Harefa, D. (2025). Local Wisdom As A Means To Foster Independence In Mathematics Learning. Afore : Jurnal Pendidikan Matematika, 4(2), 101-117. https://doi.org/10.57094/afore.v4i2.3852

Harefa, D. (2025). Mathematics As A Philosophical Foundation In Hombo Batu: Exploring Nias' Local Wisdom Through The Perspective Of Mathematics. Afore : Jurnal Pendidikan Matematika, 4(1), 13-26. https://doi.org/10.57094/afore.v4i1.2557

Harefa, D. (2025). Ruang Lingkup Ilmu Pengetahuan Alam Sekolah Dasar. Jejak Publisher. https://books.google.co.id/books?hl=id&lr=&id=_LVcEQAAQBAJ&oi=fnd&pg=PP1&ots=C48NnkMdeK&sig=4u-9Pfn0KduAKOIq_92EoYaliCA&redir_esc=y#v=onepage&q&f=false

Harefa, D. (2025). Student Character Education Based On Kinship And Solidarity Values Of Hombo Batu To Reduce Conflicts In Schools. Ndrumi : Jurnal Ilmu Pendidikan Dan Humaniora, 8(2), 61-74. https://doi.org/10.57094/ndrumi.v8i2.3921

Harefa, D. (2025). The Application Of Hombo Batu Local Wisdom-Based Learning In Enhancing Student Discipline And Cooperation In The Nias Islands. Ndrumi : Jurnal Ilmu Pendidikan Dan Humaniora, 8(1), 14-27. https://doi.org/10.57094/ndrumi.v8i1.2565

Harefa, D. (2025). The Influence Of Soil Texture Types On Land Resilience To Drought In South Nias. Jurnal Sapta Agrica, 4(1), 13-30. https://doi.org/10.57094/jsa.v4i1.2585

Harefa, D. (2025). The Role Of Sofo-Sofo In Strengthening Health Awareness And Local Wisdom In Nias. Haga :

Copyright (c) 2026. Delki Telaumbanua. This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

Jurnal Pengabdian Kepada Masyarakat, 4(2), 12-26. https://doi.org/10.57094/haga.v4i2.3918

Harefa, D. (2025). The Use Of Local Wisdom From Nias Traditional Houses As A Learning Medium For Creative Economy Among Students At SMA Negeri 1 Teluk Dalam. Curve Elasticity: Jurnal Pendidikan Ekonomi, 6(2), 106-119. https://doi.org/10.57094/jpe.v6i2.3233

Harefa, D. (2025). The Use Of Nias' Hombo Batu Culture To Improve Students' Science Literacy. Serumpun International Conference Proceedings (SICP), 1(1), 122–130. Retrieved from https://iesrjournal.com/index.php/serumpun/article/view/660

Harefa, D. (2025). Transformasi pendidikan IPA fisika di era industri 5.0 : mempersiapkan generasi pintar dan berinovasi. CV Lutfi Gilang. https://www.penerbitlutfigilang.com/id/shop/transformasi-pendidikan-ipa-fisika-di-era-industri-5-0-mempersiapkan-generasi-pintar-dan-berinovasi-41

Harmer, J. (2007). The Practice of English Language Teaching (4th ed.). Harlow: Pearson Longman ELT.

Kemendikbud, 2020. Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 22 Tahun 2020 Tentang Rencana Strategis Kementerian Pendidikan Dan Kebudayaan Tahun 2020-2024. Jakarta: Dirjen Peraturan Perundang-undangan.

Kumar, R. (2011). Research Methodology, (3rd Ed). London: SAGE Publication LTD.

Miles, M.B. & Huberman, A.M. (1994). Qualitative Data Analysis. California: SAGE Publications Inc.

Profesionalisme Guru . Jakarta: Rajawal Pers.

Rusman (2011). Model-Model Pembelajaran Mengembangkan

Wijaya, I. K. W. B., Bito, G. S., Harefa, D., Suryaningsih, N. M. A., & Poerwati, C. E. (2025). Implementation of The Ngayah Culture as A Form of Parental Participation in School-Based Management. Indonesian Journal of Educational Inquiry , 2(2), 90–100. Retrieved from https://ejournal2.undiksha.ac.id/index.php/IJEI/article/view/7224

Copyright (c) 2026. Delki Telaumbanua. This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.