REFERENCES

Abulibdeh, A., Zaidan, E., & Abulibdeh, R. (2024). Navigating the confluence of artificial intelligence and education for sustainable development in the era of industry 4.0: Challenges, opportunities, and ethical dimensions. *Journal of Cleaner Production*, *437*. https://doi.org/10.1016/j.jclepro.2023.140527

Alamri, H., Lowell, V., Watson, W., & Watson, S. L. (2020). Using personalized learning as an instructional approach to motivate leaners in online higher education: Learner self-determination and intrinsic motivation. *Journal of Research on Technology in Education*, *52*(3). https://doi.org/10.1080/15391523.2020.1728449

Almarghani, E. M., & Mijatovic, I. (2017). Factors affecting student engagement in HEIs - it is all about good teaching. *Teaching in Higher Education*, *22*(8). https://doi.org/10.1080/13562517.2017.1319808

Althof, W., & Berkowitz, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. In *Journal of Moral Education* (Vol. 35, Issue 4). https://doi.org/10.1080/03057240601012204

Amiruddin, Baharuddin, F. R., Takbir, & Setialaksana, W. (2023). May student-centered principles affect active learning and its counterpart? An empirical study of Indonesian curriculum implementation. *SAGE Open*, *13*(4), 21582440231214375.

Amerstorfer, C. M., & Freiin von Münster-Kistner, C. (2021). Student Perceptions of Academic Engagement and Student-Teacher Relationships in Problem-Based Learning. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.713057

Angela, T. (2014). Challenges to Meaningful Learning in Social Studies – The Key Competences as an Opportunity to Students' Active Participation. *Procedia - Social and Behavioral Sciences*, *128*. https://doi.org/10.1016/j.sbspro.2014.03.142

Antonenko, P. D., Dawson, K., Cheng, L., & Wang, J. (2020). Using Technology to Address Individual Differences in Learning. In *Handbook of Research in Educational Communications and Technology: Learning Design: Fifth Edition*. https://doi.org/10.1007/978-3-030-36119-8_6

Aprilia, R., Izdihara F., & Apoko, D. (2024). An evaluation of the implementation of [cur]riculum policy in English lesson: A qualitative study in upper [s]chool. Journal of English Teaching, Literature, and Applied [ ](1), 31–43. https://doi.org/10.30736/jetlal.v8i1.7852

[ ]hter, J. (2016). The Theory and Practice of Culturally Relevant [A] Synthesis of Research Across Content Areas. *Review of [ ]Research*, *86*(1). https://doi.org/10.3102/0034654315582066

Arthars, N., Dollinger, M., Vigentini, L., Liu, D. Y. T., Kondo, E., & King, D. M. (2019). Empowering teachers to personalize learning support: Case studies of teachers' experiences adopting a student- and teacher-centered learning analytics platform at three Australian universities. In *Utilizing learning analytics to support study success*. https://doi.org/10.1007/978-3-319-64792-0_13

Asif, M., Thomas, G., Awan, M. U., & Muhammad Din, A. (2021). Enhancing student engagement through heterogeneous pedagogical approaches: action research in a university level course in Saudi Arabia. *International Journal of Educational Management*, *35*(1). https://doi.org/10.1108/IJEM-10-2019-0375

Aulia, E. (2022). Effects of 21st Century Learning on the Development of Critical Thinking, Creativity, Communication, and Collaboration Skills. *Journal of Nonformal Education*, *8*(1).

Baah, F. O., Teitelman, A. M., & Riegel, B. (2019). Marginalization: Conceptualizing patient vulnerabilities in the framework of social determinants of health—An integrative review. *Nursing Inquiry*, *26*(1). https://doi.org/10.1111/nin.12268

Bakar, S. (2021). Investigating the Dynamics of Contemporary Pedagogical Approaches in Higher Education through Innovations, Challenges, and Paradigm Shifts. *Social Science Chronicle*, *1*(1). https://doi.org/10.56106/ssc.2021.009

Bardach, L., Klassen, R. M., & Perry, N. E. (2022). Teachers' Psychological Characteristics: Do They Matter for Teacher Effectiveness, Teachers' Well-being, Retention, and Interpersonal Relations? An Integrative Review. In *Educational Psychology Review* (Vol. 34, Issue 1). https://doi.org/10.1007/s10648-021-09614-9

Barrett, P., Treves, A., Shmis, T., Ambasz, D., & Ustinova, M. (2019). The Impact of School Infrastructure on Learning: A Synthesis of the Evidence. In *The Impact of School Infrastructure on Learning: A Synthesis of the Evidence*. https://doi.org/10.1596/978-1-4648-1378-8

Bechtel, P. A., & O'Sullivan, M. (2006). Chapter 2: Effective professional development - What we now know. In *Journal of Teaching in Physical Education* (Vol. 25, Issue 4). https://doi.org/10.1123/jtpe.25.4.363

Belita, E., Carter, N., & Bryant-Lukosius, D. (2020). Stakeholder Engagement in Nursing Curriculum Development and Renewal Initiatives: A Review of the Literature. *Quality Advancement in Nursing Education*, *6*(1). https://doi.org/10.17483/2368-6669.1200

Situated learning theory : The key to effective classroom teaching ? *national Journal for Educational, Social, Political & Cultural Studies*,

Biasutti, M. (2011). The student experience of a collaborative e-learning university module. *Computers and Education*, *57*(3). https://doi.org/10.1016/j.compedu.2011.04.006

Boeskens, L., Nusche, D., & Yurita, M. (2020). Policies to support teachers' continuing professional learning: A conceptual framework and mapping of OECD data. *OECD Education Working Papers*, *235*.

Boss, S., & Larmer, J. (2018). Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences. In *ASCD, Alexandria, VA USA*.

Box, C. (2018). Formative Assessment in United States Classrooms: Changing the Landscape of Teaching and Learning. In *Formative Assessment in United States Classrooms: Changing the Landscape of Teaching and Learning*. https://doi.org/10.1007/978-3-030-03092-6

Broad, K., & Evans, M. (2006). A Review of literature on professional development content and delivery modes for experienced teachers. *University of Toronto, Ontario Institute for Studies in Education*, *Oct*.

Bros, E., & Schechter, C. (2022). The Coherence Challenge Between Policy Makers and School Leaders: Exploring a National Pedagogical Reform. *Journal of School Leadership*, *32*(5). https://doi.org/10.1177/10526846211067641

Burns, R. (2020). The adult learner at work: the challenges of lifelong education in the new millenium. In *Routledge*.

Butcher, N. (2015). A Basic Guide to Open Educational Resources (OER). In *A Basic Guide to Open Educational Resources (OER)*. https://doi.org/10.56059/11599/36

Cairney, P., & Kippin, S. (2022). The future of education equity policy in a COVID-19 world: A qualitative systematic review of lessons from education policymaking. *Open Research Europe*, *1*. https://doi.org/10.12688/openreseurope.13834.2

Campbell-Phillips, S. (2020). Education and curriculum reform: The impact they have on learning. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, *3*(2), 1074-1082.

Candrasari, R., Mayasari, N., Yulia, R., & Lake, F. (2023). Visionary Leadership In Education Management: Leading Toward Optimal Achievement In The Era Of Independent Learning. In *Indonesian Journal of Education (INJOE* (Vol. 3, Issue

Kamath, V. G., Ashok, L., Kamath, A., Hegde, A. P., & Devaramane, e of micro- and mesosystems in shaping an adolescent. In *Journal Paediatric Society* (Vol. 37, Issue 2). 10.3126/jnps.v37i2.18307

Chen, J., Hughes, S., & Ranade, N. (2023). Reimagining student-centered learning: Accessible and inclusive syllabus design during and after the COVID-19 pandemic. *Computers and Composition*, *67*. https://doi.org/10.1016/j.compcom.2023.102751

Cheong Cheng, Y., & Tung Tsui, K. (1996). Total teacher effectiveness: New conception and improvement. *International Journal of Educational Management*, *10*(6). https://doi.org/10.1108/09513549610151659

Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., & Lee, C. W. Y. (2016). 21st century skills development through inquiry-based learning: From theory to practice. In *21st Century Skills Development Through Inquiry-Based Learning: From Theory to Practice*. https://doi.org/10.1007/978-981-10-2481-8

Clark, I. (2012). Formative Assessment: Assessment Is for Self-regulated Learning. In *Educational Psychology Review* (Vol. 24, Issue 2). https://doi.org/10.1007/s10648-011-9191-6

Clifton, G. J. (2023). *Language Assessment Literacy and Formative Assessment in Indonesian EFL Education: A Study of Assessment Policy, Teaching Materials, and Teacher Practices Under Kurikulum Merdeka*. University of Maryland, Baltimore County.

Cohen, D. K., & Mehta, J. D. (2017). Why Reform Sometimes Succeeds: Understanding the Conditions That Produce Reforms That Last. *American Educational Research Journal*, *54*(4). https://doi.org/10.3102/0002831217700078

Cook, A. L., Troeger, R., Shah, A., Donahue, P., & Curley, M. (2020). Reenvisioning family-school-community partnerships: Reflecting on five years of dialogues on race programming within an urban school community. *School Community Journal*, *30*(2).

Creemers, B., Kyriakides, L., & Antoniou, P. (2013). Teacher professional development for improving quality of teaching. In *Teacher Professional Development for Improving Quality of Teaching*. https://doi.org/10.1007/978-94-007-5207-8

Cullen, R. (2001). Addressing the digital divide. *Online Information Review*, *25*(5). https://doi.org/10.1108/14684520110410517

Daneshfar, S., & Moharami, M. (2018). Dynamic assessment in vygotsky's sociocultural theory: Origins and main concepts. *Journal of Language Teaching and Research*, *9*(3). https://doi.org/10.17507/jltr.0903.20

(2020). Accountability in Teacher Education. In *Action in Teacher* l. 42, Issue 1). https://doi.org/10.1080/01626620.2019.1704464

. (2021). Defining teaching quality around the world. *European of Teacher Education*, *44*(3). 10.1080/02619768.2021.1919080

Datnow, A. (2020). The role of teachers in educational reform: A 20-year perspective. *Journal of Educational Change*, *21*(3). https://doi.org/10.1007/s10833-020-09372-5

De Koning, M. (2018). Public-private partnerships in education assessed through the lens of human rights. In *The State, Business and Education: Public-Private Partnerships Revisited*. https://doi.org/10.4337/9781788970334.00015

Dimmock, C., Tan, C. Y., Nguyen, D., Tran, T. A., & Dinh, T. T. (2021). Implementing education system reform: Local adaptation in school reform of teaching and learning. *International Journal of Educational Development*, *80*. https://doi.org/10.1016/j.ijedudev.2020.102302

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. In *Psychological Science in the Public Interest, Supplement* (Vol. 14, Issue 1). https://doi.org/10.1177/1529100612453266

Dunn, K. E., & Mulvenon, S. W. (2009). A critical review of research on formative assessment: The limited scientific evidence of the impact of formative assessment in education. *Practical Assessment, Research and Evaluation*, *14*(7).

Elbes, E. K., & Oktaviani, L. (2022). Character Building In English For Daily Conversation Class Materials For English Education Freshmen Students. *Journal of English Language Teaching and Learning*, *3*(1). https://doi.org/10.33365/jeltl.v3i1.1714

El Zaatari, W., & Maalouf, I. (2022). How the Bronfenbrenner Bio-ecological System Theory Explains the Development of Students' Sense of Belonging to School? *SAGE Open*, *12*(4). https://doi.org/10.1177/21582440221134089

Epstein, J. L. (2019). Theory to practice: School and family partnerships lead to school improvement and student success. In *School, Family, and Community Interaction: A View From The Firing Lines*. https://doi.org/10.4324/9780429305375-4

Epstein, J. L. et al. (2019). School, family, and community partnerships : Your handbook for action : your handbook for action. In *School, Family, and Community Partnerships: Your Handbook for Action*.

Evans, C. B. R., Smokowski, P. R., Rose, R. A., Mercado, M. C., & Marshall, K. J. (2019). Cumulative Bullying Experiences, Adolescent Behavioral and Mental Health, and Academic Achievement: An Integrative Model of Perpetration, Victimization, and ehavior. *Journal of Child and Family Studies*, *28*(9). 10.1007/s10826-018-1078-4

e Principal: Three Keys to Maximizing Impact*. Wiley.

e New Meaning of Educational Change. In *The New Meaning of hange*. https://doi.org/10.4324/9780203986561

Gardner, H. E. (2006). Chapitre 5 - Frequently Asked Questions About Theory And Practice. In *Multiple Intelligences: New Horizons in Theory & Practice*.

Gay, G. (2018). Culturally Responsive Teaching: Theory, Research, and Practice. Third Edition. Multicultural Education Series. *Teachers College Press*.

González-salamanca, J. C., Agudelo, O. L., & Salinas, J. (2020). Key competences, education for sustainable development and strategies for the development of 21st century skills. A systematic literature review. *Sustainability (Switzerland)*, *12*(24). https://doi.org/10.3390/su122410366

Goodwin, A. L., Low, E.-L., & Darling-Hammond, L. (2017). Empowered Educators in Singapore: How High-Performing Systems Shape Teaching Quality. In *Empowered Educators in Singapore*.

Gore, J. M., Miller, A., Fray, L., Harris, J., & Prieto, E. (2021). Improving student achievement through professional development: Results from a randomised controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education*, *101*. https://doi.org/10.1016/j.tate.2021.103297

Gorski, P. (2005). Education Equity and the Digital Divide. *AACE Journal*, *13*(1).

Govender, P. (2020). Insights into grade 2 teachers' enactment of formative assessment in mathematics in selected priority schools in Gauteng. *South African Journal of Education*, *40*. https://doi.org/10.15700/saje.v40ns2a1780

Gracia, P. (2022). Book Review: The Digital Disconnect: The Social Causes and Consequences of Digital Inequalities. *New Media & Society*, *24*(1). https://doi.org/10.1177/14614448211062159

Grant, P., & Basye, D. (2014). Personalized learning. A Guide for Engaging Students with Technology. *Journal of Reading*, *31*(1).

Green, T. L. (2018). School as Community, Community as School: Examining Principal Leadership for Urban School Reform and Community Development. *Education and Urban Society*, *50*(2). https://doi.org/10.1177/0013124516683997

Hanesová, D., & Theodoulides, L. (2022). Mastering transversal competences in a higher education environment : through processes of critical thinking and reflection. In *Mastering transversal competences in a higher education environment : through processes of critical thinking and reflection*. https://doi.org/10.24040/2022.9788055720159

miningsih, M. V., & Mudjito, M. (2020). Concept of human resources to improve teacher performance: multi-case study. *Studies in Teaching*, *1*(3), 140-150.

). Collaborative Professionalism "When teaching together means ..." *Revista Muro de La Investigación*, *2*(1).

Harris, A. (2011). System improvement through collective capacity building. *Journal of Educational Administration*, *49*(6). https://doi.org/10.1108/09578231111174785

Harris, A., Jones, M., & Huffman, J. B. (2017). Teachers leading educational reform: The power of professional learning communities. In *Teachers Leading Educational Reform: The Power of Professional Learning Communities*. https://doi.org/10.4324/9781315630724

Harris, J. (2018). Experiential Learning in Circles of Safety: Reflections on Walls to Bridges and Dewey's Theory of Experience. *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*, *4*(1). https://doi.org/10.15402/esj.v4i1.317

Hattie, J. (2023). Visible Learning: The Sequel: A Synthesis of Over 2,100 Meta-Analyses Relating to Achievement. In *Visible Learning: The Sequel: A Synthesis of Over 2,100 Meta-Analyses Relating to Achievement*. https://doi.org/10.4324/9781003380542

Hawley, W. D. (2007). The keys to effective schools: Educational reform as continuous improvement, second edition. In *The Keys to Effective Schools: Educational Reform as Continuous Improvement, Second Edition*. https://doi.org/10.4135/9781483329512

Hays, J., & Reinders, H. (2018). Critical learnership: A new perspective on learning. In *International Journal of Learning, Teaching and Educational Research* (Vol. 17, Issue 1). https://doi.org/10.26803/ijlter.17.1.1

He, W., Zhang, Z. (Justin), & Li, W. (2021). Information technology solutions, challenges, and suggestions for tackling the COVID-19 pandemic. *International Journal of Information Management*, *57*. https://doi.org/10.1016/j.ijinfomgt.2020.102287

Henderson, R. W., & Cunningham, L. (2023). Creating Interactive Sociocultural Environments for Self-Regulated Learning. In *Self-Regulation of Learning and Performance Issues and Educational Applications*. https://doi.org/10.4324/9780203763353-11

Heylighen, F. (1992). A cognitive-systemic reconstruction of maslow's theory of self-actualization. *Behavioral Science*, *37*(1). https://doi.org/10.1002/bs.3830370105

Hobday, M. (2000). The project-based organisation: An ideal form for managing complex products and systems? *Research Policy*, *29*(7–8). https://doi.org/10.1016/s0048-7333(00)00110-4

kett, M. A., Bailey, C. S., & Willner, C. J. (2020). Teaching emotion chools: Translating research into practice with the RULER approach d emotional learning. *Emotion (Washington, D.C.)*, *20*(1). 10.1037/emo0000649

Hymel, S., & Katz, J. (2019). Designing Classrooms for Diversity: Fostering Social Inclusion. In *Educational Psychologist* (Vol. 54, Issue 4). https://doi.org/10.1080/00461520.2019.1652098

Ishimaru, A. M. (2019). From Family Engagement to Equitable Collaboration. *Educational Policy*, *33*(2). https://doi.org/10.1177/0895904817691841

Jacobs, J., Beck, B., & Crowell, L. (2014). Teacher leaders as equity-centered change agents: Exploring the conditions that influence navigating change to promote educational equity. *Professional Development in Education*, *40*(4). https://doi.org/10.1080/19415257.2014.896272

Jamil, F. M., & Hamre, B. K. (2018). Teacher Reflection in the Context of an Online Professional Development Course: Applying Principles of Cognitive Science to Promote Teacher Learning. *Action in Teacher Education*, *40*(2). https://doi.org/10.1080/01626620.2018.1424051

Johnson, D. W., & Johnson, R. T. (2010). Cooperative learning and conflict resolution: Essential 21st century skills. *21st Century Skills: Rethinking How ….*

Jonker, H., März, V., & Voogt, J. (2020). Curriculum flexibility in a blended curriculum.

Kalyani, & Rajasekaran. (2018). Innovative Teaching and Learning. Journal of Applied and Advanced Research, 3(1), 23–25. https://doi.org/10.18260/1-2--12270%0A

Kanamugire, C., Yadav, L. L., & Mbonyiryivuze, A. (2019). Tutors' perceptions about science curriculum reforms and challenges for their implementation in Teacher Training Colleges in Rwanda. *African Journal of Educational Studies in Mathematics and Sciences*, *15*(1). https://doi.org/10.4314/ajesms.v15i1.9

Kaplan, S. N. (2023). The grid: A model to construct differentiated curriculum for the gifted. In *Systems and models for developing programs for the gifted and talented* (pp. 235-251). Routledge.

Kemendikbudristek. (2022). *Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka*. 1-37

Kennedy, A. (2005). Models of Continuing Professional Development: A framework for analysis. *Journal of In-Service Education*, *31*(2). https://doi.org/10.1080/13674580500200277

Kieran, L., & Anderson, C. (2019). Connecting Universal Design for Learning With Culturally Responsive Teaching. *Education and Urban Society*, *51*(9). 0.1177/0013124518785012

ing Knowledge Construction in the Classroom: Effects of Teaching o Question and How to Explain. *American Educational Research* https://doi.org/10.3102/00028312031002338

Klar, H. W., & Brewer, C. A. (2013). Successful Leadership in High-Needs Schools: An Examination of Core Leadership Practices Enacted in Challenging Contexts. *Educational Administration Quarterly*, *49*(5). https://doi.org/10.1177/0013161X13482577

Koehler, M. J., Mishra, P., Bouck, E. C., DeSchryver, M., Kereluik, K., Shin, T. S., & Wolf, L. G. (2011). Deep-play: developing TPACK for 21st century teachers. *International Journal of Learning Technology*, *6*(2). https://doi.org/10.1504/ijlt.2011.042646

Kolb, D. A. (1984). Experiential Learning: Experience as The Source of Learning and Development. *Prentice Hall, Inc.*, *1984*. https://doi.org/10.1016/B978-0-7506-7223-8.50017-4

Kostiainen, E., Ukskoski, T., Ruohotie-Lyhty, M., Kauppinen, M., Kainulainen, J., & Mäkinen, T. (2018). Meaningful learning in teacher education. *Teaching and Teacher Education*, *71*. https://doi.org/10.1016/j.tate.2017.12.009

Kruse, B. C. (2017). Professional Development: What Works. *International Journal of Educational Management*, *31*(7). https://doi.org/10.1108/ijem-10-2012-0112

Kulsum, L., & Asti, N. (2024). The implementation of Merdeka Curriculum based on teacher's perception. Jurnal Perspektif: Jurnal Kajian Sosiologi dan Pendidikan, 6(2), 110–118. https://doi.org/10.15575/jp.v6i2.309

Kyza, E. A. (2017). Technology-Enhanced Learning: A Learning Sciences Perspective. In *Learning, Design, and Technology*. https://doi.org/10.1007/978-3-319-17727-4_56-1

Laur, D. (2013). Authentic Learning Experience A Real-World Approach to Project-Based Learning. In *Routledge*.

Lavalley, M. (2018). Out of the loop: Rural schools are largely left out of research and policy discussions, exacerbating poverty, inequity, and isolation. *Center for Public Education*, *177*(January).

Lawless, B. (2018). Documenting a labor of love: Emotional labor as academic labor. *Review of Communication*, *18*(2). https://doi.org/10.1080/15358593.2018.1438644

Le, H., Janssen, J., & Wubbels, T. (2018). Collaborative learning practices: teacher and student perceived obstacles to effective student collaboration. *Cambridge Journal of Education*, *48*(1). https://doi.org/10.1080/0305764X.2016.1259389

J., & Schumacker, R. (2020). How School Leadership Influences ng: A Test of "The Four Paths Model." *Educational Administration*). https://doi.org/10.1177/0013161X19878772

ding education groups as school collaboration for education a case study of stakeholder interactions in District A of Chengdu.

Asia Pacific Education Review, *22*(3). https://doi.org/10.1007/s12564-021-09682-0

Loeng, S. (2020). Self-directed learning: A core concept in adult education. In *Education Research International* (Vol. 2020). https://doi.org/10.1155/2020/3816132

Luong, P. A. (2022). Applying the Concepts of "Community" and "Social Interaction" from Vygotsky's Sociocultural Theory of Cognitive Development in Math Teaching to Develop Learner's Math Communication Competencies. *Vietnam Journal of Education*, *6*(3). https://doi.org/10.52296/vje.2022.243

Magnússon, G., Göransson, K., & Lindqvist, G. (2019). Contextualizing inclusive education in educational policy: the case of Sweden. *Nordic Journal of Studies in Educational Policy*, *5*(2). https://doi.org/10.1080/20020317.2019.1586512

Mahn, H., & John-Steiner, V. (2012). Vygotsky and Sociocultural Approaches to Teaching and Learning. In *Handbook of Psychology, Second Edition*. https://doi.org/10.1002/9781118133880.hop207006

Manasia, L., Ianos, M. G., & Chicioreanu, T. D. (2019). Pre-service teacher preparedness for fostering education for sustainable development: An empirical analysis of central dimensions of teaching readiness.

Matthews, M. R. (2020). Philosophical problems with constructivism: Some considerations for student-centered learning and teaching. In *The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education*.

McPhail, G. (2021). The search for deep learning: A curriculum coherence model. *Journal of Curriculum Studies*, *53*(4), 420-434.

Meng, S. (2023). Enhancing Teaching and Learning: Aligning Instructional Practices with Education Quality Standards. *Research and Advances in Education*, *2*(7). https://doi.org/10.56397/rae.2023.07.04

Mishra, P., Koehler, M., & Harris, J. (2009). Teachers ' Technological Pedagogical Content Knowledge and Learning Activity Types : Curriculum-based Technology Integration Reframed. *Journal of Research on Technology in Education*, *41*(4).

Molderez, I., & Fonseca, E. (2018). The efficacy of real-world experiences and service learning for fostering competences for sustainable development in higher education. *Journal of Cleaner Production*, *172*. 10.1016/j.jclepro.2017.04.062

op, P. K. (2019). Teacher Preparedness for the Implementation of ased Curriculum in Kenya: A Survey of Early Grade Primary School omet East Sub-County. *The Cradle of Knowledge: African Journal and Social Science Research*, *7*(1).

Morrison, G. R. (Professor), Ross, S. M., & Kemp, J. E. (2006). Designing Effective Instruction. 5th Edition. *Jossey-Bass, An Imprint of Wiley*.

Morrissey, M. (2000). Professional Learning Communities : An Ongoing Exploration. *Southwest Educational Development Laboratory*.

Mustofa, M., Marijan, K., Rulyansah, A., & Ghufron, S. (2023). Principals' Perceptions Pertaining to the Policy Engagement of Driving Organizations (NGOs) in Advancing Education Quality: Curriculum Reform Study. *AL-ISHLAH: Jurnal Pendidikan*, *15*(4). https://doi.org/10.35445/alishlah.v15i4.4631

Ndari, W., & Mahmudah, F. N. (2023). Implementation of the Merdeka Curriculum and its challenges. *European Journal of Education and Pedagogy*, *4*(3), 111-116.

Ng, S. L., Forsey, J., Boyd, V. A., Friesen, F., Langlois, S., Ladonna, K., Mylopoulos, M., & Steenhof, N. (2022). Combining adaptive expertise and (critically) reflective practice to support the development of knowledge, skill, and society. *Advances in Health Sciences Education*, *27*(5). https://doi.org/10.1007/s10459-022-10178-8

Nguyen, H. C. (2019). An investigation of professional development among educational policy-makers, institutional leaders and teachers. *Management in Education*, *33*(1). https://doi.org/10.1177/0892020618781678

Ngwacho, G. A. (2024). Value-Based Education Incorporation in Competency-Based Curriculum -Recipe for All-inclusive Education for Enhanced Global. *Journal of the Kenya National Commission for UNESCO*. https://doi.org/10.62049/jkncu.v4i1.56

Nilson, L. B., & Zimmerman, B. J. (2023). CREATING SELF-REGULATED LEARNERS: Strategies to Strengthen Students' Self-Awareness and Learning Skills. In *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills*. https://doi.org/10.4324/9781003443803

Nolan, A., & Molla, T. (2017). Teacher confidence and professional capital. *Teaching and Teacher Education*, *62*. https://doi.org/10.1016/j.tate.2016.11.004

Ntebi, E. (2023). Provision of Contextualized Secondary Education in Tanzania for Sustainable Development: Teachers' and Students' PerceptionsinDodoma Region. *Journal of Adult Education in Tanzania*, *25*(1). https://doi.org/10.61408/jaet2023v25i01.06

Unraveling the Efficacy of Differentiated Instruction in Enhancing ge Acquisition: A Comprehensive Review and Future Directions. *lournal of Linguistics, Literature and Translation*, *6*(6).).32996/ijllt.2023.6.6.8

Osler, A. (2011). Education policy, social cohesion and citizenship. In *Promoting Social Cohesion: Implications for Policy and Evaluation*. https://doi.org/10.56687/9781847426963-012

Owusu, D., & Nkyi, A. K. (2021). Impact of Occupational Stress and Burnout on Turnover Intentions among Senior High School Teachers in the Cape Coast Metropolis, Ghana. *Journal of Education and Practice*, *5*(1). https://doi.org/10.47941/jep.524

Pak, K., Polikoff, M. S., Desimone, L. M., & Saldívar García, E. (2020). The Adaptive Challenges of Curriculum Implementation: Insights for Educational Leaders Driving Standards-Based Reform. *AERA Open*, *6*(2). https://doi.org/10.1177/2332858420932828

Pacansky-Brock, M., Smedshammer, M., & Vincent-Layton, K. (2023). In Search of Belonging Online: Achieving Equity through Transformative Professional Development. *Journal of Educational Research and Practice*, *12*(0). https://doi.org/10.5590/jerap.2022.12.0.04

Pang, M. F., & Ki, W. W. (2024). Sustaining learning study: perspectives of the curriculum leaders. *International Journal for Lesson & Learning Studies*, *13*(2), 130-142.

Pathan, H., Memon, R. A., Memon, S., Khoso, A. R., & Bux, I. (2018). A Critical Review of Vygotsky's Socio-Cultural Theory in Second Language Acquisition. *International Journal of English Linguistics*, *8*(4). https://doi.org/10.5539/ijel.v8n4p232

Pavlakis, A. E. (2018). Reaching All Families: Family, School, and Community Partnerships Amid Homelessness and High Mobility in an Urban District. *Urban Education*, *53*(8). https://doi.org/10.1177/0042085915613547

Pellegrino, J. W., & Hilton, M. L. (2013). Education for life and work: Developing transferable knowledge and skills in the 21st century. In *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. https://doi.org/10.17226/13398

Pentimonti, J. M., Justice, L. M., Yeomans-Maldonado, G., McGinty, A. S., Slocum, L., & O'Connell, A. (2017). Teachers' Use of High- and Low-Support Scaffolding Strategies to Differentiate Language Instruction in High-Risk/Economically Disadvantaged Settings. *Journal of Early Intervention*, *39*(2). https://doi.org/10.1177/1053815117700865

Pietrzak, P. (2022). Self-reflection as a Strategy in Metacognitive Translator Training. In *Metacognitive Translator Training*. https://doi.org/10.1007/978-3-030-97038-3_6

, Haderlein, S., Kaufman, J., Woo, A., Silver, D., & Opfer, V. (2020). rence in English Language Arts Instructional Systems in the Era. In *Exploring Coherence in English Language Arts Instructional Common Core Era*. https://doi.org/10.7249/rra279-1

Pont, B. (2020). A literature review of school leadership policy reforms. *European Journal of Education*, *55*(2). https://doi.org/10.1111/ejed.12398

Postholm, M. B. (2018). Teachers' professional development in school: A review study. In *Cogent Education* (Vol. 5, Issue 1). https://doi.org/10.1080/2331186X.2018.1522781

Qureshi, M. A., Khaskheli, A., Qureshi, J. A., Raza, S. A., & Yousufi, S. Q. (2023). Factors affecting students' learning performance through collaborative learning and engagement. *Interactive Learning Environments*, *31*(4). https://doi.org/10.1080/10494820.2021.1884886

Raftery, J. N., Grolnick, W. S., & Flamm, E. S. (2012). Families as facilitators of student engagement: Toward a home-school partnership model. In *Handbook of Research on Student Engagement*. https://doi.org/10.1007/978-1-4614-2018-7_16

Rane, N., Choudhary, S., & Rane, J. (2023). Education 4.0 and 5.0: Integrating Artificial Intelligence (AI) for Personalized and Adaptive Learning. *SSRN Electronic Journal*. https://doi.org/10.2139/ssrn.4638365

Rieber, L. P. (1996). Seriously considering play: Designing interactive learning environments based on the blending of microworlds, simulations, and games. *Educational Technology Research and Development*, *44*(2). https://doi.org/10.1007/BF02300540

Rokayah, R., Hermita, N., Vebrianto, R., Mujtahid, I., Sulistiyo, U., & Samsudin, A. (2023). Reflection of Indonesian Educators on the Implementation of the Merdeka Curriculum. *Mimbar Sekolah Dasar*, *10*(3). https://doi.org/10.53400/mimbar-sd.v10i3.64864

Roseveare, D., & Hénard, F. (2012). Fostering quality teaching in higher education: Policies and practices. An IMHE guide for higher education institutions. *Institutional Management in Higher Education*, *September*.

Rotty, V. N., Kainde, Q., Pitoy, J. I., & Punuh, L. G. L. (2022). "Sekolah Penggerak" and Centers of Excellence. *International Journal of Information Technology and Education*, *1*(4), 111-138.

Ryan, R. M., & Powelson, C. L. (1991). Autonomy and relatedness as fundamental to motivation and education. *Journal of Experimental Education*, *60*(1). https://doi.org/10.1080/00220973.1991.10806579

Deryakulu, D. (2021). A new framework for teachers' professional In *Teaching and Teacher Education* (Vol. 101). .1016/j.tate.2021.103305

, & Malkinson, N. (2018). Fostering the skills of critical thinking and in a project-based learning environment. *Thinking Skills and* tps://doi.org/10.1016/j.tsc.2018.08.001

Schmoker, M. (2000). Results: the Key to Continuous School Improvement. *NASSP Bulletin*, *84*(615). https://doi.org/10.1177/019263650008461515

Serrano, D. R., Dea-Ayuela, M. A., Gonzalez-Burgos, E., Serrano-Gil, A., & Lalatsa, A. (2019). Technology-enhanced learning in higher education: How to enhance student engagement through blended learning. *European Journal of Education*, *54*(2). https://doi.org/10.1111/ejed.12330

Shekar, A. (2007). Active learning and reflection in product development engineering education. *European Journal of Engineering Education*, *32*(2). https://doi.org/10.1080/03043790601118705

Shernoff, D. J. (2013). *Introduction: Towards Optimal Learning Environments in Schools*. https://doi.org/10.1007/978-1-4614-7089-2_1

Shernoff, D. J., Sinha, S., Bressler, D. M., & Schultz, D. (2017). Teacher perceptions of their curricular and pedagogical shifts: Outcomes of a project-based model of teacher professional development in the next generation science standards. *Frontiers in Psychology*, *8*(JUN). https://doi.org/10.3389/fpsyg.2017.00989

Shewark, E. A., Zinsser, K. M., & Denham, S. A. (2018). Teachers' Perspectives on the Consequences of Managing Classroom Climate. *Child and Youth Care Forum*, *47*(6). https://doi.org/10.1007/s10566-018-9461-2

Shin, M., & Bolkan, S. (2021). Intellectually stimulating students' intrinsic motivation: the mediating influence of student engagement, self-efficacy, and student academic support. *Communication Education*, *70*(2). https://doi.org/10.1080/03634523.2020.1828959

Sihombing, A. A., Anugrahsari, S., Parlina, N., & Kusumastuti, Y. S. (2021). " Merdeka Belajar" in an Online Learning during the COVID-19 Outbreak: Concept and Implementation. *Asian Journal of University Education*, *17*(4), 35-45.

Slade, M. L., Burnham, T., Catalana, S. M., & Waters, T. (2019). The Impact of Reflective Practice on Teacher Candidates' Learning. *International Journal for the Scholarship of Teaching and Learning*, *13*(2). https://doi.org/10.20429/ijsotl.2019.130215

Smith, A. B. (1996). The early childhood curriculum from a sociocultural perspective. *Early Child Development and Care*, *115*(1). https://doi.org/10.1080/0300443961150105

Masruroh, S. (2021). *Konsep dan Implementasi Kurikulum a Belajar Kampus Merdeka)*. Reslaj : Religion Education Social Laa 4(1), 34–41. https://doi.org/10.47467/reslaj.v4i1.458

. Factors that foster and deter advanced teachers' professional *Teaching and Teacher Education*, *77*. .1016/j.tate.2018.11.001

Stuhr, P. L., & Chalmers, G. (1999). Celebrating Pluralism: Art, Education, and Cultural Diversity. *Studies in Art Education*, *40*(2). https://doi.org/10.2307/1320340

Tomlinson, C. A. (1999). Differentiated Classroom. In *Association for Supervision and Curriculum Development* (Vol. 37, Issue 3).

Tomlinson, C. A., & Jarvis, J. M. (2023). Differentiation: Making Curriculum Work for All Students Through Responsive Planning & Instruction. In *Systems and Models for Developing Programs for the Gifted and Talented, Second Edition*. https://doi.org/10.4324/9781003419426-22

Tschannen-Moran, M., Uline, C., Hoy, A. W., & Mackley, T. (2000). Creating smarter schools through collaboration. *Journal of Educational Administration*, *38*(3). https://doi.org/10.1108/09578230010342312

Tsingos, C., Bosnic-Anticevich, S., & Smith, L. (2015). Learning styles and approaches: Can reflective strategies encourage deep learning? In *Currents in Pharmacy Teaching and Learning* (Vol. 7, Issue 4). https://doi.org/10.1016/j.cptl.2015.04.006

Van Oers, B. (1998). From context to contextualizing. *Learning and Instruction*, *8*(6). https://doi.org/10.1016/S0959-4752(98)00031-0

Visone, J. D. (2022). What teachers never have time to do: peer observation as professional learning. *Professional Development in Education*, *48*(2). https://doi.org/10.1080/19415257.2019.1694054

Voogt, J., Fisser, P., Pareja Roblin, N., Tondeur, J., & van Braak, J. (2013). Technological pedagogical content knowledge - A review of the literature. *Journal of Computer Assisted Learning*, *29*(2). https://doi.org/10.1111/j.1365-2729.2012.00487.x

Wallerstein, N., Oetzel, J. G., Duran, B., Magarati, M., Pearson, C., Belone, L., Davis, J., Dewindt, L., Kastelic, S., Lucero, J., Ruddock, C., Sutter, E., & Dutta, M. J. (2019). Culture-centeredness in community-based participatory research: Contributions to health education intervention research. *Health Education Research*, *34*(4). https://doi.org/10.1093/her/cyz021

Wang, L. (2023). The Impact of Student-Centered Learning on Academic Motivation and Achievement: A Comparative Research between Traditional Instruction and Student-Centered Approach. *Journal of Education, Humanities and Social Sciences*, *22*. https://doi.org/10.54097/ehss.v22i.12463

Wang, Q. (2018). Studying cognitive development in cultural context: A multi-level approach. *Developmental Review*, *50*.).1016/j.dr.2018.03.002

Inclusive and adaptive teaching: Meeting the challenge of diversity , second edition. In *Inclusive and Adaptive Teaching: Meeting the Diversity in the Classroom, Second Edition*.).4324/9781351061261

Woodley, X., Hernandez, C., Parra, J., & Negash, B. (2017). Celebrating Difference: Best Practices in Culturally Responsive Teaching Online. *TechTrends*, *61*(5). https://doi.org/10.1007/s11528-017-0207-z

Yasykur, L., Muliawati, T., & Zaqiah, Q. Y. (2023). Innovation in Curriculum: Merdeka Curriculum and its Implementation. *Edutec Journal of Education and Technology*, *7*(1