

THE INFLUENCE OF TEACHERS' SELF-EFFICACY AND MOTIVATION ON THE 2024 NATIONAL CURRICULUM IMPLEMENTATION

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ABSTRACT

The purpose of this study was to find the relationship between teacher self-efficacy and teacher motivation towards the implementation of the 2024 National Curriculum in Indonesia. The study used quantitative descriptive. The sample in this study were teachers who teach at various school levels from various districts in Aceh Province. The data collection process was carried out on 226 data sets which were analyzed by correlation analysis using SPSS. Qualitative information was analyzed through content analysis using Nvivo 12 to support quantitative information. Based on the results of the data analysis, it was revealed that there was a moderate correlation between teacher self-efficacy and self-motivation. However, teacher self-efficacy and motivation did not have any influence on teacher implementation

of the 2024 National Curriculum. In addition, the factors that influence the implementation of the new curriculum and the challenges faced are also further disclosed.

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INTRODUCTION

Along with the establishment of the 2024 National Curriculum which was set to be implemented comprehensively in the 2024/2025 academic year, the knowledge of teacher readiness is a priority as it can determine the effectiveness of new curriculum. The fewer obstacles faced by teachers in the curriculum change process, the less anxiety experienced by the teachers which help increase teacher readiness in facilitating learning activities in schools (Nevenglosky, 2018).

In addition, teachers, as one of the important components in the school environment, are the main focus in understanding and implementing the new National Curriculum as they are at the forefront in implementing the curriculum. Therefore, teachers' effectiveness in teaching has an important role in the process of implementing the new curriculum. A literature study confirms that the aspect of teacher self-efficacy has a greater role in increasing teacher effectiveness (Hussain et al., 2022). Therefore, teacher

readiness, especially teacher self-efficacy towards the implementation of the national curriculum, is one of the determining factors for the success of the new curriculum transition.

Understanding the level of teacher self-efficacy in implementing the national curriculum is pivotal for improving the quality of teaching. A longitudinal study concluded that teacher self-efficacy has a significant close relationship with the quality of teacher teaching activities (Holzberger et al., 2013). The results of the study also showed that a higher level of self-efficacy is a reflection of a higher teaching quality, as shown in the dimensions of cognitive activation, classroom management, and individual learning support, which was performed by both the teacher and the students.

The transition process to the 2024 National Curriculum will certainly have an impact on many groups in the educational system, particularly on students and teachers. Jannah & Isna (2024) concluded that curriculum changes have positive and negative impacts. Based on the findings in their study, the positive impact was felt more by students, especially in increasing students' interest in learning, where students enjoyed the creative learning process facilitated by teachers. Undoubtedly, the creative learning process was facilitated by teachers with a high level of efficacy. Highly effective educators, who usually strive to improve teaching methods, are more organized, are enthusiastic in trying new things, use cutting-edge techniques, and have greater enthusiasm in facilitating their learning activities (Allinder, 1994). So, learning objectives that are in accordance with the stages of students can be achieved optimally and produce enjoyable learning.

Understanding the level of teacher self-efficacy in Indonesia is one of the determinants of the knowledge transfer process that teachers have in schools (Isna, 2021). When a teacher implements the curriculum with confidence, there will be a lot of progress in the learning process that is achieved (Nevenglosky, 2018). Thus, the opportunity for students to get meaningful learning in class can be obtained maximally, which in turn impacts the quality of long-term learning.

Although the role of teacher self-efficacy determines the success of educational transformation (Gordon et al., 2023; Yukamana, 2020), curriculum changes also have several negative impacts on teachers, especially the emergence of stress experienced by teachers. Instead of using direct problem solving, teachers tend to use palliative methods to overcome stress caused by curriculum changes. Teachers with higher self-efficacy have been shown to have lower stress levels (Putwain & Von der Embse, 2019). Then, Putwain & Von der Embse (2019) also stated that the relationship between pressure from curriculum

changes and stress levels felt by teachers can be moderated by good self-efficacy skills. Hence, understanding the level of teacher self-efficacy is important not only as an effort to improve the quality of learning, but also as a concrete step in ensuring an easier curriculum transition for teachers.

Unfortunately, until now, research on teacher readiness towards the transition to the 2024 National Curriculum is still very limited and only in the form of qualitative research with very small samples and within the scope of only one school (Febrianingsih & Ramadan, 2023). Therefore, currently quantitative correlation research is very much needed to provide a general picture and find the influence of teacher self-efficacy levels in the implementation of the 2024 National Curriculum.

In addition to the teacher self-efficacy aspect, the implementation of the 2024 National Curriculum in Indonesia also has an impact on teacher motivation to adapt teaching materials effectively. Hanifa et al. (2024) highlighted that teachers often struggle with time constraints, institutional responsibilities, and lack of formal training in material development, which can lead to inadequate adaptation and impact the implementation of the 2024 National Curriculum.

In a different context, the results of an exploration of teachers' action research practices in Bhutan (Rabgay & Kidman, 2023) concluded that teachers could benefit from implementing the new national curriculum with a more flexible approach, thus giving teachers time to reflect and adapt to the implementation of the new curriculum.

Overall, the results of this study can inform the impact of teacher self-efficacy and teacher motivation on the implementation of the new national curriculum in Indonesia can be studied continuously. In addition, the results of this study can be used as initial information that can be used as a benchmark for teacher readiness on a larger scale and provide input on factors that can improve teacher self-efficacy and motivation in implementing the new curriculum.

Although preparations for the transition to the implementation of the 2024 national curriculum have been carried out in recent years through the programs of driving teachers, driving schools, and independent learning, which have resulted in almost 70% of schools implementing the independent curriculum (Kemenristekdikbud, 2023), it is undeniable that there are still many schools and other teachers who are not directly involved in the program. There are still many schools and teachers who have not been fully educated about the implementation of this new curriculum. Therefore,

understanding the level of self-efficacy and motivation of teachers is a crucial input for the effective implementation of the 2024 national curriculum.

Given the diverse cultural and contextual factors in Indonesia, it is important to examine how teachers' self-efficacy beliefs impact their readiness and ability to successfully implement new curriculum initiatives. Knowing the level of teachers' self-efficacy can help policymakers and stakeholders explore factors that contribute to or hinder teachers' self-efficacy in implementing new curriculum. In addition, understanding the level of teachers' self-efficacy can help identify strategies to support teachers and improve the overall implementation process.

Therefore, understanding the level of teacher self-efficacy in implementing the 2024 national curriculum is imperative to improve student learning outcomes, encourage the development of teacher professionalism, and ultimately improve the quality of education nationally. Understanding the level of teacher self-efficacy will also have a direct impact on teachers' ability to adapt and succeed in implementing the 2024 National Curriculum.

Based on the explanation above, this study attempts to find the influence of the level of teacher readiness and teacher motivation in the implementation of the 2024 national curriculum. The formulation of the problem in this study includes:

1. Does teacher self-efficacy influence the implementation of the 2024 National Curriculum?
2. Does teacher motivation influence the implementation of the 2024 National Curriculum?
3. What factors influence teacher self-efficacy in implementing the 2024 National Curriculum?

RESEARCH METHOD

This study uses a descriptive quantitative research method (Harjanto et al., 2018). Quantitative research can provide more accurate information about a variable and produce a small margin of error (Heale & Twycross, 2015). To analyse the results of this study, researchers used a correlational analysis to find the effect of teachers' self-efficacy and motivation on the implementation of the 2024 National Curriculum. In addition, qualitative analysis through thematic analysis is also used to strengthen quantitative analysis findings as well as to find factors that influence the implementation of the 2024 National Curriculum. The use of these two analyses further strengthens a study (Swanson & Holton, 2005).

The data for this study were collected between July 11 and August 4, 2024 by using an online survey instrument through Google form. The instrument consists of 3 (three) parts, namely demographic information, research variables, and short answers essay. The demographic information collected includes information about (1) gender; (2) age; (3) teaching experience; (4) certification status; (5) Respondent's role at school; (6) status of the driving teacher; and (7) level of education facilitated. Meanwhile, the research variables consist of 25 statement items, consisting of 8 items for self-efficacy, 15 items for motivation, and 2 items for curriculum implementation. Since this is a descriptive study, there is no hypothesis proposed. Information on factor affecting teachers' self-efficacy in implementing the new curriculum was also gathered to support the quantitative result findings.

RESULT AND DISCUSSION

There were 231 datasets gathered from the data collection process. However, there were only 226 data sets that could be analysed after going through the data cleaning process. Incomplete data were not included in the analysis process due to the fear of the final result being affected. Based on the results of the data analysis, the demographic information collected from respondents in the study is displayed in Table 1. Based on Table 1, it can be seen that respondents aged 21-30 years who participated were 12.7%, aged 31-40 years were 36.4%, aged 41-50 years were 30.3% and aged > 50 years were 20.6%. From these data, the most dominant age of respondents is 31-40 years.

Then, based on the respondents' teaching experience, namely 0-5 years as much as 14%, 6-10 years 16.2%, 11-15 years 21.5%, 16-20 years 25% and the teaching experience of respondents who were > 20 years was 23.2%. Of the 226 respondents, there were 53.5% of respondents who had been certified and 46.5% had not been certified. For status at school, respondents who had status as teachers were 71.9%, principals 20.6% and school supervisors 7.5%.

For the levels taught, Paud is 3.5%, Kindergarten is 3.5%, Elementary School is 52.6%, Junior High School is 23.2% and Senior High School/Vocational High School is 17.1%. The status of respondents as driving teachers is 16.7% and 83.3% of respondents are not driving teachers

From the overall demographic data, it can be seen that almost all respondents have the status of non-driving teachers (83.3%) which shows that they are still in the independent learning stage regarding the New National Curriculum. Teachers who have

the status of driving teachers have better information regarding aspects of the implementation of the National Curriculum, especially in terms of a conducive learning environment for students (Ningrum & Suryani, 2022).

Table 1. Respondents' Demographic Information

No	Information	Result (%)
1	Gender	Laki-laki (21,5%) Perempuan (78.5%)
2	Umur	21-30 thn (12.7%) 31-40 thn (36,4%) 41-50 thn (30,3%) > 50 thn (20,6%)
3	Pengalaman Mengajar	0-5 thn (14%) 6-10 thn (16,2%) 11-15 thn (21,5%) 16-20 thn (25%) > 20 thn (23,2%)
4	Sertifikasi Guru	Ya (53,5%) Tidak (46,5%)
5	Peran	Guru (71,9%) Kepala Sekolah (20,6%) Pengawas Sekolah (7,5%)
6	Jenjang Sekolah	PAUD (3,5%) TK (3,5) SD (52,6%) SMP (23,2%) SMA/SMK (17,1%)
7	Guru Penggerak	Ya (16,7%) Bukan (83,3%)

Moreover, Guru Penggerak have also been trained in intensive education from the Ministry of Education and Culture of the Republic of Indonesia for a significant period of time to become educators who are able to lead ideal learning activities, mobilize teacher learning communities, and encourage collaboration within their educational units, which are the main principles of the 2024 National Curriculum.

Specifically, Jannati, Ramadhan, and Rohimawan (2023) described that the role of Guru Penggerak is felt to be very significant in the implementation of the Emancipated Learning Curriculum (Kurikulum Merdeka), which is the curriculum used as the 2024 National Curriculum. Therefore, the existence of the driving teacher is considered a catalyst in maximizing the implementation of the 2024 National Curriculum (Herta & Wulandari, 2024).

Tabel 2. Descriptive Statistics of Research Variables

Variable	Min	Ma	Mean	Result	Standard Error Of mean
ED	1	5	4.03	S	0.031
M	1	5	3.75	S	0.288
IK	1	5	3.52	S	0.06

Note. ED=Self Efficacy; M=Motivation; IK=Curriculum Implementation; S=agree

Based on the SPSS analysis as shown in Table 2 above, it can be concluded that overall respondents agreed with the statements in the survey with average values of 4.03, 3.75, and 3.52. Based on the correlational data analysis process, it can be seen from Table 3 that teachers' self-efficacy influences teacher motivation to implement the implementation of the 2024 National Curriculum with a medium correlation level ($r = .413$). However, the results of the correlation analysis do not indicate that the level of teacher self-efficacy does not affect efforts to implement the 2024 national curriculum. In addition, Table 3 also does not show any influence between teacher motivation and efforts to implement the 2024 National Curriculum

Table 3. Correlation of Research Variables

	ED	M	IK
ED	1	0.413**	0.108
M	0.413**	1	S
IK	0.108	0.002	1

Note. ED=Self Efficacy; M=Motivation; IK=Curriculum Implementation; S=agree
 **Correlation significant at 0.01 level (2-tailed)

This finding is quite fascinating, as it indicates that a high level of teacher self-efficacy does not have any influence on curriculum implementation efforts. It shows that there is a disconnection between teacher self-efficacy and curriculum implementation.

The finding that high levels of teacher self-efficacy do not have a direct influence on curriculum implementation efforts is particularly noteworthy, as it challenges conventional understanding rooted in Bandura (1997) social cognitive theory, which generally posits self-efficacy as a strong predictor of performance. This result aligns precisely with the recent findings of Rohmah, Hamamah, and Junining (2024), whose research indicated that Indonesian teachers, despite possessing knowledge about a new curriculum, often lack the practical "know-how" or understanding of *how* to implement it effectively in the classroom. This practical knowledge gap can significantly impede their intention and ability to apply new pedagogical approaches, even if their general belief in their teaching capabilities remains high.

This observed disconnect suggests that teacher self-efficacy, in the context of curriculum reform, might be more multifaceted than initially assumed. It is plausible that teachers' self-efficacy might be high in relation to their established teaching practices or familiar curricular demands (general self-efficacy), but lower when confronted with the specific, often novel, pedagogical competencies required by a new curriculum (context-specific or task-specific self-efficacy). Research by Killion (2015) on professional learning

highlights that deep implementation of new practices requires more than just awareness; it demands specific skill acquisition and opportunities for practice with feedback, which may not always be adequately provided during curriculum roll-outs. Similarly, Syahputra & Sari (2013), in their study on the 2013 curriculum, noted that a lack of practical training and concrete examples often left teachers unsure of how to integrate changes; creating a barrier that even high general self-efficacy could not overcome. These points to the critical role of targeted, practical professional development that moves beyond theoretical knowledge to hands-on application.

A surprising finding in this study was the positive influence of teachers' self-efficacy on their motivation to implement the curriculum. While presented as surprising in the analysis, this particular relationship is, in fact, highly consistent with established psychological principles. As per Bandura (1997) social cognitive theory, individuals are inherently more motivated to engage in tasks when they believe they possess the capabilities to succeed. When teachers perceive themselves as competent in their profession, or in learning new approaches (a facet of self-efficacy), this belief naturally fuels their desire and willingness (motivation) to engage with new curriculum demands. Studies by Chen & Wu (2018) consistently demonstrate this positive correlation, showing that higher self-efficacy beliefs are a robust predictor of increased motivation among educators to undertake new professional challenges. This finding reaffirms the fundamental psychological pathway where a sense of personal agency and capability translates into an intrinsic or extrinsic drive to act.

Another unexpected finding is that 83.3% of respondents from this study were non-driving teachers (*guru non penggerak*) who were not fully educated with the basic aspects of implementing the national curriculum. This is in line with the results of qualitative data analysis which shows that socialization is one of the factors influencing the implementation of the 2024 national curriculum.

Based on the results of qualitative data collected in this study (Figure 1), there are various factors that influence the implementation of the 2024 National Curriculum.



Figure 1. Diagram of Factors Influencing the Implementation of the 2024 National Curriculum.

The results of the thematic analysis of all these factors are categorized into three predominant factors emerged as significantly impacting teachers' implementation of the curriculum which included institutional support, teacher readiness, and a supportive learning environment (Figure 2). These findings offer crucial insights into the complexities of curriculum reform at the grassroots level, complementing existing literature by highlighting the inputs from Indonesian teachers within the context of a new national curriculum.

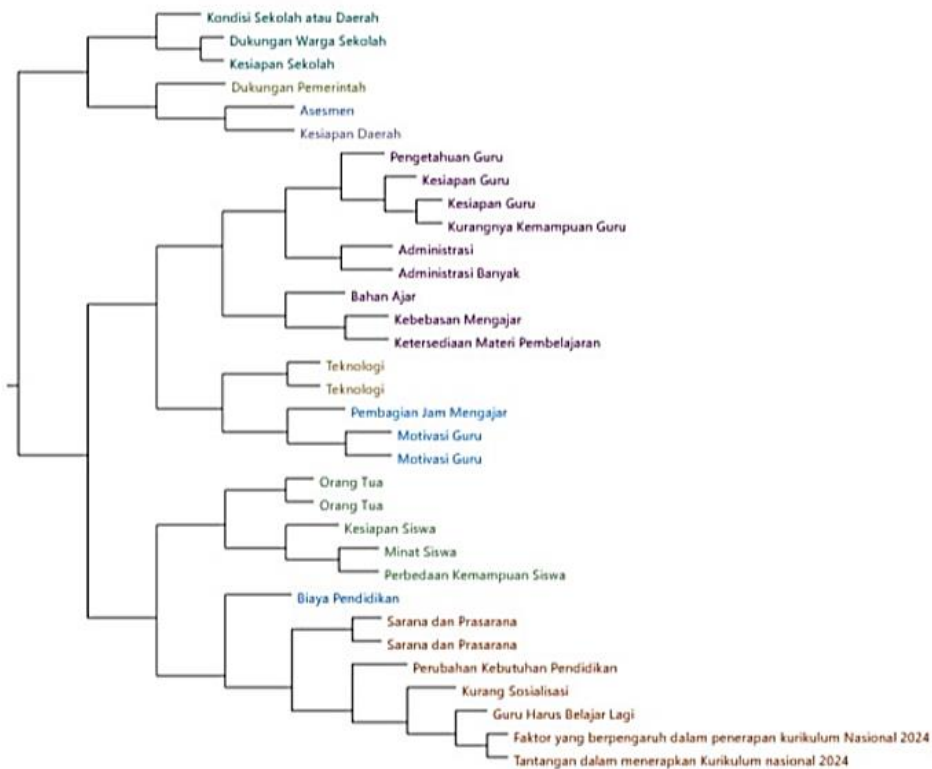


Figure 2. Diagram of grouping of influential factors based on word similarity

The finding indicated that institutional support is a critical factor resonates strongly with previous research on successful curriculum implementation. Adequate support from school leadership and educational authorities often serves as a foundational pillar, directly influencing teachers' capacity and willingness to embrace new pedagogical demands. For instance, studies by Rahmi et al. (2020) and Susanto (2018) in the Indonesian context highlighted that effective curriculum implementation hinges on principals' active involvement, provision of resources, and clear communication channels. Similarly, international literature, such as that by Fullan (2016), consistently emphasizes the role of leadership in fostering a culture of continuous improvement and providing the necessary infrastructure—be it physical resources, time for collaboration, or access to professional development. The present study's Nvivo analysis further elaborates on this by implicitly suggesting that the *quality* and *accessibility* of support, rather than mere availability, significantly impact teachers' self-efficacy. When teachers perceive strong institutional support, their confidence in implementing changes increases, as they feel empowered and less isolated in facing challenges. This aligns with Bandura (1997) social cognitive theory, where environmental factors, including support systems, are crucial determinants of self-efficacy.

Overall, the results of the qualitative data analysis show that institutional support, including support from schools and local governments, is a determining factor in the implementation of the 2024 National Curriculum. Early involvement of stakeholders in the regions is important to encourage the implementation of the new curriculum (Gouédard et al., 2020). Hence, it is pertinent for both local government and schools to possess both theoretical and practical foundations of the tactics and mechanisms that can be used to accomplish education's ultimate purpose (Palestina et al., 2020).

In addition, teacher readiness is also a determining factor in the implementation of the new curriculum. Teachers' knowledge of aspects of learning in schools has an important influence on teacher motivation to implement the new curriculum. Prepared teachers tend to embrace new curriculum and develop a sense of ownership which eventually integrates in their teaching (Gouédard et al., 2020).

The emergence of teacher readiness as a pivotal factor underscores the human element in curriculum reform. This finding is consistent with a vast body of literature asserting that teachers' preparedness—encompassing their knowledge, skills, attitudes, and beliefs—is paramount for effective curriculum delivery (Hidayat & Widodo, 2019; OECD, 2018). Readiness, as identified in this study, extends beyond merely attending

training sessions; it includes the internalization of new pedagogical philosophies, the development of practical competencies, and a proactive mindset towards innovation. When teachers feel ready, their self-efficacy concerning curriculum implementation is naturally bolstered, as they perceive themselves capable of meeting the demands of the new curriculum. Conversely, a lack of readiness can lead to lower self-efficacy and, consequently, reduced motivation to fully engage with the reform (Prasetyo & Wulandari, 2021). The Nvivo analysis suggests that this readiness is not a static state but a dynamic process, influenced by continuous professional development opportunities that are tailored to teachers' specific needs and classroom realities. Moreover, the results of data analysis show that mastery of technology is also an important factor in efforts to implement the new curriculum.

Lastly, the significance of a supportive learning environment highlights the crucial interplay between the classroom, the school culture, and curriculum implementation. This finding echoes research advocating for holistic approaches to educational change, where the immediate context of teaching and learning plays a vital role (Darling-Hammond & Bransford, 2005). A supportive learning environment, in this context, implies a classroom atmosphere conducive to student engagement, collaborative peer learning among teachers, and a school culture that embraces experimentation and provides psychological safety. When teachers operate within such an environment, their motivation to implement innovative practices is enhanced, as they feel secure in trying new methods and learning from both successes and failures. This positive environment also indirectly boosts self-efficacy by providing opportunities for mastery experiences and vicarious learning (watching peers succeed), which are key sources of self-efficacy (Bandura, 1997). Studies by Ramli (2017) and Sari & Dewi (2022) have similarly shown that a positive school climate and peer collaboration significantly correlate with teachers' willingness and effectiveness in implementing curriculum reforms in Indonesia. In other words, schools that provide a conducive learning space for teachers, supported by relevant program for boosting teachers' learning initiatives learning, adequate infrastructure, and a collaborative learning culture have a greater chance of successfully implementing the new curriculum. Hence, this finding is in line with previous research that emphasizes the importance of contextual factors in changing the education system (Palestina et al., 2020).

CONCLUSSION AND RECOMENDATIONS

This study explored the relationship between teachers' self-efficacy, motivation, and their implementation of the 2024 National Curriculum in Indonesia. The findings revealed that while teacher self-efficacy influences motivation, it does not directly translate into curriculum implementation. This indicates a gap between internal beliefs and practical application, suggesting that external support plays a critical role.

Future research should investigate factors mediating this gap, such as professional development quality, institutional support, workload, and curriculum perception. Teachers identified three key supports needed: strong institutional backing, targeted professional development to build readiness, and a supportive school environment that encourages innovation.

Overall, both quantitative and qualitative data emphasize the need for systemic support to enhance teachers' motivation and readiness. Policy efforts should focus on simplifying bureaucracy, empowering educators, and providing collaborative spaces to ensure successful implementation of the 2024 National Curriculum.

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