

# Implementation Of The Independent Curriculum In Learning Civics Learning In Elementary School

Surayanah<sup>1</sup> Aussie Mediaswanti<sup>2</sup>, Awalina Syafi'a Hidayanti<sup>3</sup>, Cecilian Novalinda Setyaningrum<sup>4</sup>, dan Yosua Arya Tama<sup>5</sup>

<sup>1</sup>Department of Elementary School Teacher Education, Malang State University

<sup>2,3,4,5</sup> Department of Elementary School Teacher Education, Malang State University, Malang, Indonesia.

\*Corresponding author, email: Surayanah, [surayanah.fip@um.ac.id](mailto:surayanah.fip@um.ac.id)

## Keywords

Civic Education  
Independent Curriculum  
Learning

## Abstract

This research aims to explore the implementation of Merdeka Curriculum in learning Civic Education (PKN) in elementary schools. Using the literature study method, this article collects and analyzes various relevant references. The study results show that the Merdeka Curriculum provides ample space for teachers and students to create an interactive and student-centered learning process. This curriculum also strengthens national character values through the Pancasila Student Profile Strengthening Program (P5). The implementation of the Merdeka Curriculum contributes to increasing students' interest in learning, honing critical thinking skills, and forming values such as responsibility, honesty, and a spirit of mutual cooperation. However, the implementation of this curriculum still experiences challenges such as limited facilities and infrastructure, lack of teacher understanding of the new curriculum, and the influence of outside culture through digital media. This article concludes that Merdeka Curriculum has great potential to improve the quality of Civics learning and foster students' characters that are aligned with the values of Pancasila, provided that it is supported by continuous teacher training and appropriate technology utilization

## 1. Introduction

Education in Indonesia has seen several transitions in recent years. One of the most significant changes is the introduction of the Merdeka Curriculum as an alternative to the 2013 Curriculum. This Merdeka Curriculum is expected to favor the quality of learning by giving freedom and desire to teachers and students. Thus, students can learn more effectively and efficiently, and favor their efficiency in adapting to changes in society. The curriculum will develop in response to changing times and the demands of learners (Tunas & Pangkey, 2024).

The curriculum serves as the basis of education and consists of a number of learning strategies, objectives, and organization designed to fulfill the mission of national education and adapted to the characteristics of learners and education units. (Nanda & Samosir, 2023). Yuniarto et al., (2022) say that the curriculum consists of a number of guidelines that include objectives, content, materials and approaches to learning implementation. These guidelines are made by considering local advantages, regional potential, and student characteristics to achieve national education standards.

Since independence, Indonesia's education curriculum has undergone many changes. Although there have been some changes and revisions, the main purpose of all these changes is to improve the previous curriculum to make it more in line with current developments (Ardianti & Amalia, 2022). According to Indarta et al., (2022) A good curriculum must be relevant, flexible, practical, and efficient. Furthermore, Permendikbud Number 3 of 2020 concerning National Higher Education Standards (SN-Dikti) was issued. This Permendikbud marks the shift from the 2013 Curriculum to the Merdeka Belajar Curriculum (Syahfitri & Firdaus, 2024).

Civic Education (Civics) is an important part of the independent curriculum to instill character values and moral values of the nation. Civics teaches students about their rights and obligations as citizens and builds positive attitudes and actions towards society (Karimah et al., 2024). Civics learning materials at the SD/MI level strongly emphasize students' understanding of the national aspect. This begins with questions about who we are as individuals and as Indonesians, and what distinguishes us from others who are not from Indonesia. Indonesian nationality is not something that just exists or is formed automatically, but is a process that is constantly built and if not maintained, will fade (Kusumawati, 2019). Therefore, it is expected that Civics learning will produce a generation that has a

sense of nationalism, is able to actively participate in social life, and is able to defend democracy and the values of togetherness (Karimah, Santosa, & Putra, 2024).

## 2. Method

This part should contain sufficient detail that would enable all procedures to be repeated. It can be divided into subsections if several methods are described. Authors should be as concise as possible in experimental descriptions. The experimental section must contain all of the information necessary to guarantee reproducibility. Previously published methods should be indicated by a reference and only relevant modifications should be described. For statistical analysis, please state the appropriate test(s) in addition to a hypothesized p-value or significant level (for example 0.05).

The writing of this article uses the literature study method, which involves collecting library data, reading, recording, and managing research materials. Zed argues in (Utari & Muadin, 2023) explaining that "The characteristics of literature study research include: (1) deals with text or numbers, not with direct observation, events, individuals, or other objects; (2) the data available is ready to use or comes directly from information already available in libraries or other sources; (3) generally, data in the library comes from secondary sources, meaning that researchers get information from third parties and not from direct sources in the field; (4) the presence of data in the library is not influenced by time and space.".

The literature study method is used to collect, analyze, and synthesize relevant literature or information sources. This method involves reading a variety of literature, such as books, articles, reports, and others, to gain a better understanding of the topic being researched. The steps taken in this research include collecting information from various sources, recording things that are considered significant and related to the research objectives, processing and analyzing the data that has been collected previously, and based on the processed data, drawing conclusions. To search for data, reputable academic databases such as Google Scholar and recognized educational journals were used. After collecting relevant information from various sources, the next step is to thoroughly analyze the content. In this process, it is very important to read carefully and understand various concepts related to the implementation of the independent curriculum in Civics learning. Furthermore, the analysis will be used to design recommendations and strategies that can be adapted to educational conditions.

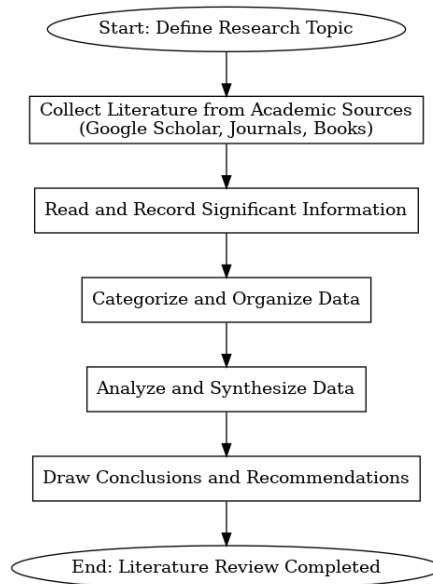


Figure 1. Flowchart of the Research Process

## 3. Results and Discussion

Research results from several national journals and relevant references are used to conclude this article. The results of the application of the independent curriculum in Civics learning in elementary schools can be explained as follows. Research results (Agustin & Indriani, 2024) at SDN Kombangan 2 Geger Bangkalan. The independent curriculum has been running well in this school, although there are still some problems. In addition, both educators and principals show a fairly good understanding of the

concepts and objectives of the independent curriculum and strive to apply them in education. The learning methods used are more varied and interactive, attracting students' attention and increasing their active participation. This improves students' critical thinking skills and comprehension. However, there are still some issues that have not been resolved. These include limited resources and teachers' need for additional training to improve implementation. In SDN Kembangan 2 Geger Bangkalan, the independent curriculum has enormous potential to improve the quality of Civic Education learning.

Furthermore, the results of research (Nanda & Samosir, 2023b) at SDN 191320 Raya Tongah, the implementation of the independent learning curriculum begins with an introduction to the curriculum which will be implemented at the end of the odd semester, and the introduction and implementation of the independent curriculum for teachers at the school lasts until the end of the 2022 school year, which is related to the assessment process in the independent learning curriculum. In addition, teachers can access information about the implementation of the independent learning curriculum through the Ministry of Education and Culture's website and YouTube channel. This YouTube channel is officially featured and has high-quality learning materials. At SDN 191320 RAYA TONGAH, the independent learning curriculum no longer focuses on themes but on subjects taught by each teacher according to the agreement of the subject area to be taught. Students are beginning to accept the independent curriculum well.

Furthermore, the research conclusion (Nurul Hermawati, 2024) can be concluded that the function of the curriculum is very crucial in supporting the student learning process, where the existence of this curriculum can help students expand their knowledge based on their abilities and knowledge. This curriculum function aims to make education evenly distributed without any differences between one school and another. This aspect is also part of the role of the curriculum which is compiled in accordance with the times that occur. In addition, Santoso et al. (2023) in (JUNITA et al., 2024) state that civic education plays an important role in shaping student character and fostering civic values through appropriate educational programs. Consequently, incorporating the values of citizenship and Pancasila into students' daily lives can help produce a young generation that is responsible and has a full awareness of human rights and democracy.

While the results of Hikmah Mulia's research in (Suparman, 2019) there are several problems that must be resolved. These include teachers who lack understanding of the curriculum concept, lack of educational facilities, and policy changes that hinder implementation. The Merdeka curriculum offers great opportunities to improve education in Indonesia, although there are some obstacles. We can improve our education with good teacher training, infrastructure strengthening, and commitment from all stakeholders.

In addition, the results of the Analysis (Ramadhan et al., 2023) of the Application of PKN Differentiated Learning in the Merdeka Curriculum of Elementary Schools show that differentiated learning in PKN lessons in class IV of SDN Adisucipto 1 Yogyakarta produces favorable changes and results for teachers and students during the learning process. Furthermore, observations made (Anggraeni & Purnomo, 2023) at SDN Cibendung 02 show that after the implementation of the P3 independent curriculum in Civics lessons, students began to better understand the character values conveyed by the teacher. Each student saw a gradual change, although this did not happen instantly. Students, especially those with noble traits, find it easier to internalize these principles and apply them in daily life.

Furthermore, the results of research (Rosyida, 2025) on the implementation of the Merdeka Curriculum to build students' disciplinary character in Civics lessons at SD Negeri 2 Klesem have been carried out in accordance with the established standards and optimally. However, students still need closer support and guidance from the teacher. Based on observations regarding the formation of students' disciplinary character through the implementation of Merdeka Curriculum, which includes readiness and agreement on learning contracts, especially for class IV, which supports the learning process, disciplinary character begins to be internalized. In addition, teachers and principals show examples of discipline in the school environment, which is expected to inspire students.

The results of the study (Manalu & Gandamana, 2023) state that the ability to be a citizen in Civics lessons at the elementary school level is seen in the development of students' attitudes and personalities based on Pancasila and the 1945 Constitution. This ability does not only involve the mastery of theoretical knowledge about state principles but also the formation of civic awareness, responsibility, tolerance, and the willingness to participate in social life. In practice, Civics learning seeks to shape

students into individuals who are aware of their rights and obligations as citizens, can appreciate diversity, and contribute positively to their environment.

The Merdeka Curriculum holds great opportunities to improve education standards, especially in Civics lessons at primary schools. This curriculum emphasizes learning methods that are more interactive, relevant and student-focused, and strengthens national values and character. Although there are various challenges, this curriculum still encourages active student involvement and strengthens the values of Pancasila and national character. These changes in the curriculum lead to a transformation in the way we think about curriculum and learning methods. The transformation includes strengthening the teacher's freedom as a regulator in the learning process, removing the control of standards that are too strict and avoiding uniform learning processes throughout educational institutions in Indonesia, and strengthening the role of learners, namely the right and ability of students to choose the course of learning by setting learning goals, reflecting on their abilities, and taking active and responsible actions to achieve their success (Anggraena et al., 2022).

Merdeka Belajar Curriculum emphasizes essential material and the development of students' abilities according to their stages, so that the learning process becomes fun, deep, and meaningful. Through this initiative, students can be actively involved in issues that exist in the real world. Civic Education learning in the independent curriculum can shape students' disciplinary character through agreements in learning, role models from teachers, and habitual activities. Students also show improvement in time, dress and behavior discipline through the learning process (Rosyida, 2025). This makes learning more connected and engaging. This strengthens the character as well as the capabilities of the Pancasila Learner Profile. The aim of this teaching process is to improve students' skills in reading and math and broaden their understanding of each subject (Suparman, 2019). By using Merdeka Curriculum, students' interest in Civics lessons increases. Engaging and student-oriented teaching methods promote students' active engagement as well as their learning outcomes (Pangkey & Merentek, 2023).

The Merdeka Belajar curriculum emphasizes quality education to prepare human resources who are ready to face challenges at the global or world level. In its implementation, the independent curriculum consists of three elements, namely; extracurricular activities, intracurricular activities, and projects based on the P5 or Pancasila learner profile (Rahayuningsih, 2021). The focus is now no longer on minimum grades, but on learning levels that consider the unique potential of each student (Rahmadayanti & Hartoyo, 2022).

The development of an independent curriculum for Civics learning has been considered successful. This can be proven by synchronizing the needs of teachers and students. Teachers will use various learning methods in accordance with the principles of the independent curriculum to carry out Civics learning, which will result in an active, critical, independent, and high-quality learning process. Learning should be tailored to students' needs and abilities, and include continuous, thorough, relevant and ongoing learning.

Merdeka Curriculum is used in Civics learning in elementary schools through a student-centered learning approach, which allows students to think critically, reflectively, and participate in the learning process (Rahmawati, 2023). The project strengthens the Pancasila learner profile (P5) including tolerance, classroom democracy, and recognition of rights and obligations. Elementary school teachers should act as active facilitators in directing the learning process that focuses on activity and value reflection. According to (Wardani et al., 2024), the learning model that focuses on collaboration through projects is very successful in Civics education. It particularly enhances aspects of cooperation and a sense of social responsibility.

Pancasila Education learning emphasizes the incorporation of character and moral values into students' daily activities, with challenges in the application of technology in the learning process. In addition, educational institutions also have a vital role in ensuring that civic values are visible in students' daily actions. To support the character building of the Indonesian generation, civic education has an important role in character education (Fauziah, 2023). Character education teaches students to have positive attitudes and behaviors.

The purpose of character education is to restore the traits of citizens in accordance with the values of Pancasila, which include the value of trust, the value of obedience, the value of honesty, the value of care, and the value of ethics and manners. Learning in civic education provides opportunities to express opinions that can be useful for the wider community. Instilling an attitude of honesty in students can

help reduce negative behavior in the future (Suhandi et al., 2022). Honesty towards oneself is the key to achieving success in life, after being able to be honest with oneself, students can apply an honest attitude, because basically, honesty is a noble act.

Regarding the learning tools used, the teachers argue that the Teaching Modules in the Merdeka curriculum are similar to the lesson plans in K13, although there are differences in the designation of the components. There is no significant difference in material between PKN in the 2013 Curriculum and Pancasila Education in the Merdeka Curriculum. The development of lesson plans needs to be aligned with the basic competencies in the curriculum (Probosiwi & Retnasari, 2020). This confirms that changes have more to do with subject terms than actual content.

The implementation of Merdeka Curriculum in Civics learning has a major effect on improving the quality of learning in line with the needs of students today. In implementing Pancasila Education learning, teachers use a variety of approaches, models, and media, such as discussion, question and answer, and role-play methods (JUNITA et al., 2024). The approach used also includes differentiation that is creative and innovative. According to (Tangkearung et al., 2023) in implementing the independent curriculum, teachers face challenges in creating teaching modules and adapting materials to student needs, the main obstacles are the lack of reference materials and teachers' lack of understanding of the independent curriculum. Furthermore, according to (Raharjo, 2022) Teachers are not fully prepared to implement the Independent Curriculum, lack of training and lack of in-depth understanding of the new curriculum are inhibiting factors.

In addition, the challenge of implementing the Merdeka Curriculum in Civics learning in elementary schools is the limited facilities and infrastructure because many schools in Indonesian regions, especially in remote, disadvantaged, and remote areas, have difficulties with facilities and infrastructure to support learning. The influence of the digital era on the value of nationalism is also a challenge in the Implementation of the Merdeka Curriculum in Civics learning in elementary schools because many elementary school students follow many outside cultures seen from their social media. Changes in the curriculum require time and an adjustment process, both for teachers and students. Insufficient time to adapt to new methods can interfere with effectiveness in the teaching and learning process (Sucipto et al., 2024).

Although it has challenges, the implementation of the Merdeka Curriculum in Civics learning in elementary schools also has opportunities such as Civics learning using interactive digital media such as online quizzes, videos, and applications based on national values can be used to develop Civics learning that supports creativity. Rusmiati et al., (2023) stated that Creativity is an important element in making materials into something interesting, unique, and useful, because the development of this creativity really needs to be optimized in daily activities. Thus, teachers must be able to increase the creativity of students as expected.

The purposeful use of digital media can increase students' interest in Civics (Gustifal et al., 2024). Not only that, the independent curriculum allows students to express their opinions and actively participate in the learning process. Students can take part in activities such as deliberation simulations, in-class mini forums, and democratic elections of class leaders during Civics learning thus improving critical thinking, communication skills, and social responsibility. The research conducted shows that this curriculum gives teachers the opportunity to create materials that suit the nature and abilities of their students so that they can create rewarding learning experiences by integrating Pancasila values in daily life. It also gives them the opportunity to have a say, learn independently and reach their full potential.

### **3.1 Conclusion**

The implementation of Merdeka Curriculum in Civics learning at the primary school level has a positive impact on improving the quality of learning and learning outcomes. This curriculum focuses on learning that is more flexible, prioritizes students, and pays attention to the characteristics and individual needs of students. In its implementation, teachers are given the freedom to design teaching methods that are more creative and contextually appropriate, so that students can be more active, critical, and responsible when learning. With an interesting and participatory approach, Merdeka Curriculum has been successful in increasing students' interest in Civics lessons. The Pancasila Student Profile Strengthening Program (P5), which is part of this curriculum, also encourages the cultivation of character values such as cooperation, responsibility, honesty, and understanding of rights and obligations as citizens.

Nevertheless, the implementation of this curriculum still has a number of challenges, such as the lack of facilities and infrastructure, teachers' lack of understanding of the new curriculum, and the influence of foreign cultures in the digital era. However, these challenges can be overcome through continuous teacher training, improved facilities, and the use of appropriate learning technology. In general, Merdeka Curriculum has significant possibilities to create a generation of youth who have character, uphold democratic principles, and understand national values. With support from all parties, this curriculum can be an important foundation in realizing relevant, meaningful and sustainable education in Indonesia.

### Acknowledgement (Optional)

In the process of compiling and implementing this research, the author received a lot of assistance from various parties whose roles and contributions were very meaningful. First of all, the author would like to express his deepest gratitude to the supervisor who has provided consistent direction, advice, and scientific assistance from the beginning to the end of the research. The patient and thorough guidance has helped the author to understand and resolve various problems faced during the research. Every assistance that has been given, whether in the form of guidance, materials, or technical support, is very valuable and has contributed greatly to the success of this research. Therefore, the author would like to express his sincere appreciation and gratitude to all parties who have helped.

### References

- Agustin, M. F., & Indriani, D. E. (2024). ANALISIS IMPLEMENTASI KURIKULUM MERDEKA DALAM PEMBELAJARAN PKN DI KELAS IV UPTD SDN KOMBANGAN 2 GEGER BANGKALAN. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(3), 263–274.
- Anggraena, Y., Felicia, N., Eprijum, D., Pratiwi, I., Utama, B., Alhapip, L., & Widiaswati, D. (2022). Kajian akademik kurikulum untuk pemulihan pembelajaran.
- Anggraeni, L., & Purnomo, H. (2023). Penerapan Merdeka Belajar Materi Pkn Pada Karakter Profil Pelajar Pancasila. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(2), 389–399.
- Ardianti, Y., & Amalia, N. (2022). Kurikulum merdeka: Pemaknaan merdeka dalam perencanaan pembelajaran di sekolah dasar. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 6(3), 399–407.
- Fauziah, A. Z. (2023). Implementasi Pembelajaran PKN dalam Pembentukan Karakter Siswa Sekolah Dasar. *Edukasi Tematik: Jurnal Pendidikan Sekolah Dasar*, 4(1), 19–24.
- Gustifal, R., Septina, W. W., Adrias, A., & Alwi, N. A. (2024). Tantangan dan Strategi Implementasi Mata Pelajaran PPKn di Era Digital. *Jurnal Pendidikan, Bahasa Dan Budaya*, 3(3), 91–100.
- Indarta, Y., Jalinus, N., Waskito, W., Samala, A. D., Riyanda, A. R., & Adi, N. H. (2022). Relevansi kurikulum merdeka belajar dengan model pembelajaran abad 21 dalam perkembangan era society 5.0. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 3011–3024.
- JUNITA, E. V. I., HASANAH, I., & SYAHRIAL, S. (2024). ANALISIS IMPLEMENTASI KURIKULUM MERDEKA DALAM PEMBELAJARAN PENDIDIKAN KEWARGANEGARAAN DI SDN 106162 MEDAN ESTATE. *ELEMENTARY: Jurnal Inovasi Pendidikan Dasar*, 4(1), 13–21.
- Karimah, V. H., Santosa, S., & Putra, A. Y. (2024). PENDIDIKAN KEWARGANEGARAAN DALAM KURIKULUM MERDEKA UNTUK MEMBANGUN MASYARAKAT MADANI DI SEKOLAH DASAR. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(2), 189–207.
- Manalu, A., & Gandamana, A. (2023). Analisis kompetensi kewarganegaraan dalam kurikulum 2013 dengan kurikulum merdeka mata pelajaran pendidikan kewarganegaraan pada tingkat sekolah dasar. *Jurnal Pendidikan Sosial Dan Humaniora*, 2(3).
- Nanda, F. A., & Samosir, A. (2023a). Penerapan Kurikulum Merdeka Belajar Terhadap Hasil Belajar Pkn Kelas III SDN 191320 Raya Togah. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 3(01), 108–113. <https://doi.org/10.47709/educendikia.v3i01.2292>
- Nanda, F. A., & Samosir, A. (2023b). Penerapan Kurikulum Merdeka Belajar Terhadap Hasil Belajar Pkn Kelas III SDN 191320 Raya Togah. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 3(01), 108–113.
- Nurul Hermawati. (2024). Peran Kurikulum dalam Pembelajaran PKN di Sekolah Dasar. *Pendekar : Jurnal Pendidikan Berkarakter*, 2(3), 59–64. <https://doi.org/10.51903/pendekar.v2i3.728>
- Pangkey, R. D. H., & Merentek, R. M. (2023). Pengaruh Pelaksanaan Pembelajaran Kurikulum Merdeka Terhadap Minat Belajar PPKn Siswa Kelas IV Sekolah Dasar. *Jurnal Ilmiah Wahana Pendidikan*, 9(19), 968–978.
- Probosiwati, P., & Retnasari, L. (2020). Penyusunan RPP format terbaru mewujudkan merdeka belajar bagi guru sekolah dasar di PCM Prambanan. *Seminar Nasional Hasil Pengabdian Kepada Masyarakat*, 2964, 409–420.
- Raharjo, R. (2022). Analisis Kesiapan Guru PPKn dalam Implementasi Kurikulum Merdeka. *PKN Progresif: Jurnal Pemikiran Dan Penelitian Kewarganegaraan*, 17(2), 85–92.
- Rahayuningsih, F. (2021). Internalisasi filosofi pendidikan ki hajar dewantara dalam mewujudkan profil pelajar pancasila. *SOCIAL: Jurnal Inovasi Pendidikan IPS*, 1(3), 177–187.
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret kurikulum merdeka, wujud merdeka belajar di sekolah dasar. *Jurnal Basicedu*, 6(4), 7174–7187.
- Rahmawati, R. (2023). Implementasi pembelajaran berdiferensiasi dalam kurikulum merdeka di sekolah dasar. *Social, Humanities, and Educational Studies (SHES): Conference Series*, 6(3).

- Ramadhan, W., Rifana, F., Meisya, R., Putro, K. Z., & Frasandy, R. N. (2023). Analisis Penerapan Pembelajaran Berdiferensiasi Pendidikan Pancasila dan Kewarganegaraan (PPKn) dalam Kurikulum Merdeka Sekolah Dasar. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 32(1), 1–14.
- Rosyida, A. (2025). PEMBENTUKAN KARAKTER DISIPLIN SISWA MELALUI IMPLEMENTASI KURIKULUM MERDEKA DALAM PEMBELAJARAN PPKN DI SD NEGERI 2 KLESEM. *STKIP PGRI PACITAN*.
- Rusmiati, M. N., Ashifa, R., & Herlambang, Y. T. (2023). Analisis problematika implementasi kurikulum merdeka di sekolah dasar. *Naturalistic: Jurnal Kajian Dan Penelitian Pendidikan Dan Pembelajaran*, 7(2), 1490–1499.
- Sucipto, S., Sukri, M., Patras, Y. E., & Novita, L. (2024). Tantangan Implementasi Kurikulum Merdeka di Sekolah Dasar: Systematic Literature Review. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, 12(1).
- Suhandi, A. M., Dewi, D. A., & Furnamasari, Y. F. (2022). Penerapan Perilaku Jujur Melalui Pembelajaran Pendidikan Kewarganegaraan di Sekolah Dasar. *Academy of Education Journal*, 13(1), 40–50.
- Suparman, M. A. (2019). Implementasi Kurikulum Merdeka dalam Pembelajaran. *Jurnal Pendidikan Dan Kebudayaan*, 25(3), 239–250.  
<https://journal.unesa.ac.id/index.php/PD/article/view/30152%0Ahttps://journal.unesa.ac.id/index.php/PD/article/download/30152/11329>
- Syahfitri, F., & Firdaus, D. S. (2024). Analisis Perkembangan Kurikulum Pembelajaran PPKn SD : Implementasi Kurikulum 1984-Kurikulum Merdeka. *Journal of Educational Technology , Curriculum , Learning , and Communication*, 4, 1–6.  
<https://media.neliti.com/media/publications/446795-none-b4b96896.pdf>
- Tangkearung, S. S., Tulak, T., & Patintingang, M. L. (2023). Analisis Implementasi Kurikulum Merdeka Di Sekolah Dasar. *Prosiding Universitas Kristen Indonesia Toraja*, 3(2), 67–76.
- Tunas, K. O., & Pangkey, R. D. H. (2024). Kurikulum Merdeka: Meningkatkan kualitas pembelajaran dengan kebebasan dan fleksibilitas. *Journal on Education*, 6(4), 22031–22040.
- Utari, D., & Muadin, A. (2023). Peranan pembelajaran abad-21 di sekolah dasar dalam mencapai target dan tujuan kurikulum merdeka. *Jurnal Pendidikan Islam Al-Ilmi*, 6(1), 116–123.
- Wardani, Y., Tahir, M., Erfan, M., & Makki, M. (2024). Pelaksanaan Kurikulum Merdeka Belajar di SDN 1 Kembang Sari Kecamatan Selong Kabupaten Lombok Timur Tahun Pembelajaran 2022/2023. *Jurnal Ilmiah Profesi Pendidikan*, 9(1), 569–573.
- Yuniarto, B., Maryanto, M., & Habibi, A. (2022). Pendidikan Pancasila Dalam Kurikulum Merdeka. *Jurnal Sosial Dan Sains*, 2(11), 1170–1178.