



# Effectiveness of Implementation of Independent Curriculum in Junior High School Level of Ende District

Natalia Peni<sup>1\*</sup>, Melania Priska<sup>2</sup>, Lusia Valentina Bupu<sup>1</sup>

<sup>1</sup>Mathematics Education Study Program, Faculty of Teacher Training and Education, Universitas Flores, Ende, Indonesia.

<sup>2</sup>Biology Education Study Program, Faculty of Teacher Training and Education, Universitas Flores, Ende, Indonesia.

Received: April 30, 2025

Revised: June 15, 2025

Accepted: June 25, 2025

Published: June 30, 2025

Corresponding Author:

Natalia Peni

[nataliapeni27@gmail.com](mailto:nataliapeni27@gmail.com)

DOI: [10.29303/jppipa.v11i6.11213](https://doi.org/10.29303/jppipa.v11i6.11213)

© 2025 The Authors. This open access article is distributed under a (CC-BY License)



**Abstract:** The school mover program is one form of realization of Indonesia's educational vision of creating a competitive, independent, and character-based advanced Indonesia through the creation of the image of Pancasila students. This study aims to determine the effectiveness of the implementation of the independent curriculum in junior high school mover schools (SMP) in Ende district. This study is a type of qualitative descriptive research, where data is collected using discussion and interview methods. Based on the research that has been conducted, it was found that the implementation of the independent curriculum in junior high school mover schools in Ende district has been running effectively in two schools, namely SMPK Frateran Ndao Ende and SMPN 2 Wolowaru. At the same time, SMPN 4 Wolowaru, SMPN 5 Wolowaru, SMPS Kelimutu, and SMP Muhammadiyah Ende have not fully achieved the 8 aspects of the implementation of the independent curriculum. This is due to the lack of understanding of human resources in educational units, facilities, and infrastructure, differences in the level of readiness of educational units, and the lack of collaboration and intensive mentoring.

**Keywords:** Driving school; Ende Regency; Independent curriculum; Junior high school

## Introduction

Since ancient times, Indonesia has made several changes in the education system and curriculum. These changes are certainly based on adjustments to the development of science and technology that occur in people's lives, such as community needs, job market needs, and evaluation of learning outcomes. However, until now, the quality of education in Indonesia has not been up to expectations.

The quality of education is determined by the quality of human resources. Quality education can produce quality graduates. In the implementation of the independent curriculum, educators are required to become agents of change in student-centered learning (Wiryatmo, 2023). Every educator should develop academic and non-academic abilities as much as possible in accordance with changes in the curriculum based on the level of education to support government programs in the field of education (Fitra, 2022).

The government policy on the independent curriculum is stated in the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning guidelines for implementing the curriculum in the context of learning recovery as a refinement of the 2013 curriculum post-pandemic (Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022). Freedom of learning for teachers is a characteristic of independent learning. Independent learning is a learning process that provides freedom and authority to each educational unit so that it is not bound by complex policies. Independent learning provides consistency to teachers in implementing learning (Fauzi, 2022). The learning process in the independent curriculum runs optimally if educators use time effectively and efficiently.

The merdeka curriculum is a curriculum with intracurricular and co-curricular learning, and the Pancasila student profile project (P5) is centered on students with the teacher's role as a facilitator in learning

## How to Cite:

Peni, N., Priska, M., & Bupu, L. V. (2025). Effectiveness of Implementation of Independent Curriculum in Junior High School Level of Ende District. *Jurnal Penelitian Pendidikan IPA*, 11(6), 940-946. <https://doi.org/10.29303/jppipa.v11i6.11213>

so that the delivery of knowledge concepts is maximized and strengthens the competence of students (Alwi et al., 2023). The idea of this learning independence essence is to create a pleasant learning atmosphere without feeling burdened to achieve certain grades (Sudaryanto et al., 2020). Therefore, before schools implement the new curriculum, it is necessary to analyze it in take active steps. By taking these steps, it is hoped that schools can better understand the merdeka curriculum, starting from preparation, and implementation to evaluation of learning (Arviansyah & Shagena, 2022).

The independent curriculum is a new approach to education that aims to strengthen students' 21st-century skills. Some of the advantages of the independent curriculum include creativity and innovation, flexibility, project-based learning, contextual approach, holistic approach, evaluation and monitoring, and relevance to the real world with a learner-centered learning process (Ruswan et al., 2023). This is the hallmark of a driving school. The programs of the driving school include: ongoing and continuous mentoring of partnership programs between the Ministry of Education and Culture and local governments; strengthening school human resources consisting of principals, school supervisors, and teachers through workshops and intensive coaching programs one to one with facilitators provided by the Ministry of Education and Culture; learning with a new paradigm oriented towards strengthening competencies and developing the character of students based on the values of Pancasila, through indoor and outdoor learning activities; data-based planning, school-based management planning based on school self-reflection, 5) school digitalization with the use of various digital platforms aimed at reducing complexity, increasing efficiency, adding ideas, and approaches that suit school conditions (Widodo, 2012).

The driving school program is one form of realization of Indonesia's vision of education in creating an advanced Indonesia that is competitive, independent, and has character through the creation of the image of Pancasila students (Santika & Dafit, 2023). The driving school program is oriented towards improving overall student learning outcomes consisting of abilities (literacy and numeracy) and character, spearheaded by the presence of superior human resources from school principals, teachers, and education personnel (Khofifah & Syaifudin, 2023). The driving school program is part of the refinement of the previous education transformation. The driving school program accelerates public/private schools in all school states to take 1-2 steps forward. The program is implemented in a tiered and coherent manner with the community of all schools in Indonesia (Patilima, 2022).

Efforts to improve the quality of education can be made by running a driving school program. The implementation of the driving school program requires collaboration between education units, local governments, parents, and communities in developing the curriculum in education units (Musa et al., 2022). The curriculum of each education unit must be implemented optimally (Zakso, 2022). To see the development of curriculum implementation in education units that run the driving school program, it is necessary to know the effectiveness of the implementation of the independent curriculum at the level of the education unit, especially in junior high school which is the secondary education level in formal education in Indonesia which is taken after graduating from the basic education level.

**Method**

The type of research in this study is descriptive qualitative research. Data were collected using focus group discussion (FGD) methods. This research was conducted in February - March 2025 at the driving school at the junior high school level consisting of six schools, Ende district. The aspects interviewed consisted of the implementation of the independent curriculum.

**Result and Discussion**

Based on interviews with six junior secondary school principals in Ende district about the implementation of the independent curriculum, the following results were obtained.

*Aspects of Implementation of the Pancasila Student Profile Strengthening Project*

The results of the interview on the implementation aspect of the project to strengthen the profile of Pancasila students can be seen in Table 1.

**Table 1.** Interview results of the implementation aspects of the Pancasila student profile strengthening project

School Name	Indicator Achievement			
	1	2	3	4
SMPK Frateran Ndao Ende				√
SMPN 2 Wolowaru				√
SMPN 4 Wolowaru			√	
SMPN 5 Wolowaru			√	
SMPs Kelimutu			√	
SMP Muhammadiyah Ende			√	

Based on Table 1, it is obtained that of the six driving schools in the Ende district, schools that have achieved indicator 4 are SMPK Frateran Ndao Ende and SMPN 2 Wolowaru where educational units have implemented projects to strengthen the profile of Pancasila students

with less or more than the Ministry of Education, Culture, Research, and Technology recommends. The project begins with problem identification that is mostly carried out based on student initiatives and facilitated by teachers and/or community partners involved as facilitators or resource persons so that project activities are oriented towards understanding concepts and/or solving problems (problem solving) accordingly, while the other three schools implement projects to strengthen the profile of Pancasila students with fewer or more than recommended by the Ministry of Education, Culture, Research, and Technology. The project begins with problem identification facilitated by the teacher so that project activities begin to be oriented toward understanding concepts and/or problem-solving according to the theme (Wicaksono & Putra, 2024).

The project of strengthening the profile of Pancasila students (P5) refers to character building, increasing the competence and behavior of students by Pancasila values (Nur'aini, 2023). The implementation of P5 according to the recommendations of the Ministry of Education, Culture, Research, and Technology at the junior high school level can annually implement three to four different themes based on the characteristics of students in each education unit (Kholidah et al., 2022). Based on the results of interviews, each junior high school education unit in the Ende district driving school generally runs four themes. The four themes that are generally run by junior high school driving schools in Ende District are entrepreneurship, global diversity, sustainable lifestyles, and local wisdom. In the entrepreneurship theme, SMPK Frateran Ndao made pineapple jam and SMPN 2 Wolowaru made organic fertilizer from organic waste. For the global diversity theme, students from both schools visited Bung Karno's exile house, Bung Karno's meditation park, and Bung Karno's porch. For the sustainable lifestyle theme, the activity carried out by students at SMPK Frateran Ndao was plastic waste processing and at SMPN 2 Wolowaru the activity carried out was jahenisation, while for local wisdom, the activity carried out was making *ubi ndota* by SMPK Frateran Ndao and making *kibi* by SMPN 2 Wolowaru. The chosen project theme is a manifestation of character building and interdisciplinary assessment to develop students' creativity and potential (Melati et al., 2024).

The achievement of indicator 3 of the four schools is due to the implementation of P5 does not come from the initiative of students in identifying problems but is facilitated by the teacher, so that the understanding of the concept or problem solving of students is less than optimal. In addition, it is also influenced by the low level of creativity and self-confidence of students, so students cannot determine the theme independently (Laily et al., 2024). The themes chosen by the four schools that only

reached indicator 3 include SMPN 4 Wolowaru with the theme of entrepreneurship, unity of diversity, and sustainable lifestyles. SMPN 5 Wolowaru is entrepreneurship, Bhineka Tunggal Ika, and local wisdom. SMPS Kelimutu is Bhineka Tunggal Ika, entrepreneurship, and sustainable lifestyle, while SMP Muhammadiyah Ende is Bhineka Tunggal Ika, engineering and technology, building the Unitary State of the Republic of Indonesia.

On the theme of entrepreneurship, at SMPN 4 Wolowaru the activities carried out were making sweet potato chips, SMPN 5 Wolowaru making banana chips, and SMPS Kelimutu making organic fertilizer. Activities carried out on the theme of Unity in Diversity included visiting Bung Karno's exile house, Bung Karno's meditation park, and Bung Karno's porch. These three activities were carried out by all four schools. For the local wisdom theme, the activities carried out by SMPN 4 Wolowaru included a visit to the Wolojita and Wolopau traditional houses. For the sustainable lifestyle theme, the students planted trees around the SMPN 5 Wolowaru school site. The activity of making a stove using used oil fuel was carried out by SMP Muhammadiyah Ende for the theme of engineering and technology, while the theme of building the Unitary State of the Republic of Indonesia was tracing the footsteps of regional heroes.

*Aspects of Integration of Assessment in Learning*

The results of the interview on the aspect of the integration of assessment in learning can be seen in Table 2.

**Table 2.** Interview results on the integration aspect of assessment in learning

School Name	Indicator Achievement			
	1	2	3	4
SMPK Frateran Ndao Ende				√
SMPN 2 Wolowaru				√
SMPN 4 Wolowaru				√
SMPN 5 Wolowaru			√	
SMPS Kelimutu				√
SMP Muhammadiyah Ende			√	

Based on Table 2, it was found that out of six driving schools in the Ende district, the schools that have achieved indicator 4 consist of 4 schools, namely SMPK Frateran Ndao Ende, SMPN 2 Wolowaru, SMPN 4 Wolowaru, SMPS Kelimutu, while the schools that have achieved indicator 3, namely SMPN 5 Wolowaru and SMP Muhammadiyah Ende. The four schools that have achieved indicator 4 are because teachers have conducted initial formative assessments which are then used as a reference in preparing differentiated learning plans, so that in the learning process teachers always

adjust to the abilities of students to achieve learning objectives. For the two schools that only achieved indicator 3, the same as the schools that achieved indicator 4, namely carrying out formative assessments but the learning plans were not differentiated and not by the needs of students (Salamah et al., 2024).

*Learning Aspects According to Students' Learning Stages (Primary and Secondary Education)*

The results of the interview on the Learning aspect according to the student's learning stage (primary and secondary education) can be seen in Table 3.

**Table 3.** Interview results of learning aspects according to the learner's learning stage (primary and secondary education)

School Name	Indicator Achievement			
	1	2	3	4
SMPK Frateran Ndao Ende				√
SMPN 2 Wolowaru				√
SMPN 4 Wolowaru				√
SMPN 5 Wolowaru			√	
SMPS Kelimutu				√
SMP Muhammadiyah Ende			√	

Based on Table 3, it was found that out of six driving schools in Ende district, five schools have achieved indicator 4, namely SMPK Frateran Ndao Ende, SMPN 2 Wolowaru, SMPN 4 Wolowaru, SMPN 5 Wolowaru, SMPS Kelimutu, while the school that achieved indicator 3 is SMP Muhammadiyah Ende. The five schools that have achieved indicator 4 are because teachers have conducted initial formative assessments. Furthermore, as a result of the initial assessment, learners in the same class are grouped according to their learning achievements. Thus, each learner learns according to their learning achievements. Another strategic step taken by teachers, namely providing additional lessons for students who are not ready according to learning achievements and for students who need enrichment (Marzuki, 2023). For SMPN Muhammadiyah schools that only achieve indicator 3 because they only conduct initial formative assessments but in the learning process, they are given the same treatment, after that if someone has not achieved the learning objectives, additional learning is provided.

*Aspects of Collaboration between Teachers for Curriculum and Learning Purposes*

The results of the interview on the aspect of collaboration between teachers for curriculum and learning purposes can be seen in Table 4.

Based on Table 4, it was found that of the six driving schools in Ende district, the schools that have achieved indicator 4 consist of 4 schools, namely SMPK Frateran

Ndao Ende, SMPN 2 Wolowaru, SMPN 4 Wolowaru, SMPN 5 Wolowaru, while the schools that have achieved indicator 3 are SMP Muhammadiyah Ende and SMPS Kelimutu. The four schools that have achieved indicator 4 are because teachers collaborate in learning planning at the beginning of the semester and throughout the semester through discussions of students' learning progress, sharing good practices, sharing information about learning tools, teaching modules, project modules, assessment rubrics, and learning assessments and assessments.

**Table 4.** Interview results on the aspect of collaboration between teachers for curriculum and learning purposes

School Name	Indicator Achievement			
	1	2	3	4
SMPK Frateran Ndao Ende				√
SMPN 2 Wolowaru				√
SMPN 4 Wolowaru				√
SMPN 5 Wolowaru				√
SMPS Kelimutu			√	
SMP Muhammadiyah Ende			√	

Education units are given the policy of regulating teacher collaboration mechanisms in intracurricular and co-curricular activities, as well as strengthening the profile of Pancasila students. The teacher collaboration mechanism policy leads to a more holistic, creative, and real experience-oriented learning process. Meanwhile, strengthening the Pancasila learner profile is an effort to build the personality of students who are in line with the principles of Pancasila through a variety of educational activities aimed at preparing students to have skills and personalities that are in line with the times, and reflect the noble values of the nation (Rachmawati et al., 2022). Muhammadiyah Ende Junior High School and Kelimutu Senior High School achieved indicator 3 because there was no policy on teacher collaboration mechanisms in intracurricular and co-curricular activities.

*Aspects of Collaboration with Parents/Family in Learning*

The results of the interview on the aspect of collaboration with parents/family in learning can be seen in Table 5.

**Table 5.** Interview results of collaboration with parents/family in learning aspects

School Name	Indicator Achievement			
	1	2	3	4
SMPK Frateran Ndao Ende				√
SMPN 2 Wolowaru				√
SMPN 4 Wolowaru				√
SMPN 5 Wolowaru				√
SMPS Kelimutu				√
SMP Muhammadiyah Ende				√

Based on Table 5, it was found that out of the six driving schools in Ende district, all schools have achieved indicator 4. This is because all education units have collaborated with parents to provide information about students' learning progress, actively involved in receiving the education report card, providing feedback on the curriculum and learning process, becoming a teaching team in the learning process, co-curricular activities, and strengthening the Pancasila learner profile project (Sari et al., 2022).

*Aspects of Collaboration with Society/Community/Industry*

The results of the interview on the aspect of collaboration with the society/community/industry can be seen in Table 6.

**Table 6.** Interview results of collaboration aspects with society/community/industry

School Name	Indicator Achievement			
	1	2	3	4
SMPK Frateran Ndao Ende				√
SMPN 2 Wolowaru				√
SMPN 4 Wolowaru				√
SMPN 5 Wolowaru			√	
SMPS Kelimutu				√
SMP Muhammadiyah Ende				√

Based on Table 6, it can be seen that out of 6 driving schools in Ende district, 5 schools have achieved indicator 4, namely SMPK Frateran Ndao Ende, SMPN 2 Wolowaru, SMPN 4 Wolowaru, SMP Muhammadiyah Ende and SMPS Kelimutu, while the school that achieved indicator 3 is SMPN 5 Wolowaru. The five schools that have achieved indicator 4 are because the schools have involved the community/industry in supporting the learning process, both intracurricular and co-curricular, and the Pancasila strengthening project is planned sustainably. This collaboration presents a learning experience that is more meaningful, practical, and by the demands of real life, which helps students connect the theory learned at school with its application, increasing competence, and social awareness, and strengthening the application of Pancasila learner profile values in everyday life (Kusumaningrum et al., 2024).

The Pancasila learner profile strengthening project is designed to develop the character and skills of students who are aligned with the values of Pancasila by involving cooperation to realize learning that is more meaningful, practical, and by the reality of life (Saputri et al., 2024). SMPN 5 Wolowaru only achieved indicator 3 because the collaboration plan with the community/community/industry was planned incidentally. The impact of incidental collaboration is that students do not get a deep learning experience in

internalizing the values of the Pancasila student profile. In addition, it causes unpreparedness of the school and partners for the implementation of collaboration. This unpreparedness results in limited facilities, assistance, and funding (Mujahidin et al., 2023).

*Aspects of Evaluating and Improving the Quality of Curriculum Implementation*

The results of interviews on aspects of evaluating and improving the quality of curriculum implementation can be seen in Table 7.

**Table 7.** Interview results on evaluation and quality improvement aspects of curriculum implementation

School Name	Indicator Achievement			
	1	2	3	4
SMPK Frateran Ndao Ende				√
SMPN 2 Wolowaru				√
SMPN 4 Wolowaru				√
SMPN 5 Wolowaru				√
SMPS Kelimutu				√
SMP Muhammadiyah Ende				√

Based on Table 7, it is obtained that from 6 driving schools in Ende district, all schools have achieved indicator 4. This is because all teachers in the six schools have reflected and evaluated the curriculum and learning. Furthermore, the reflection results become feedback for teachers to improve the quality of learning, teaching modules, and project activities to strengthen Pancasila students so that the learning objectives and projects to strengthen Pancasila students are achieved. The implementation of the curriculum and the project to strengthen the profile of Pancasila learners needs to be evaluated to ensure that the curriculum and P5 are running optimally to pursue a strategy for continuous improvement in the development of academic competence and student character (Siswanto et al., 2023).

*Aspects of the Principal Inviting Teachers to Develop the Classroom as a Social System that Realizes Free Learning*

The results of the interview on the aspect of the Principal Inviting Teachers to Develop the Classroom as a Social System that Realizes Free Learning can be seen in Table 8.

**Table 8.** Interview results on the aspect of the principal inviting teachers to develop the classroom as a social system that realizes free learning

School Name	Indicator Achievement			
	1	2	3	4
SMPK Frateran Ndao Ende				√
SMPN 2 Wolowaru				√
SMPN 4 Wolowaru				√
SMPN 5 Wolowaru			√	
SMPS Kelimutu				√
SMP Muhammadiyah Ende			√	

Based on Table 8, it can be seen that out of the six driving schools in Ende district, the schools that have achieved indicator 4 are SMPK Frateran Ndao Ende, SMPN 2 Wolowaru, SMPN 4 Wolowaru and SMPS Kelimutu, while the schools that have achieved indicator 3 are SMPN 5 Wolowaru and SMPN Muhammadiyah Ende. The four schools that have achieved indicator 4 are because the principals have developed a system that ensures that learners' input and aspirations are taken into consideration in the formulation of policies and learning practices at the level of the classroom, education unit, as well as parents/guardians and the community. In addition, it is also a forum for generating initiatives and collaboration in supporting education units. SMPN 5 Wolowaru and SMP Muhammadiyah Ende only achieved indicator 3 because the principals only developed a system that ensures the aspirations of learners are taken into consideration in policy-making, but there are no initiatives and collaborations to support the education unit. The absence of initiative and collaboration results in a lack of connection between theory and practice, limited access to real learning experiences, a lack of critical thinking and collaboration skills in social life, and decreased motivation of teachers and learners (Dakabesi & Wicaksono, 2022).

## Conclusion

Based on the research that has been conducted, it can be concluded that the implementation of the independent curriculum in the driving schools of junior high schools in Ende district has been running effectively in two schools, namely SMPK Frateran Ndao Ende and SMPN 2 Wolowaru. At the same time, SMPN 4 Wolowaru, SMPN 5 Wolowaru, SMPS Kelimutu, and SMP Muhammadiyah Ende have not fully achieved the 8 aspects of the implementation of the independent curriculum. This is due to the lack of understanding of human resources in educational units, facilities, and infrastructure, differences in the level of readiness of academic units, and the lack of collaboration and intensive mentoring.

## Acknowledgments

Thanks to all parties who have supported the implementation of this research. I hope this research can be useful.

## Author Contributions

This article was written by all authors, N.P., M.P., and L.V.B. All authors collaborated at every stage of writing the article.

## Funding

This research was independently funded by the research team.

## Conflicts of Interest

The authors declare no conflict of interest.

## References

- Alwi, A. M., Arsyam, M., Syam, M. N., Wekke, I. S., Hasan, H., & Sulaiman, U. (2023). Konsep Implementasi Kurikulum Merdeka Sekolah Penggerak di Kabupaten Polewali Mandar. *Al-Ubudiyah: Jurnal Pendidikan dan Studi Islam*, 4(1), 1-13. <https://doi.org/10.55623/au.v4i1.168>
- Arviansyah, M. R., & Shagena, A. (2022). Efektivitas dan Peran dari Guru dalam Kurikulum Merdeka Belajar. *Lentera*, 17(1), 40-50. <https://doi.org/10.33654/jpl.v17i1.1803>
- Dakabesi E., & Wicaksono, L. (2022). Kepemimpinan Kolaborasi Kepala Sekolah dalam Membangun Tim Kinerja Guru di Era Society 5.0. *Jurnal Ilmu Sosial dan Pendidikan (JISIP)*, 6(4), 2653-2666. <http://dx.doi.org/10.58258/jisip.v6i4.3899>
- Fauzi, A. (2022). Implementasi Kurikulum Merdeka di Sekolah Penggerak. *Pahlawan: Jurnal Pendidikan-Sosial-Budaya*, 18(2), 18-22. <https://doi.org/10.57216/pah.v18i2.480>
- Fitra, D. K. (2022). Analisis Penerapan Pembelajaran Berdiferensiasi dalam Kurikulum Merdeka pada Materi Tata Surya di Kelas VII SMP. *Tunjuk Ajar: Jurnal Penelitian Ilmu Pendidikan*, 5(2), 278-290. <https://doi.org/10.31258/jta.v5i2.278-290>
- Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022). *Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran*. Retrieved from [https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/salinan\\_20220215\\_093900\\_Salinan%20Kepmendikbudristek%20No.56%20ttg%20Pedoman%20Penerapan%20Kurikulum.pdf](https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/salinan_20220215_093900_Salinan%20Kepmendikbudristek%20No.56%20ttg%20Pedoman%20Penerapan%20Kurikulum.pdf)
- Khofifah, B., & Syaifudin, M. (2023). Analisis Kebijakan Pemerintah Mengenai Sekolah Penggerak. *Jurnal Inovasi Penelitian*, 3(8), 7405-7410. <https://doi.org/10.47492/jip.v3i8>
- Kholidah, L. N., Winaryo, I., & Inriyani, Y. (2022). Evaluasi Program Kegiatan P5 Kearifan Lokal Fase D di Sekolah Menengah Pertama. *Edukatif: Jurnal Ilmu Pendidikan*, 4(6), 7569-7577. <https://doi.org/10.31004/edukatif.v4i6.4177>
- Kusumaningrum, A. P., Murwaningsih, T., & Indrawati, C. D. S. (2024). Implementasi Kurikulum Merdeka di SMK Negeri 1 Karanganyar (Studi Kasus pada Guru Produktif). *JIKAP: Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 8(1), 89-97. <https://doi.org/10.20961/jikap.v8i1.76264>
- Laily, I., Akhwani, A., Rahayu, D. W., & Sunanto, S. (2024). Implementasi Proyek Penguatan Profil Pelajar Pancasila dalam Menumbuhkan Karakter Kreatif di Sekolah Penggerak Sekolah Dasar Surabaya. *IRJE: Indonesian Research Journal on Education*, 4(3), 538-543. <https://doi.org/10.31004/irje.v4i3.818>

- Marzuki, M. (2023). Analisis Penilaian Hasil Belajar Siswa Mata Pelajaran Ilmu Pengetahuan Alam pada Kurikulum Merdeka. *Jurnal Review Pendidikan dan Pengajaran*, 6(4), 2771-2780. Retrieved from <https://journal.universitaspahlawan.ac.id/index.php/jrpp/article/download/22252/15639/71317>
- Melati, P. D., Rini, E. P., Musyayadah, M., & Firman, F. (2024). Implementasi Projek Penguatan Profil Pancasila (P5) dan Kurikulum Merdeka di Sekolah Menengah Atas (SMA). *Edukatif: Jurnal Ilmu Pendidikan*, 6(4), 2808-2819. <https://doi.org/10.31004/edukatif.v6i4.6762>
- Mujahidin, M. D., Sarmini, S., Segara, N. B., & Setyawan, K. G. (2023). Analisis Implementasi Projek Penguatan Profil Pelajar Pancasila "Gaya Hidup Berkelanjutan" dalam Menanamkan Peduli Lingkungan di SMP Negeri 2 Taman. *Dialektika*, 3(4), 24-40.
- Musa, S., Nurhayati, S., Jabar, R., Sulaimawan, D., & Fauziddin, M. (2022). Upaya dan Tantangan Kepala Sekolah PAUD dalam Mengembangkan Lembaga dan Memotivasi Guru untuk Mengikuti Program Sekolah Penggerak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 4239-4254. <https://doi.org/10.31004/obsesi.v6i5.2624>
- Nur'aini, S. (2023). Implementasi Project Penguatan Profil Pelajar Pancasila (P5) Profil Pelajar Rahmatan Lil Alamin (P2RA) dalam Kurikulum Prototipe di Sekolah/Madrasah. *Jurnal Ilmiah Pedagogy*, 2(1), 84-97. <https://doi.org/10.63889/pedagogy.v16i1.156>
- Patilima, S. (2022). Sekolah Penggerak sebagai Upaya Peningkatan Kualitas Pendidikan. *Prosiding Seminar Nasional Pendidikan Dasar*, 0(0), 228-236. Retrieved from <http://ejurnal.pps.ung.ac.id/index.php/PSNPD/article/view/1069>
- Rachmawati, N., Marini, A., Nafiah, M., & Nurashiah, I. (2022). Projek Penguatan Profil Pelajar Pancasila dalam Implementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3613-3625. <https://doi.org/10.31004/basicedu.v6i3.2714>
- Ruswan, A., Rosmana, P. S., Oktafrina, A., Rachmawati, A., Apriliani, D., Nurfaoziah, K., Fatimah, R., & Zahra, V. N. (2023). Penerapan Kurikulum Merdeka dengan Model Pembelajaran Terhadap Hasil Belajar Peserta Didik Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 7(3), 31676-31684. <https://doi.org/10.31004/jptam.v7i3.12175>
- Salamah, I. S., Wiguna, A. C., Hakim, R. T., & Fajar, R. P. A. L. (2024). Analisis Penerapan Standar Penilaian pada Sekolah Penyelenggara Kurikulum Merdeka. *Dirasah*, 7(1), 230-240. <https://doi.org/10.58401/dirasah.v7i1.1089>
- Santika, R., & Dafit, F. (2023). Implementasi Profil Pelajar Pancasila sebagai Pendidikan Karakter di Sekolah Dasar. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(6), 6641-6653. <https://doi.org/10.31004/obsesi.v7i6.5611>
- Saputri, I., Rafifah, S. I., & Chanifudin, C. (2024). Pentingnya Kolaborasi Orang Tua, Sekolah, dan Masyarakat dalam Mendukung Pendidikan Karakter Anak. *HEMAT: Journal of Humanities Education Management Accounting and Transportation*, 1(2), 782-790. <https://doi.org/10.57235/hemat.v1i2.2828>
- Sari, D. P., Saputra, H. H., & Affandi, L. H. (2022). Kolaborasi Guru dan Orang Tua dalam Mengatasi Kesulitan Belajar Siswa di SDN 23 Ampenan. *Jurnal Ilmiah Mandala Education (JIME)*, 8(1), 421-426. <http://dx.doi.org/10.58258/jime.v8i1.2678>
- Siswanto, D., Wahyuni, S., Umiyati, S., Azhar, A. W., & Puspaningrum, I. I. (2023). Evaluasi Pelaksanaan Kebijakan Kurikulum Merdeka Belajar dalam Rangka Peningkatan Hasil Belajar. *Publiciana*, 16(1), 1-12. <https://doi.org/10.36563/publiciana.v16i01.734>
- Sudaryanto, S., Widayati, W., & Amalia, R. (2020). Konsep Merdeka Belajar-Kampus Merdeka dan Aplikasinya dalam Pendidikan Bahasa (dan Sastra) Indonesia. *KODE: Jurnal Bahasa*, 9(2), 78-93. <https://doi.org/10.24114/kjb.v9i2.18379>
- Wicaksono, L., & Putra, G. M. C. (2024). Analisis Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) "Liam Karsa" SD Negeri Bringin 01 Kota Semarang. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(2), 4480-4490.
- Widodo, A. S. (2012). *Buku Ajar Kewirausahaan Entrepreneur Agribusiness Start Your Own Business*. Yogyakarta: Jaring Inspiratif. Retrieved from <https://umnaw.ac.id/wp-content/uploads/2021/08/buku-ajar-kewirausahaan.pdf>
- Wiryatmo, R. (2023). *Evaluasi Pelaksanaan Program Sekolah Penggerak di Sekolah Menengah Pertama dengan Model CIPPO (Undergraduate Thesis)*. Universitas Kristen Satya Wacana. Retrieved from [https://repository.uksw.edu/handle/123456789/28974%0Ahttps://repository.uksw.edu/bitstream/123456789/28974/8/T2\\_942021010\\_Lampiran.pdf](https://repository.uksw.edu/handle/123456789/28974%0Ahttps://repository.uksw.edu/bitstream/123456789/28974/8/T2_942021010_Lampiran.pdf)
- Zakso, A. (2023). Implementasi Kurikulum Merdeka Belajar di Indonesia. *Jurnal Pendidikan Sosiologi dan Humaniora*, 13(2), 916-922.