

Implementation of the Merdeka Curriculum in Strengthening the Profile of Pancasila Students in Class IV of SD Negeri 8 Juara Barat

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Abstract

This research aims to determine teachers' strategies in implementing the Merdeka curriculum in strengthening the Pancasila profile which teachers carry out in order to form character in students and the obstacles teachers face in strengthening the values of the Pancasila profile. There are phenomena or advantages of schools, namely; there is a character building program for students. The subject of this research is strengthening Pancasila values in students in the dimension of faith, devotion to God Almighty in class IV students at SD Negeri 8 Juara Barat. The method used in this research is a qualitative method with a descriptive approach. And using technical data analysis which includes observation, interviews and documentation. The results of conformity in the field concluded that the implementation of the Merdeka curriculum in strengthening the profile values of Pancasila was carried out through daily refraction and spontaneous refraction or replay. The refraction carried out can help develop students' character in accordance with the dimensions of the Pancasila profile elements. However, with the strategy implemented, there are several inhibiting factors experienced by teachers, namely; The number of obese students or classes, lack of use of learning media, family environment, and lack of teacher cooperation between students' parents. So these factors become obstacles for teachers in instilling character values in students in accordance with the Pancasila profile.

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1. INTRODUCTION

In education in Indonesia in recent years, the issue of character education and the Pancasila profile has been increasingly discussed, with the current situation, new hope has emerged with the launch of the Merdeka Curriculum by the Ministry of Education and Culture in 2020. The Merdeka Curriculum is designed to give students freedom of learning. to express opinions and be more active, the *Merdeka* curriculum can also realize the strengthening of positive characters which are applied through the Pancasila student profile to students.

Quality and effective education in achieving educational goals produces graduates who have good personality and character in accordance with the values that are upheld. Referring to Law Number 20 of 2003 concerning the National Education System, "Indonesian education aims to increase the participation ability of students to become people of faith and obedience to God Almighty, of noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen." In order to improve the lives and intelligence of the Indonesian people through developing their potential and instilling the noble values of the Indonesian people in order to become dignified human beings.

The *Merdeka* curriculum was initiated by Minister for Education Nadiem Makarim. The Merdeka Curriculum focuses on optimizing intracurricular and co-curricular learning. This curriculum provides flexibility for students to deepen concepts and strengthen their competencies. As part of the Merdeka Belajar program, it aims to explore students' potential in innovating and improving the quality of learning. The main focus of the *Merdeka*

curriculum is centered on developing students' creative thinking. Teachers are given breadth and freedom in designing contextual and meaningful learning that is in line with the Pancasila student profile. Teachers are free to choose teaching tools to educate the Pancasila generation and teachers have the freedom to choose various teaching tools that suit the interests, needs and character of students.

The Pancasila student profile does not only focus on character development, but also on developing students' abilities as an effort to improve the quality of Indonesian education. The *Merdeka* curriculum is designed to help realize the Pancasila profile. This curriculum is project-based and has a project, a Pancasila student profile as an effort to achieve goals. The *Merdeka* curriculum also encourages students to not only hone design skills (design skills), but also interpersonal skills (soft skills).

The government continues to strive to improve the quality of education in Indonesia, we often see this with changes to the Curriculum to Improve the Curriculum which have been carried out in various ways since 1947, starting from the Education Plan (1964), the 1968, 1973, 1975, 1984 curriculum. , 1994, 1997, 2004, 2006 (KTSP), up to the 2013 curriculum (K-13). However, the outbreak of the COVID-19 pandemic changed the learning approach, giving rise to the *Merdeka* Curriculum (prototype curriculum) in 2022, *Merdeka* curriculum was designed. The *Merdeka* curriculum is expected to be the latest innovation in achieving National Education goals.

Based on interviews and observations at SD Negeri 8 Juara Barat, it appears that there are learning activities carried out for 6 days, starting from Monday to Saturday. The implementation time is the same as schools in general, namely from 07:30 to 12:00 WITA. Except on Fridays, students at SD 8 Juara Barat come in from 07:30-11.00 WITA. The curriculum implemented at SD Negeri 8 Juara Barat is the K-13 Curriculum and the *Merdeka* Curriculum. The K-13 curriculum is still used by grades II, III, V, and VI, while the *Merdeka* Curriculum is applied in grades 1 and grade IV. At SD Negeri 8 Juara Barat, there is a special program that is different every day from Monday to Saturday. On Monday, the program implemented is Discipline. Tuesday the program is Cultural Tuesday. Wednesday the program is called "SABAR" (Breakfast Together). Thursday, the program is Literacy Together. Friday the program is called "JUMBER" (which is Imtaq with the Muslim religion, Tausiyah, reciting the Yasin Koran, sholawa and bersodakoh). Healthy Saturday (gymnastics) and mutual cooperation.

The interesting thing about the initial research carried out was the special daily program implemented by the school itself, where every Monday to Saturday was healthy and healthy. work together on Saturday. The diversity of this program shows the school's efforts to develop students' character and skills outside of learning hours.

Of the six elements in the Pancasila student profile that are already visible in class IV students from the initial identification are the values (1) Fear of God Almighty, obedience when worshipping, which is done when before going home the students must first pray midday prayer in congregation at the mosque. those close to the school who are supervised by teachers, when working in groups, helping each other, being honest and fair in acting when doing assignments or tests without cheating. (2) Mutual Cooperation. which is carried out on Saturdays to clean the school environment is carried out outside the classroom. (3) Independent, when given individual assignments they try as hard as possible to do it without asking other friends for help. (4) Creative, when there is an assignment to make work from used goods, create a variety of things produced from used goods according to the students' creativity. Based on the background description above, the research of interest is entitled "Implementation of the *Merdeka* Curriculum in Strengthening the Profile of Pancasila Students in Class IV of SD Negeri 8 Juara Barat".

2. RESEARCH METHOD

This research uses a qualitative method with a descriptive approach. The descriptive method is a method that describes and explains in detail a phenomenon, situation, or characteristics of an object. Data collection was carried out through primary data and secondary data. Primary data was obtained by conducting interviews with the principal, class teacher and class IV students, while secondary data obtained through this source included information obtained through people or documents, such as photo documentation of interviews with class teachers, and documentation of interview instruments. The data collection procedure was carried out by collecting research materials related to the *Merdeka* curriculum in strengthening the profile of Pancasila students. Apart from that, this activity is complemented by looking for references through articles and journals. Technical data analysis is carried out using Data Condensation, Data Display, and Data Drawing and Verifying Conclusions.

3. RESEARCH RESULT

From the results of research obtained by researchers through interviews and observations to shape student character according to the dimensions of the Pancasila student profile which was carried out at SD Negeri 8 Barat in strengthening the character of students who have faith and devotion to God Almighty, this habit is divided into two, namely: habituation routine and getting used to replays. Habituation is a process of activities carried out repeatedly which aims to get individuals used to behaving, behaving and thinking in accordance with the goals that have been set.

Based on observations made by researchers that strengthening profile student Pancasila in elementary school Negeri 8 Winner West via activity Which get used to in a way consistent. Repetition activity program which Keeps going continuously done so that form Abehavior in accordance with the purpose of activity Which done. Habituation Which done over and over again will attach on self-participant educate.

1. Teacher strategies in strengthening the profile of Pancasila students in class IV of SD Negeri 8 Juara Barat

Strategy is a method that is carefully formulated before doing something in the hope of getting maximum results. So it is very important for teachers to formulate teaching and learning strategies before implementing learning to obtain optimal learning outcomes.

The data that the researcher obtained from each observation interview instrument, and the documentation that the researcher has presented in the explanation above. Next, the researcher presents a summary of data regarding the focus of refraction on the dimensions of faith, devotion to God Almighty, and noble morals so that the data presented is simple. Researchers grouped the data into two groups based on the results of interviews that the categories of activities at school carried out were refractive activities and spontaneous activities, namely as follows:

1) Familiarization Activities at SD Negeri 8 Pembinaan Barat

Routine habituation activities are habituation activities carried out so that students can do things well in a planned manner with a regular and continuous implementation schedule. Routine refraction activities include:

a. Morning Call and Discipline

Morning assembly and discipline programs in schools have an important role in cultivating the Pancasila dimension of students who have faith, are devoted to God Almighty and have noble morals. The values of obedience, respect, responsibility, cooperation and noble morals taught in religion can be

realized through morning assembly activities and the practice of discipline at school.

The Hadith of Rasulullah SAW also strengthens the relationship between morning assembly, discipline, in the dimensions of the Pancasila student profile of Faith, Fear of God Almighty and Having Noble Morals.

"Whoever believes in Allah and the Last Day, let him perform prayers, pay zakat, and obey his leader, even if he doesn't like it." (HR. Bukhari and Muslim).

Apart from that, the hadiths of the Prophet Muhammad also strengthen this relationship by emphasizing the importance of obedience, cleanliness and noble morals. Thus, the morning assembly and discipline program can be an effective means of forming a young generation with noble character and faith in accordance with the values of Pancasila.

From the explanation above regarding morning assembly and the discipline of character building of students according to the Pancasila profile which is in accordance with the dimensions of faith, devotion to God Almighty, and noble morals, the key and sub elements are; Nationalism is realized through routine socialization at morning assembly activities on Mondays which forms a nationalistic character in students. Research conducted by (Utami, 2020) shows that morning assembly activities can discipline students, apart from being disciplined, students also have a sense of nationalism. This effort designs students who have the character values of discipline and national spirit.

b. Tuesday Culture

Cultural Tuesday program in cultivating character values that are in accordance with the dimensions of the Pancasila student profile of faith, devotion to God Almighty and noble character. The values taught are in line with religious teachings, such as preserving culture as a form of gratitude. By studying and preserving culture, we can be grateful for its gifts. The noble values in Indonesian culture are that culture in Indonesia contains noble values such as mutual cooperation, respect for parents, and simplicity. Respecting differences, as a medium for conveying religious values, means that traditional arts which are often displayed at cultural events can be an interesting medium for conveying religious values, for example through Javanese mines which contain moral messages or dances which depict religious stories.

c. Be patient (breakfast together) and brush your teeth

The breakfast and dental cleaning program together with its connection in the dimension of faith, being devoted to God Almighty, namely eating together can be a suggestion to train behavior commendable, which includes noble character, for example; An attitude of gratitude, before eating together, students can be invited to pray first and express gratitude for the good fortune that God has given. Students respect each other and apply good manners at the dining table, such as not talking while eating, and being able to share their food with other friends.

From The explanation above regarding "PATIENCE" (Breakfast Together) in forming character in students according to the Pancasila profile with the dimensions of faith, devotion to God Almighty, and noble character, the keys and sub-elements are; Personal Morals in habituation routine done with activities rub tooth together And Eat together on Wednesdays called "SABAR" (Breakfast Together). Habituation activity Which held obtain results on participant educate the capable clean And nurse own body Alone. Research conducted by (Ratmini, 2021) states that through Brushing teeth and washing

hands activities for students will develop the character of students who are accustomed to living cleanly and always maintaining cleanliness. These efforts are important to develop the character of students who have the awareness to protect themselves physically from bad things.

d. Literacy Together

The joint literacy program is closely related to the dimension of faith, devotion to God Almighty, namely reading as worship, reading builds morals and morals, and reading helps to reflect on the meaning of life. In Islam itself there is a hadith that recommends its followers to like reading one of them: "Read in the name of your God who created, He created humans from a clot of blood. Read, because of your Rabb, the Most Gracious, who teaches by means of the qalam (pen)." (QS. Al-Alaq verses 1-5)".

It can be concluded that by reading students can increase their religious knowledge, strengthen their beliefs, foster a sense of gratitude, improve their morals and morals. Literacy for students is not only useful in worldly matters, but can also be a means of increasing faith and devotion to God Almighty.

e. Imtaq

The Imtaq program has an important role in realizing the value of the Pancasila student profile in the dimension of faith, devotion to God Almighty, which is carried out every Friday and is attended by students, namely; reading Yasin, Tausiyah, sholawat and bersodakoh. By increasing faith and devotion, strengthening noble morals and cultivating a sense of love for the country, students can become individuals who have faith, piety and noble character in accordance with the values contained in the Pancasila student profile.

Hadith also strengthens the relationship between imtaq, with the profile of Pancasila students in the dimensions of Faith, Fear of God Almighty and Having Noble Morals. "Acquiring knowledge is obligatory for every Muslim man and woman." (HR Ibn Majah).

From the research results, it is known that religious moral indicators are realized through routine habits in the form of reading the Yasin and Al-Qur'an, as well as congregational midday prayers. The habituation carried out produces students who have religious values in the form of understanding the characteristics of God, understanding religious teachings, and being able to carry out religious rituals. Research conducted (Jamaludin, 2022) explains that by instilling religious understanding and behavior will develop the character of students who are able to become a generation that gives birth to a civilization with noble morals. This provides the foundation that instilling an understanding of religion will shape students into obedient servants of God Almighty and contribute actively to changing the world in accordance with religious values.

f. Saturday healthy and mutual cooperation

Program Healthy Saturdays and mutual cooperation have an important role in realizing the profile values of Pancasila students in the dimension of faith, devotion to God. Which Almighty, namely; Maintaining personal hygiene is a form of respect for Allah SWT, and maintaining personal hygiene to be healthier.

"Cleanliness is part of faith." (HR. Muslim).

From the results of research that has been carried out, it was found that healthy Saturdays and mutual cooperation have indicators, namely morals towards nature which are implemented through spontaneous habits in clean Saturday activities, resulting in students who have the ability to maintain

cleanliness and care about their school environment. In line with research researched by (Setyaningsih,2022) that the clean Friday activities carried out in the morning are the formation of a character who cares about the environment which is able to cultivate the value of Takwa to God, giving thanks for His blessings by caring for the cleanliness of the environment. These activities are able to design students' character to grow with the value of caring for the environment in character education.

g. PrayCongregational Noon

The congregational zuhur program has an important role in realizing the profile values of Pancasila students in the dimension of faith, devotion to God Almighty, namely; Obey Allah's commands, and respect prayer times. The midday prayer in congregation is not only a ritual service, but a means to form the character of faith, piety and noble character which is included in the profile of Pancasila students.

From the results of this research, it was found that midday prayers in congregation are included in indicator morals religious ones implemented throughrefraction routine in form activity pray noon congregation. The habituation carried out produces students who have religious values in the form of understanding the characteristics of God, understanding religious teachings, and being able to carry out religious rituals. Research conducted (Jamaludin, 2022) explains that by instilling religious understanding and behavior will grow the character of students who are able to become a generation that gives birth to a civilization with noble morals. This provides the foundation that instilling an understanding of religion will shape students into obedient servants of God Almighty and contribute actively to changing the world in accordance with religious values.

2) Spontaneous Activities (Replay)

Spontaneous activities are activities carried out to correct mistakes made in both student attitudes and actions. By being spontaneous, it is hoped that students will not repeat the same mistakes, spontaneous activities what is done is¹.

a. Telling the truth

This refraction is carried out to familiarize students with telling the truth in accordance with the facts that have occurred. Teachers teach this to students so that they have positive values such as; trustworthy, foster justice, foster integration and can strengthen social relations. For example: Students are accustomed to reporting the discovery of items or money to the teacher to announce who the owner is. This refraction is carried out to familiarize students with honest behavior. Prophet Muhammad SAW said.

"You should all be honest because honesty is together with goodness, and both are in heaven. And keep yourself away from lies, because lies are with disobedience, and both are in hell (HR. Ahmad).

From the explanation above it can be concluded that telling the truth is one of the commendable qualities that every Muslim must have, because honesty brings a lot of benefit, both in this world and in the afterlife.

b. Make friends regardless of religion

¹Ahmad Fauzi, et al. Character building. (Yogyakarta: Zahir Publishing, 2021) p. 120.

Students are accustomed to being friends with all their colleagues without distinguishing between the religions of their colleagues. This indicates an attitude of tolerance and mutual respect between religious communities, which is a value in social life. For example, making friends regardless of religion, being open and friendly, using good language, and participating in activities together by establishing harmonious friendships, students can contribute to creating a peaceful environment. The Prophet Muhammad SAW said (Alifah, 2015: 10). "*Do good to all creatures on earth, surely Allah will do good to you.*" (HR. Tirmidhi).

It can be concluded that this hadith reminds us to always show kindness to all creatures on earth, including people from various religions.

c. Throwing rubbish in the trash can

Refraction is taught by teachers so that students are able to maintain the cleanliness of the school environment by throwing rubbish in the place provided by the school. Prophet Muhammad SAW said:

"Cleanliness is part of faith." (HR. Muslim).

It can be concluded that this hadith shows that cleanliness is part of faith, by maintaining cleanliness we as Muslims are practicing our religion.

d. Help each other

Students are accustomed to providing assistance to friends who are experiencing trouble. Aims to foster the character of caring for others in the students themselves. Prophet Muhammad SAW said.

"Help the weak among you." (HR. Tirmidhi).

It can be concluded that this hadith shows that helping each other is not only limited to people who are Muslim, but also to people who are weak and need help so that students have good character values in accordance with the dimension of faith, fear of God Almighty. One.

e. Doing 5S (Smile, Greet, Greet, Polite, Polite)

The application of 5S in everyday life can help students to build positive relationships with other people, improve the quality of communication, and create a harmonious environment. 5S is also one way to instill character education in students in order to create cultured and civilized students.

f. Social fund contributions

Students are accustomed to making donations to social funds for disasters that occur, the nominal amount is not specified and prioritizes students' sincerity. Refraction is carried out so that students have a soul that is highly empathetic towards others.

It can be concluded that social fund contributions are very closely related to the dimensions of the Pancasila student profile which is a manifestation of faith, piety and noble character. By participating in social fund contributions, students can show faith, carry out religious teachings, and can apply them to their daily lives. day.

2. Barriers to Teachers in Strengthening the Profile Values of Pancasila Students in Class IV of SD Negeri 8 Juara Barat

Behind the supporting factors for the implementation of strengthening the values of the Pancasila student profile described above. Researchers also found various obstacles in implementing strengthening the profile of Pancasila students in the classroom. One of them is related to the material presented by the teacher, some students do not understand it because the teacher himself rarely uses media as a tool in

the learning process. According to Andi, learning media in the teaching and learning process is anything that can carry messages to achieve learning goals. The purpose of using learning media is to facilitate communication and improve student learning outcomes.

The data that the researcher obtained from each interview and observation instrument has been presented by the researcher in the explanation above. Next, the researcher presents a summary of data regarding the focus of refraction on the dimensions of faith, devotion to God Almighty, and noble morals so that the data presented is simple. That there are inhibiting factors felt by the class teacher himself in implementing the values of the Pancasila student profile, namely the following reasons:

a. The interests of the students themselves

A person's interests can influence the quality of achievement of student learning outcomes. In learning, those who have an interest in a subject will pay more attention than other students. According to Ratna in her research stated that interest is a strong encouragement for someone to carry out and achieve a certain target. Interest makes a learner truly experience learning because of his own encouragement so that he can motivate himself. To create a generation of students who have values in accordance with the dimensions of the Pancasila student profile, it is necessary to have students' own interests.

From the description above, the researcher can conclude that students' interest in learning is very important, where with high interest in learning, students tend to be more enthusiastic in participating in learning, understand the material being taught more easily and are better able to overcome difficulties in learning. Meanwhile, students who have low interest in learning tend to be less interested and less motivated in participating in the learning process.

b. Fat Class

A fat class is a class that has a large number of students, usually more than 30 students. As the researchers found from the results of interviews with class IV teachers, in class IV itself the number of students was 43 students, so it is difficult for teachers to control those students optimally. Apart from that, students also feel that having a fat class makes students feel uncomfortable and has difficulty concentrating. In line with the research conducted (Sutrisno2021) The number of students is more than 20 students, this can cause the learning atmosphere in a large class to become more crowded and it is difficult to concentrate so that the material being delivered is not absorbed well by the students and it is also difficult for the teacher to control the students.

It can be concluded that with a large number of students in the class, the teacher in delivering learning material that is in accordance with the dimensions of the Pancasila student profile, the teacher himself finds it difficult to control his students, the students are also uncomfortable with a large class atmosphere.

c. Instructional Media

Learning media is a tool that teachers use to convey learning material to their students. Learning media that is interesting and easy to understand can increase students' interest in learning. Meanwhile, the class IV teacher stated that in conveying material the teacher himself rarely used media so this was one of the factors felt by the teacher in character formation. In line with research conducted (Amelia, 2023) that learning media is one of the factors that plays a very important role in the teaching and learning process. In learning, teachers usually use learning media as an intermediary in conveying material so that students can understand it. The use of learning media is very important in the learning process so that it can

develop new interests and desires in students, as well as generate motivation and even provide a psychological influence on learning.

So it can be concluded that it is very important for teachers to use learning media in delivering material so that students do not feel bored, therefore the choice of media must also be properly adapted to the learning material so that the desired learning objectives can be achieved. achieved easily, namely by utilizing this learning media it will support the effectiveness, efficiency and attractiveness of learning for students.

d. Family environment

The surrounding environment, such as the family environment, can influence students' interest in learning. A conducive and supportive environment can help students learn better, whereas a noisy and unconducive environment can disrupt students' concentration. And reduce interest in learning. As stated by Mrs. Nurul Hasanah, one of the factors is the surrounding environment where students live differently, which allows the surrounding environment to influence the difficulty of forming student characters that match the profile of Pancasila students. In line with research conducted (Endah, 2022), it was found that the role of the family or parents in educating children has a very big influence on the child's growth and development process, however it needs to be supported by social institutions such as schools and the environment. Likewise, the attitudes of parents and families are very influential in education, because this will influence the child's character or behavior. A child's success is largely determined by the family, because that is where the child first receives education.

It can be concluded that the role of parents in children's education is very important because a comfortable family environment can educate their children with love and affection, thereby producing children who are successful and have positive values in accordance with the Pancasila student profile.

e. Lack of collaboration with students' parents

Collaboration or cooperation with parents and students is very important to increase students' interest in learning. Parents of students can help their children study at home and provide motivation to students. As stated by the principal himself, there has been no cooperation and communication with the students' parents. In line with research (Sutan, 2022) that communication carried out by teachers is not only with students, but also with fellow educators. With fellow educators, teachers can exchange ideas or share obstacles in the learning process. Apart from that, teachers should establish communication with educational staff in order to communicate various educational administrations. Maintaining communication with students' parents is one of the important things for teachers. With this communication, teachers and parents inform each other about the development of their students, so that the educational process is not only the responsibility of teachers but also parents, especially in carrying out the 5 daily prayers.

It can be concluded that teacher cooperation between parents and students is very important in developing student character, through communication and attention to students helps achieve the expected goals in developing student character.

4. CONCLUSION

The teacher's strategy in strengthening the Pancasila profile values of class IV students at SD Negeri 8 Juara Barat is with two routine refraction and spontaneous refraction or

replay. Routine ways of getting used to it include: reading Yasin and the Koran, midday prayers in congregation, clean Saturdays, brushing teeth together, eating together every Wednesday, and morning assembly on Mondays. Spontaneous habits that are carried out include: reporting the discovery of goods or money, telling the truth, making friends regardless of religion, donating to social funds, observing natural events, throwing rubbish in the trash, 5S (smile, greet, salute, be polite, polite), and mutual help. The habits implemented produce students with noble character based on religious moral values, honesty, tolerance, environmental care, discipline and national spirit. Barriers for teachers in strengthening the profile values of Pancasila students in class IV of SD Negeri 8 Juara Barat are: The interests of the students themselves, large classes can also influence the learning process, lack of use of learning media in delivering teaching material, the surrounding environment which can also influence students in instilling positive character values in accordance with the profile of Pancasila students, and also factors in the lack of cooperation between teachers and students' parents.

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