

## Effectiveness of P5 Teaching Module Training at Al-Hakim Kalianda Kindergarten

Muhammad Kahfi Aradika\*, Herpratiwi, Dwi Yulianti, Undang Rosidin  
University of Lampung

Corresponding Author e-mail\*: [tkitlahakimkids728@gmail.com](mailto:tkitlahakimkids728@gmail.com)

**Abstract :** The independent learning curriculum gives teachers the flexibility to create learning that is educational but also fun. The teaching module of the Pancasila Student Profile Strengthening Project (P5) is a teaching material designed to assist teachers in implementing Pancasila values in the learning process. the purpose of the study was to implement the P5 teaching module training at Al-Hakim Kids Kindergarten, South Lampung to determine the ability of teachers in the kindergarten. This research is a quantitative research with the aim of making a picture or descriptive of a situation objectively using numbers. The research involved 9 respondents using the P5 product that had been developed by the researcher to see the effectiveness of the product development. The results showed that the development carried out for four meetings resulted in 7 teachers getting a high category assessment while 2 were in the medium category, the observation results showed 82.8% interpreted the development product as very effective and interesting.

### Article History

Received: 19-11-2024  
Reviewed: 27-12-2024  
Published: 22-01-2025

### Key Words:

*P5 Teaching Modules, Training, Merdeka Curriculum, Kindergarten*

**How to Cite:** Aradika, M., Herpratiwi, H., Yulianti, D., & Rosidin, U. (2025). Effectiveness of P5 Teaching Module Training at Al-Hakim Kalianda Kindergarten. *Jurnal Teknologi Pendidikan : Jurnal Penelitian dan Pengembangan Pembelajaran*, 10(1), 38-48. doi:<https://doi.org/10.33394/jtp.v10i1.13589>



<https://doi.org/10.33394/jtp.v10i1.13589>

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## Introduction

In Indonesia, the implementation of the curriculum has undergone various changes and improvements, namely in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revision of the 1994 curriculum), 2004 (Competency-Based Curriculum), and 2006 curriculum (Education Unit Level Curriculum), and in 2013 the government through the ministry of national education changed it back to the 2013 curriculum (Kurtilas) and in 2018 there was a revision to Kurtilas Revision ". At this time there is a new curriculum, namely the independent curriculum. Where the independent curriculum is interpreted as a learning design that provides opportunities for students to learn calmly, relaxed, fun, stress-free and pressure-free, to show their natural talents. Independent learning focuses on freedom and creative thinking. One of the programs presented by the Ministry of Education and Culture in the launch of independent learning is the start of the driving school program. This school program is designed to support each school in creating a generation of lifelong learners who have the personality of Pancasila students. For the success of all this, the role of a teacher is needed (Rahayu et al., 2022).

The Ministry of Education, Culture, Research and Technology (MOECT) launched the Merdeka Curriculum as part of the new paradigm of learning. In addition to educational units in the Mover School Program, the Merdeka Curriculum is also applied to all educational units through options in the Implementation of the Merdeka Curriculum (IKM) with independent learning, independent change, and independent various paths. (Anwar, 2022).

With the independent curriculum, it is hoped that students can develop according to their potential and abilities because with an independent curriculum they get critical, quality, expressive, applicable, varied and progressive learning. "And this new curriculum change requires cooperation, strong commitment, seriousness and real implementation from all parties, so that the profile of Pancasila students can be embedded in students." (Fetra Bonita Sari, Risdha Amini, 2020).

The learning independence curriculum gives teachers the freedom to create learning that is educational but also fun. Teachers are tasked with planning, implementing, evaluating and following up on evaluations. Learners should be given the opportunity to experiment with physical objects, supported by interaction with peers and assisted by discernment questions from the teacher. Teachers should provide a lot of stimulation for learners to interact with the environment actively, seek and find various things from the environment. Piaget also suggested that learning is a process of adjusting, developing and integrating new knowledge into the cognitive structure that a person already has before Piaget emphasized that the learning process must be adapted to the stage of cognitive development that students go through. (Wahyuni, dkk. 2023).

The learning process experienced by a student is different at other stages. Therefore, a teacher should understand the stages of cognitive development of each learner and provide content, methods, learning media in accordance with their expectations (Pahliwandari, 2016: 159). This is in line with the implementation of the independent curriculum which is currently taking effect in Indonesia, that every teacher must carry out profiling or record student profiles in order to understand the profile of each student.

Education is a process that helps people acquire life experiences that positively impact their development in various contexts. From the time a child is born until they reach higher levels of schooling, education takes place. In today's culture, education is anticipated not only to maximize a child's growth and development, but also with the expectation that the child will acquire stronger morals, better ways of thinking and behaving, and a deeper sense of integrity. A curriculum is a carefully crafted, standards-based set of activities through which students can practice and become proficient in subject-specific knowledge and abilities. To ensure that every student has access to a quality academic experience, the curriculum serves as the ultimate guide for all educators on what is essential to the teaching and learning process. The organization, structure, and concerns of the curriculum are all designed to enhance teaching and student learning. (Sriandila et al., 2023).

Early childhood education is education that is organized to develop all the potential of children optimally. there is an essence of education that is organized with the aim of facilitating the growth and development of children as a whole or emphasizing the development of all aspects of the child's personality. Early childhood education is the basis for the formation of a whole human personality, which is characterized by character, noble character, intelligence and skills. Early childhood education must be based on the needs of children, which are adjusted to the values adopted in the surrounding environment (Rahmi & Muchlisin, 2022). Furthermore, learning is an ability caused by learning maturity, growth, and development. The process of learning such as interaction proceeds systematically through the stages of design, implementation, and evaluation.

Changes and developments that occur so quickly today require us to always be ready to adapt to these changes. Implementation of the education system in Indonesia The implementation of the education system in Indonesia has directions and signs in running education. The curriculum is an important organ in fulfilling the direction and goals of an

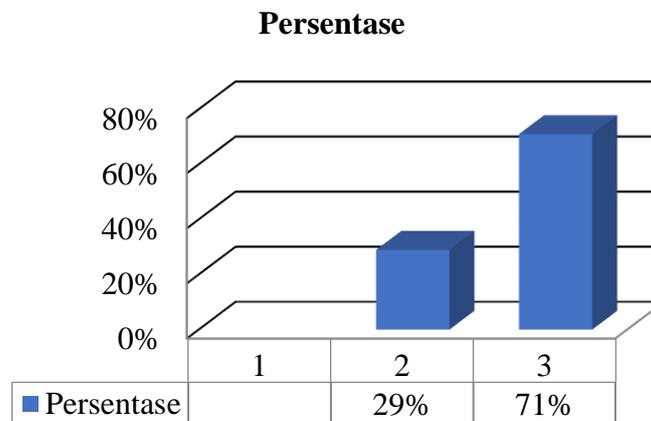
education. Teachers have an important and central role in the process of running and achieving a curriculum. Efforts to make the teaching-learning process successful, then education or teachers are required to have the ability to implement the curriculum that is being implemented in schools. (Anwar, 2021).

In reality, teachers as facilitators in the process and delivery of learning objectives are less than optimal in developing learning and learning in accordance with the independent curriculum. The curriculum as a benchmark for the success of educational development in the past and currently being carried out. The curriculum as a basic component that acts as a guide in the implementation of learning at every level of education (Sugiharti, E. W. 2022). The curriculum is designed so that educators have direction in developing a good learning process so that the educational objectives developed can run well and optimally (Dzurrotul Kamelia et, al., (2020). The curriculum has a dynamic nature, always undergoing changes and evaluations in accordance with the times, technology, science and educational needs. (Dewi Fitriani, 2018).

Al-Hakim Kids IT Kindergarten located in Kalianda sub-district is one of the driving kindergartens, to encourage the transformation process of educational units in order to improve the achievement of learner learning outcomes holistically, both from the aspect of cognitive competence (literacy and numeracy), as well as non-cognitive (character) to realize the profile of Pancasila learners. in order to process and achieve a curriculum, the teacher has an important and central role to make the curriculum run well. Educators are required to have the ability to carry out and succeed the teaching and learning process with the curriculum that applies in schools.

Initial interviews conducted with one of the kindergarten teachers at TK IT Al Hakim Kids kalianda, it is known that the curriculum implementation is still using the KTSP curriculum, where the curriculum is still uniform in the condition of the educator's resources, the discrepancy in the condition of the teacher is caused by the lack of information, socialization, knowledge and implementation of the curriculum itself as an integral part of the implementation of the independent curriculum to be implemented in the driving kindergarten. (Interview Ibu Revinada Putri).

Furthermore, initial observations made by researchers by giving a questionnaire, to 10 samples of kindergarten teachers at the driving school, the results are known, as follows:



Source: Instrument (attached)

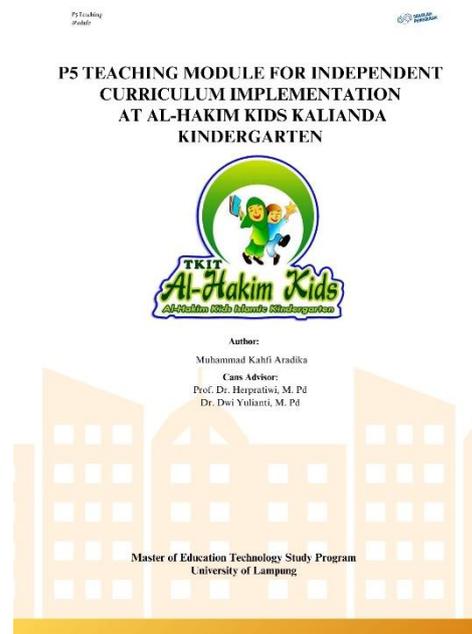
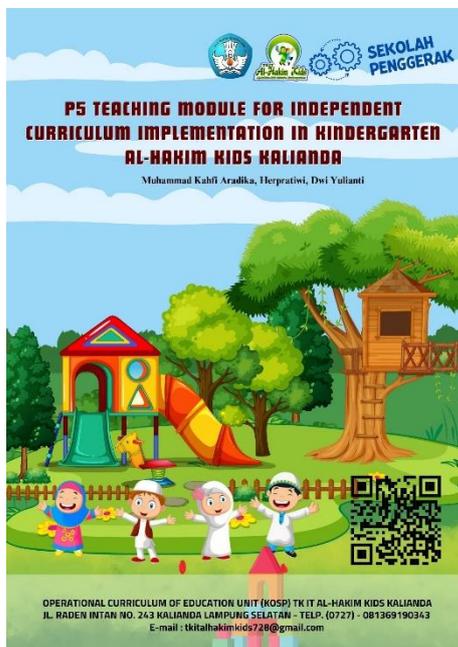
**Figure 1. Percentage of Initial Observation**

Based on the needs analysis from the distribution of a questionnaire totaling 10 question items modified by the researcher to 10 respondents in Kalianda sub-district, it is known that 71% of teachers do not understand the making or how to make P5 teaching modules related to the development of the independent curriculum implemented in kindergarten. While 29% of teachers who have understood about making P5 teaching modules. Previous research on the independent curriculum has not been widely studied, especially at the kindergarten level.

The Pancasila Learner Profile Strengthening Project (P5) teaching module is a teaching material designed to assist teachers in implementing Pancasila values in the learning process. This module aims to strengthen the character and skills of students in accordance with the Pancasila learner profile which includes 1) faith, devotion to God Almighty and noble character; 2) global diversity; 3) mutual cooperation; 4) independent; 5) critical reasoning; 6) creative. Ayu Purnamasari, et. al (2023) stated that the independent curriculum is a new paradigm curriculum that aims to provide a meaningful, happy, and enjoyable learning process for students with the aim of preparing the golden generation of 2045. One of the independent curricula that has now begun its implementation is the project activity to strengthen the Pancasila student profile or commonly known as P5. Based on the explanation above, the researcher will implement the P5 teaching module training at Al-Hakim Kids Kindergarten, South Lampung to determine the ability of teachers in the kindergarten.

### Research Method

In this study, researchers used quantitative descriptive methods with the aim of making a picture or descriptive of a situation objectively using numbers, data collection techniques researchers used pretest and posttest questionnaire observation sheets. Furthermore, researchers used N-Gain data analysis to determine the effectiveness of training conducted by researchers for 4 meetings involving 9 research respondents from AL-Hakim Kids Kindergarten South Lampung. The P5 teaching module products that researchers implement as guidelines for training are as follows:



**Figure 2. The P5 teaching module**

**Results and Discussion**

**Results**

The research on the development of P5 teaching modules at AL-Hakim Kids Kalianda Kindergarten is based on the potential and conditions. TK AL-Hakim Kids Kalianda is one of the first kindergarten level driving schools since 2021 until 2024 at this time, TK AL-Hakim Kids Kalianda is also the first kindergarten to get a driving school in South Lampung Regency. TK IT Al-Hakim Kids is located on Raden Intan Street No. 234 Kota Baru Kalianda South Lampung, in the center of the government of South Lampung Regency. TK IT Al-Hakim Kids is surrounded by offices and not far from the shopping center complex (Market). IT Al-Hakim Kids Kindergarten is in a densely populated environment.

The research involving 9 respondents of Al-Hakim Kids Kindergarten teachers was carried out by conducting training for 4 meetings, the details of the meetings that the researchers conducted, namely as follows:

**Table 1. Agenda of the teaching module training meeting at Al-Hakim Kids Kindergarten, South Lampung**

No	Activity Steps
<b>Meeting 1</b>	
1	a. At the first meeting, the researcher conducted a need assessment with the school and the teachers. b. Researchers gave a pretest questionnaire sheet as a form of initial assessment of knowledge about the development of P5 modules. c. Furthermore, researchers provide training and provide P5 teaching modules that have been developed as a reference for implementation in the classroom. d. Researchers divided the class group according to the teaching class of the teacher council e. The researcher simulated the content of the module with the teachers before it was implemented in each teacher's classroom.
<b>Meeting II</b>	
2	a. On the second meeting, the researcher together with the teacher entered the class. b. In the implementation in the classroom, the researcher observes, the steps that the teacher implements in the classroom c. Researchers together with the teachers conducted P5 workshops according to the instructions in the module with the theme of local wisdom. d. Researchers, teachers and students together carry out learning activities using the P5 module that has been developed (documentation attached)
<b>Meeting III</b>	
3	a. At the third meeting, the researcher and the teachers together implemented the P5 module to students, the results of implementing the P5 module at Al-Hakim Kids Kindergarten.



**Meeting IV**

- 4
  - a. The fourth meeting was the final step of the research conducted by the researcher
  - b. In the final step, the researcher gave a posttest questionnaire sheet to the teachers to determine the ability of the teachers to implement the P5 product developed at Al-Hakim Kids Kalianda Kindergarten.

The results of the implementation of activities researchers analyzed the results of pretest and posttest data as follows:

**Table 2. Main Field Testing Pretest and Posttest Results**

No	Answer	Pretest	Posttest
1	Answer 1	35	90
2	Answer 2	50	85
3	Answer 3	40	80
4	Answer 4	45	90
5	Answer 5	40	90
6	Answer 6	35	95
7	Answer 7	55	90
8	Answer 8	35	80
9	Answer 9	35	90
	Minimum Value	35	80
	Maximum Value	55	95

**Source: attached data**

Based on the assessment of the implementation of the P5 teaching module, it is known that the initial assessment (pretest) of 9 respondents got a minimum score of 35 and a maximum score of 55, while in the final assessment (posttest) of product development 9 respondents got a change by getting a minimum score of 80 and a maximum score of 95. It can be concluded that the operational field testing of the development of the P5 teaching module at Al-Hakim Kalianda Kindergarten received a significant response with a change in the results of teacher knowledge. Furthermore, the effectiveness of product development was measured by N-Gain analysis and the following results were found:

**Table 3 N-Gain Results**

No	Answer	Pretest	Posttest	Ngain	Classification	Effectiveness Level
1	Answer 1	35	90	84.62	Tinggi	Effective
2	Answer 2	50	85	70.00	Tinggi	Effective
3	Answer 3	40	80	66.67	Sedang	Effective enough
4	Answer 4	45	90	81.82	Tinggi	Effective
5	Answer 5	40	90	83.33	Tinggi	Effective
6	Answer 6	35	95	92.31	Tinggi	Effective
7	Answer 7	55	90	77.78	Tinggi	Effective
8	Answer 8	35	80	69.23	Sedang	Effective enough
9	Answer 9	35	90	84.62	Tinggi	Effective

**Source: SPSS processed data**

The results of the effectiveness of the P5 teaching module development were analyzed using the N-Gain formula. The development results can be seen that there are 7 high assessment classifications with effective effectiveness levels and there are 2 medium category assessment classifications with moderately effective classifications. It can be concluded that the development of the P5 teaching module implemented in Al-Hakim Kids Kindergarten received an effective response. Furthermore, the results of researcher observations of 9 teachers are known as follows:

**Table 4 Main Test Observation Results**

Indicator	Teacher									Total
	1	2	3	4	5	6	7	8	9	
Indicator 1	4	5	5	4	5	5	5	5	5	4,3
Indicator 2	5	5	4	5	4	4	5	5	5	4,2
Indicator 3	5	4	5	5	4	4	5	4	4	4
Indicator 4	5	5	5	5	4	4	5	4	4	4,1
Indicator 5	4	4	5	5	4	4	5	4	4	3,9
Indicator 6	4	5	4	5	4	4	5	5	5	4,1
Indicator 7	5	4	5	4	5	4	4	4	5	4
Indicator 8	5	4	5	5	5	5	4	4	5	4,2
Indicator 9	4	4	5	5	5	5	5	5	5	4,3
Indicator 10	4	4	5	5	5	5	5	5	5	4,3
<b>Total</b>	<b>45</b>	<b>44</b>	<b>48</b>	<b>48</b>	<b>45</b>	<b>44</b>	<b>48</b>	<b>45</b>	<b>47</b>	
<b>Average</b>	<b>4,5</b>	<b>4,4</b>	<b>4,8</b>	<b>4,8</b>	<b>4,5</b>	<b>4,4</b>	<b>4,8</b>	<b>4,5</b>	<b>4,7</b>	
<b>Maximum Value</b>	<b>9</b>	<b>8,8</b>	<b>9,6</b>	<b>9,6</b>	<b>9</b>	<b>8,8</b>	<b>9,6</b>	<b>9</b>	<b>9,4</b>	
<b>Average</b>	<b>82,8</b>									

**Sumber : data diolah excel (terlampir)**

Based on the results of the observation sheet, it is known that the overall average score of teachers in the main test is 82.8 with the interpretation of "very interesting". This means that in the main test of the P5 teaching module it can be concluded that it is very valid to be widely distributed again.

## Discussion

The first objective of the independent curriculum is to create an enjoyable education for students and teachers. This curriculum emphasizes Indonesian education on the development of skills and character aspects in accordance with the values of the Indonesian nation. (Suherman, 2023). Curriculum changes are mainly aimed at driving schools and schools that are ready to implement and are supported by adequate facilities and resources, both independent learning groups, independent change, and independent sharing (Mulyasa, 2023).

The essence of freedom to learn or freedom to learn (Roger, 1983) in Feliks (2022), is actually that a student learns in a formal school according to his talents, interests, and learning needs. In other words, there is no freedom to learn if someone is at school or PT without any correspondence between what is learned or taught to him with his talents, interests, and learning needs. In Indonesia in particular, and around the world in general, freedom of learning with such meaning occurs mainly at the kindergarten/early childhood and primary school levels. They don't learn, they just play while learning.

Another basis for the implementation of IKM is Permendikbudristek No. 7 of 2022 on Content Standards in Early Childhood Education, Basic Education and Secondary Education. Content standards are developed through the formulation of the scope of material in accordance with graduate competencies. The scope of material is the study material in the learning content formulated based on: 1) mandatory content in accordance with statutory provisions; 2) scientific concepts; and 3) pathways, levels, and types of education. Content standards are a reference for the 2013 Curriculum, Emergency Curriculum and Merdeka Curriculum. Based on these regulations, teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. (Rahayu *et al.*, 2022; Barlian & Solekah, 2022).

In the independent curriculum there are projects to strengthen the achievement of the Pancasila Student Profile. The projects are developed based on certain themes set by the government. The project does not aim to achieve specific learning outcome targets, so it is not tied to subject content. In the independent curriculum, students have the freedom to determine the course of learning, choose topics of interest, explore various learning resources, and develop their own skills and interests. Teachers act as facilitators and assist students during the learning process and provide the necessary guidance and resources. (Suyatno, 2024)

The Strengthening the Profile of Pancasila Learners (P5) project is developed based on a specific theme set by the government. The project is not directed to achieve specific learning outcome targets, so it is not tied to subject content (Santoso *et al.*, 2023; Nurasiah, 2022). The core of this independent curriculum is Merdeka Belajar, which means that students can explore their respective interests and talents. For example, if two children in one family have different interests, then the benchmarks used to assess are not the same (Asiati & Hasanah, 2022). A child cannot be forced to learn something that they do not like so that it will provide autonomy and independence for students and schools. (Kompas Media, 2022).

The development of the P5 Teaching Module for the implementation of the independent curriculum at Al-Hakim Kids Kalianda Kindergarten is based on the needs of the school, as one of the first-mover schools in South Lampung Regency. The development of the P5 teaching module at Al-Hakim Kids Kindergarten is also designed to create meaningful and enjoyable learning experiences for students, encourage student involvement in the learning process, and develop character and competence in accordance with the values of Pancasila.

The effectiveness of the P5 teaching module developed at Al-Hakim Kids Kindergarten can be seen from the aspects of test results, application in learning, and impact

on students. The test results of the P5 teaching module showed significant results in increasing teacher knowledge. The N-Gain analysis conducted showed that respondents experienced a substantial increase between the pretest and posttest showing an increase from a score of 35 to 90 with a ngain of 84 which indicated the effectiveness of the module in improving understanding was achieved. The P5 teaching module is designed to support the implementation of the independent curriculum by integrating Pancasila values in learning activities. With an interactive and fun approach, this module helps children understand and apply these values in a real context. Positive responses from teachers and students to the use of the P5 teaching module indicate that it is effective in creating a conducive and engaging learning environment. This is important to increase students' motivation and engagement in the learning process. The results of the researcher's observation showed that the development of the P5 teaching module received an average score of 82.8 with the interpretation of very interesting.

One of the initiatives in the framework of Merdeka Belajar is the Mover School program, which aims to realize the vision of Indonesian Education to create an advanced, sovereign, independent, and personalized Indonesia through the formation of Pancasila Students. (Iqbal, 2024). Sekolah Penggerak consists of five related interventions that cannot be separated. The first intervention is Consultative and Asymmetric Assistance, a partnership program between MoEC and local governments. The second intervention is Strengthening School Human Resources, which involves empowering the role of Principals, Supervisors and Teachers through intensive one-on-one training and mentoring by expert trainers from MoEC. The third intervention is Learning with a new paradigm, focusing on strengthening competencies and developing character in accordance with the values of Pancasila through learning activities inside and outside the classroom. The fourth intervention is data-driven planning, referring to school-based management and planning based on school self-reflection. The fifth intervention is School Digitalization, involving the use of various digital platforms with the aim of reducing complexity, increasing efficiency, providing additional inspiration, as well as implementing a tailored approach. (I Wayan Sumandya et al., 2022).

Although the Merdeka Curriculum offers an innovative approach to learning. However, there are several challenges to implementing the independent curriculum, including: readiness of competencies, skills, mindset of teachers as implementers of education, readiness of infrastructure and facilities that will be used in its implementation (Muhardini et al., 2023). To achieve suitability with the characteristics and needs of students, education units, and regions, it is necessary to design Teaching Modules that are in accordance with Merdeka learning. Teaching modules are the development of Learning Implementation Plans (RPP) which are equipped with more detailed guidelines, including student activity sheets and assessments to measure the achievement of learning objectives. (Mukhlisina et al., 2023)

## **Conclusion**

The results of the effectiveness of the development obtained the results of 7 teachers getting a high category assessment while 2 were in the medium category, the observation results showed 82.8% interpreted the development product as very effective and interesting.

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