

**ANALYSIS OF THE IMPLEMENTATION OF P5 LOCAL WISDOM
THEME THROUGH TRADITIONAL COMPETITIONS
IN ELEMENTARY AGE CHILDREN**

Aziz Nuri Satriyawan*

*Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Tempurrejo Ngawi, Indonesia

aziz.nuri94@gmail.com

Bayu Setyo Utomo

Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Tempurrejo Ngawi, Indonesia

mrbay162@gmail.com

Received 04 January 2025, Accepted 18 April 2025, Published 23 April 2025

Abstract

The aim of this research is to instill values. Pancasila, in the field for elementary age children at MIN 11 Ngawi, through a traditional competitions to commemorate the 79th Independence Day of the Republic of Indonesia at the Kenteng Sine Ngawi Independence Field. Qualitative research method with a descriptive approach. Research subjects were educators, Phase B students and parents. The data collection method uses triangulation through observation, interviews and documentation. Theme P5 of this research is Local Wisdom through Traditional Competitions. The research results show that in implementing P5 there are various stages, starting from planning, including the organizing team, school readiness, determining the theme, identifying traditional competitions, preparing activity plans, implementation and reflection. The implementation stage includes introduction to traditional competitions, delivery of material and discussions, traditional competition practice and reflection. The final stage or evaluation of P5 activities builds cultural awareness, teaches cultural values, evaluates competitions and inspires students. Through traditional competitions, children have made a real contribution, apart from gaining new knowledge and insight, they are also able to regenerate a sense of love for the nation's culture in this era of rapid globalization.

Keywords: Independent Curriculum, Traditional Competition

Abstrak

Tujuan penelitian ini adalah untuk menanamkan nilai-nilai Pancasila, di lapangan pada anak usia dasar MIN 11 Ngawi, melalui perlombaan tradisional saat memperingati HUT RI ke 79 di lapangan merdeka Kenteng Sine Ngawi. Metode penelitian kualitatif dengan pendekatan deskriptif. Subjek penelitian pendidik, siswa Fase B dan orang tua. Metode pengumpulan data menggunakan Triangulasi melalui observasi, wawancara dan dokumentasi. Tema P5 penelitian ini Kearifan Lokal melalui Perlombaan Tradisional. Hasil penelitian bahwa dalam pelaksanaan P5 terdapat beragam tahapan, mulai dari perencanaan, mencakup tim penyelenggara, kesiapan sekolah, menentukan tema, mengidentifikasi perlombaan tradisional, menyusun rencana kegiatan, pelaksanaan dan refleksi. Tahap pelaksanaan meliputi pengenalan perlombaan tradisional, penyampaian materi dan diskusi, praktik perlombaan tradisional dan refleksi. Tahap terakhir atau evaluasi kegiatan P5 membangun kesadaran budaya, mengajarkan nilai-nilai kebudayaan, penilaian lomba dan penginspirasi anak didik. Melalui perlombaan tradisional telah memberikan kontribusi nyata pada anak, selain memperoleh pengetahuan dan wawasan baru juga mampu menumbuhkan kembali rasa kecintaan terhadap budaya bangsa di era globalisasi yang pesat ini.

Kata Kunci: Kurikulum Merdeka, Perlombaan Tradisional

INTRODUCTION

In this era of globalization, education in Indonesia has experienced significant development, *First*, access to education where every Indonesian child has the right to education supported by easy internet access even though it is not evenly distributed, *second*, The curriculum has undergone a transformation from the 1998 reform era and the curriculum now focuses on student empowerment, *third*, the use of technology has become a new friend in the world of education, *fourth*, character education which develops relevant skills according to the demands of the times, and *fifth*, Learning opportunities are not limited to formal education but can be followed through training, online courses and other activities to improve everyone's knowledge and skills (Marviana, 2022).

As an impact of the past Covid-19 Pandemic, where the education sector was forced to update knowledge and adapt to the new curriculum (in this case the independence curriculum). This has an impact on changes in the education system and management, especially in the aspects of curriculum, teacher professionalism, teaching and learning facilities, and school cooperation/partners (Rusdinal et al., 2024).

The aim of education is to mature humans through various methods, namely teaching, training and research in order to change a person's attitudes and behavior. Local wisdom-based education has the character of utilizing local advantages in various aspects ranging from language, arts and culture, economics, human resources,

technology and so on. The main aim in developing the curriculum is to develop children's competencies by paying attention to local cultural values. There is a role for local wisdom. in education, instilling positive values such as responsibility, discipline and compassion, developing children's creativity and competence from academic, emotional and socialization aspects (Sofiyah, 2022).

Based on the results of the author's observations, during the learning process activities both inside and outside the classroom, even in the community environment (where the students live), it is still seen that some elementary age children still do not recognize and appreciate local culture, supported by increasingly rapid developments, thus causing a loss of cultural morals. originality and the decline of nationalist culture in children. This happens due to the impact of rapid globalization where children prefer to imitate foreign culture rather than national culture (observation, 2024)

In order to develop character and prepare Indonesia's young generation (in this case towards the golden generation of 2045) is to foster local wisdom in education, which is important to instill in this generation, with various points as follows, transformation of local cultural values, ready to face challenges changes in globalization, building children's character from an early age and inspiring the nation's generation to remain enthusiastic in learning and innovating (Sururin et al, 2022).

The results of research by Rhyhan and Hadirman in forming students' character in two ways, namely through getting used to performing Duha prayers, giving greetings, wearing uniforms and through the example of educators by providing advice regarding character education, the process of learning activities, and student activities while at school (Reksamunandar & Hadirman , 2022). And the results of research put forward by Fidhea et al show that efforts to instill a sense of love for culture are through extracurricular arts activities where students as target educators are able to show the community that formal institutions also play a role in preserving local culture in the local area in the future (Aisara et al ., 2020).

From the research above, it can be concluded that in fostering elementary age children's love for positive culture through various methods, starting from habituation, the example of an educator and extracurricular activities. Meanwhile, what is new in this research is that the author examines the activities of elementary age children where their behavior has been influenced by external culture, therefore, through the 79th moment of Indonesian independence, educators collaborate with parents to organize P5 as an implementation of the Independent Curriculum (IKM) with the theme of Local Wisdom through Traditional competition, with the aim of elementary age children being able to recognize and preserve local culture which is currently less familiar due to globalization.

Integration between the independent curriculum and local culture is education that focuses on increasing local cultural values in learning activities, through several things, *First*, helping students develop a sense of love for their own cultural heritage, *second*, a society has local wisdom that is inherited from generation to generation by integrating local wisdom values into the curriculum, *third*, The independent curriculum

provides large space for developing local content subjects. Therefore, an independent curriculum that is integrated with local wisdom has a big role in increasing caring attitudes in preserving local culture (Ni Luh Purnamasuari Prapnuwanti et al., 2024).

The independent curriculum is the latest policy of national education in Indonesia with the aim of changing the education system to be more inclusive and in accordance with the needs of students (Intiana et al., 2023). Based on this brief explanation, it is important to analyze in a comprehensive manner. How is the Implementation of P5 Theme of Local Wisdom through Traditional Competitions for Primary Age Children at MIN 11 Ngawi?

METHODS

This research is qualitative with a descriptive approach (Hikmawati, 2020). The research subjects were educators, 10 Phase B students and parents. The data collection method uses triangulation through observation, interviews and documentation (Archer, 2023). P5 implementation has several stages, *First*, planning which starts from forming a p5 organizing team, planning the implementation time and profile dimensions, *second*, implementation includes orientation, contextualization, reflection and follow-up, *third*, The evaluation stages are evaluating the process of student learning outcomes, identifying weaknesses and finding solutions for improvement, and process evaluation tests (Hidayat et al., 2024). Research theme: Local Wisdom through Traditional Competitions.

RESULTS AND DISCUSSION

Based on the author's interviews with Phase B teachers and children's parents, this P5 activity has been held regularly by MIN 11 Ngawi since the launch of the independent curriculum. At the beginning of this first semester, precisely in August 2024, the facilitator team chose the theme of Local Wisdom through Traditional Competitions. The choice of this theme is not without reason, but is based on the character of the child both at school and in the environment with the aim of introducing, instilling and preserving local culture to elementary age children at a time when globalization is increasingly rapid (Interview, 2024).

Planning for P5 activities on the theme of local wisdom through traditional competitions

There are seven stages in planning the implementation of P5, including: organizing team, school readiness to plan and implement the project with the organizing team, determining the chosen theme based on conditions and needs, identifying traditional competitions, preparing activity plans (determining project objectives, developing the project and project assessment), implementation and reflection (Kemdikbudristek, 2024).

The formation of the organizing team as a result of deliberations based on the identification of criteria and competencies possessed in the discussion of P5 implementation planning shows that the organizing team consists of the principal and

phase B class teachers. The next stage is to identify the school's readiness regarding the project activities. This is appropriate based on The author's interviews with class teachers and children's parents showed that the availability of tools and materials for the smooth running of P5 activities was adequate and supported by enthusiastic parents (preparation of tools and materials since the beginning of August 2024).

Next is determining the theme in the P5 activity. Determining the theme involves several steps and considering the conditions and needs of the child. The theme that has been mutually agreed upon by the organizing team is Local Wisdom through Traditional Competitions with project dimensions that are expected to be global diversity, mutual cooperation, independence and creativity. This activity was attended by all Phase B class children. The implementation of P5 activities on Sunday, 11 August 2024 started at 08.00 WIB. In order to foster students' character from an early age, the Father of Indonesian Education, Ki Hajar Dewantara, stated that learning objectives must be student-centered and creative (Suleman, 2024).

The next stage is to identify traditional competitions for elementary age children, which involve several important things so that these activities fall into the category of traditional sports, including elements of knowledge, traditional, physical and children's creativity development, these types of competitions include stepping on the flag, marble racing, sack racing, relay balloons and put pencils in bottles. Next is to formulate an activity plan which includes objectives, development and project assessment, in this formulation taking into account several things starting from school readiness and according to the needs of the child.

The role of planning in the Strengthening Pancasila Student Profile Project activities is very important and complex, where planning involves various systematic and consistent stages to ensure that the activity runs well so that it is able to achieve the stated goals, namely creating a generation of people with morals and a strong Pancasila profile. (Ningsih et al., 2023). In order for the learning process to run smoothly, teachers need to be involved in the learning planning program (Saeed et al., 2024).

Implementation of P5 activities on the theme of local wisdom through traditional competitions

In implementing the project with the theme Local Wisdom through traditional competitions, it has been carried out well in accordance with the plans that have been set, by implementing several stages, including: introduction to traditional competitions, delivery of material and discussions, practice of traditional competitions and reflection

Table 1 Flow of Project Activities

No.	Stages	Activity
1.	Introduction to Traditional Competitions	The organizing team conveyed the objectives and benefits of P5 activities Introduction of local wisdom themes through

	traditional competitions
	Organizing the competition includes the competition schedule and active participation of all Phase B children
2. Submission of Material	Introduces traditional races and shows how to play them
	Introducing the traditional type of competition
	Children observe how the competition is carried out
3. Traditional Race Practices	Convey the competition rules and implementation schedule
	The organizing team and parents accompany the children during the P5 activities
4. Reflection	Observation of the implementation of P5
	Analyze the aspects that need to be improved
	Formulate a systematic action plan to improve the aspects that have been analyzed together

The initial stage in implementing the project is the introduction of traditional competitions, where the organizing team conveys the aims and benefits of P5 activities, next the team introduces the theme of local wisdom through traditional competitions to elementary age children, and organizing the competition includes the implementation schedule and the active role of all Phase B class children. .

The next stage is the delivery of material regarding traditional competitions, where each child receives the material by the organizing team, the material obtained includes providing knowledge about folk games and children's games that have been developing for a long time, the organizing team also explains the types of competitions that children carry out as well as demonstrating the competitions. has been socialized so that it can be applied by children and so that it can be preserved again.

Next is the practice of the traditional competition, which was held on Sunday, August 11 2024 at 08.00 WIB at the Merdeka Kenteng field and was attended by all students in Phase B / IV elementary school classes, with several stages as follows: conveying the traditional competition technique and implementation schedule, stages Next, the organizing team and parents accompany and supervise the P5 activity process.

1. Flag Step Competition

As an opening in P5, the Local Wisdom theme begins with a flag planting competition, with the following stages of the game: preparation, the red and white flag is made of plastic into three parts, rules, each child must plant the flag in the place provided by the organizing team, implementation, Each child plants the flag by running in a predetermined direction, the winner is taken from the child who is the fastest and most effective in the competition. The aim of the competition is to train coordination between hands and feet.



Figure 1. Flag Step Competition

2. Marble Racing Competition

The main rule in the marble race is that every child runs or takes wide steps while carrying a marble which is placed on a tablespoon, the tablespoon is clamped with his mouth so that the marble does not fall. In the competition, each child/participant runs in a predetermined direction carrying marbles and must not fall, fellow participants are not allowed to drop each other, the winner is the one who reaches the finish line first. The objectives of carrying out this activity include: improving children's ability to concentrate, honing motor skills through fast body movements while carrying bitten marbles with their mouths.



Image 2. Marble Racing Competition

3. Sack Racing Competition

In carrying out the sack race there are rules and stages that must be fulfilled, including: *First*, Each child must put the lower part of their body into the sack/jute provided by the team, *second*, All competitors stand parallel to the starting line before starting the race, *third*, To advance to the finish line, each participant must advance by jumping fast. Through this competition, it is possible to improve gross motor skills in elementary age children, train agility and social skills.



Figure 3. Sack Racing Competition

4. Balloon Relay Race

In this competition there are the following provisions: this game is played in team form with four people in each team, the first child blows a balloon into a plastic cup that has been provided, then the cup is handed over to another child via a balloon which he blows up and so on until the last child in the team, each participant in the competition may not hold a glass. The aim of this competition is to train cooperation between teams, cohesiveness and speed in delivering plastic cups without falling. In national development, preserving culture and national education values through local wisdom (Kondratowicz, 2020).



Figure 4. Balloon Relay Race

5. Competition to Put Pencils in Bottles

The following are the procedures for the competition to put pencils into bottles: the equipment needed starts from pencils, raffia and used bottles. In the first competition, the bottles are placed in a parallel position, the raffia that has been provided is tied to each child and the tip of their pencil, the next stage is that each child runs from the starting line and tries as hard as possible to put the pencil into the bottle, the winner is taken from the child who is the quickest to put the pencil in. bottle. The aim of the competition is to improve fine motor skills, with accuracy and perseverance in completing the tasks at hand.



Figure 5. Competition for Putting Pencils into Bottles

As the end of the stages of implementing the competition is reflection, which has several stages including direct observation regarding the process of implementing the competition on children's participation and its impact, analyzing aspects that need to be improved during the P5 activities and the organizing team together with parents formulating action plans to improve aspects that need improvement.

There are various ways to preserve culture in Indonesia for elementary age children, including the following: 1) introducing culture with interactive media in the form of pictures or videos, this makes it easier for children to understand various cultures, 2) introducing traditional games, 3) participating in fashion arts performance activities, either through workshops or memos, 4) inviting children to cross-cultural religious literacy and respecting other religions and cultures, 5) using learning methods such as folklore, regional music, traditional dances and local culinary specialties, and 6) appreciate and recognize culture from an early age, with this, elementary age children can be prepared for tolerance and maintaining diversity in Indonesia (Fahira et al., 2023).

Table 2. Dimensions and Elements of P5

No.	Dimensions	Elements
1.	Global marriage	Children know and understand traditional competitions from various cultures and local regions, so they can increase their love and mutual respect for diverse cultures
2.	Mutual cooperation	Creating teamwork and collaboration between groups in planning and playing traditional competitions, this prioritizes the values of cooperation and togetherness
3.	Independent	Strengthen the ability to think and act independently by increasing each child's independence in designing and playing competitions and being able to learn and make decisions independently
4.	Creative	Every child is able to use their imagination and creativity to create more interesting competitions, which motivates children to develop each traditional competition

The Pancasila Student Profile Strengthening Project or commonly referred to as P5, has various benefits for elementary age children including: training children's creativity: where every child is given the opportunity to develop their creativity through topics they are interested in, children are active in learning activities: giving children the opportunity to interact and active participation in learning, strengthening children's character: helping children to become individuals who have good values, building positive attitudes in establishing good relationships with other people, developing their potential, and P5 providing direct learning experiences according to children's needs (Haq et al., 2024). Through appropriate learning activities, students can develop valuable thinking skills (Herawati & Hariyani, 2024).

Evaluation of P5 activities on the theme of local wisdom through traditional competitions

The final stage in implementing P5 activities is Evaluation, which has the following objectives of measuring students' enthusiasm, increasing children's social intelligence, developing dimensions of global diversity, mutual cooperation, independence and creativity, while ensuring that these activities run well in achieving educational goals. In this case, the stages of evaluating P5 activities include building cultural awareness, teaching cultural values, evaluating competitions and inspiring students.

In building cultural awareness in children, namely presenting various traditional competitions (in this case stepping on the flag, marble racing, sack racing, balloon relay and putting pencils in bottles), through these competitions instills the values of honesty,

togetherness and cooperation while also increasing elementary age children's awareness of the importance of preserving national culture.

Based on the results of observations and interviews by the organizing team and parents regarding the implementation of P5 activities at the Kenteng Independence Field, Sine Ngawi, these activities showed a significant level of contribution, including: *First*, P5 activities with the theme of local wisdom run optimally, in accordance with the planning flow that has been determined together, *second*, The implementation of this project is a fun activity for elementary age children, which can regenerate a sense of love for national culture through traditional competitions, *third*, Through the commemoration of the 79th Independence Day of the Republic of Indonesia, every child gains new insight into the culture of their region, even in the midst of rapid globalization (in elementary school children, it is found that the existence of the internet has become one of the main issues that is most disruptive to teaching and learning activities (Johari et al., 2024)) but the enthusiasm of the children and parents is considered good, so that the activities run effectively (interview, 2024).

The success of implementing P5 activities in the independent curriculum includes several aspects, including: increasing creativity and motivating children to think critically, developing children's talents and interests by actively participating in the project, forming children's character based on Pancasila values, integration of P5 in the curriculum, good leadership strong and high commitment from the organizing team, good collaboration with parents in implementing P5 so that children are able to learn optimally (Nafaridah et al., 2023).

A person acquires skills and knowledge during social interactions with those who are more knowledgeable or experienced, where the individual is involved in the process of negotiating meaning through mediation, and the key is the mechanism in the development of learning (O'Rourke & Doyon, 2024). These skills are very useful as provisions for students for their future life (Onwumere et al., 2021). As a from of student personality development through tradisional education (Kondratenko et al., 2022).

CONCLUSION

Based on the results of deliberations and analysis of children's character in this era of globalization, the P5 project chosen was the theme of Local Wisdom through Traditional Competitions. The implementation of P5 with this theme was held at the Kenteng Sine Ngawi Independence Field on Sunday, August 11 2024. There are various stages involved in making the project activities a success . 1) Planning, including the organizing team, school readiness, determining themes and dimensions, identifying traditional competitions, preparing activity plans, implementation and reflection. 2) The implementation stage includes introduction to traditional competitions, delivery of material and discussions, traditional competition practice and reflection. 3) The final stage or evaluation of P5 activities builds cultural awareness, teaches cultural values, evaluates competitions and inspires elementary age children. There are four dimensions

achieved in this project activity, including global diversity, mutual cooperation, independence and creativity. Through this research, we are able to contribute to preserving cultural practices that are threatened with extinction, fostering social values in children such as mutual cooperation and cooperation, and helping people to appreciate their culture more. In future research, it is hoped that we will be able to develop a curriculum that is integrated with local education based on local wisdom in the midst of globalization.

REFERENCE

- Aisara, F., Nursaptini, N., & Widodo, A. (2020). "Re-Preserving Local Culture Through Extracurricular Activities for Elementary School Age Children." *Horizon Journal of Social Research*, 9(2), 149–166.
- Arifin, A. Z., & Munir, M. M. (2024). "The Influence of Teacher'S Personality Competence on the Learning Interest of Class Vi Students At Sd Negeri 3 Krasak Pecangaan Jepara." *Pioneer: Journal of Education*, 13(2), 135. <https://doi.org/10.22373/pjp.v13i2.25160>
- Archer, L. (2023). "Research methodology: A step-by-step guide for beginners (5th. ed.)." *Journal of Latinos and Education*, 22(1), 425–426. <https://doi.org/10.1080/15348431.2019.1661251>
- Buitron, N. (2022). "Competing For The Future Play, Drama, and Rank in Amazonia." *Social Analysis*, 66(4), 26–47. <https://doi.org/10.3167/sa.2022.660402>
- Fahira, H., Anggraeni Dewi, D., & Saeful Hayat, R. (2023). "The Role of Education as a Means of Preserving Surrounding Culture for Students." *Indonesian Multidisciplinary Journal*, 1(3), 63–72.
- Haq, A. A., Rahayu, D., Denoya, N. A., Fitriani, S., & Writer, K. (2024). "Implementation of the Project for Strengthening the Profile of Pancasila Students (P5) in the Independent Curriculum at SD Negeri 18 Padang City PNF, Faculty of Education, Padang State University." *World Inspiration: Journal of Education and Language Research*, 3(1), 194–199. <https://doi.org/https://doi.org/10.58192/insdun.v3i1.1819>
- Herawati, H., & Hariyani, M. (2024). "Spatial Thinking Ability in Elementary School." *Pionir: Jurnal Pendidikan*, 13(1), 157–168. <https://doi.org/10.22373/pjp.v13i1.23002>
- Hidayat, R. S. N., Atmojo, I. R. W., & Istiyati, S. (2024). "Implementation of a project to strengthen the profile of Pancasila students in elementary schools." *Didactic Dwija Indria*, 12(1), 49–57. <https://doi.org/10.20961/ddi.v12i1.83960>
- Hikmawati, F. (2020). "Research methodology" (A. IKAPI (ed.); Number 112). PT RajaGrafindo Persada. <https://etheses.uinsgd.ac.id/31676/1/ResearchMethodology.pdf>
- Intiana, S. R. H., Prihartini, A. A., Handayani, F., Mar'i, M., & Faridi, K. (2023). "Independent Curriculum and the Indonesian Language Education throughout the Era of Society 5.0: A Literature Review." *AL-ISHLAH: Journal of*

- Education*, 15(1), 911–921. <https://doi.org/10.35445/alishlah.v15i1.3140>
- Johari, M., Ali, A. O., Musa, J., Zakir, N., & Shahrill, M. (2024). "Teacher educators' and students' perspectives on transitioning from conventional to online teaching and learning". *Educational Horizons*, 43(1), 232–241. <https://doi.org/10.21831/cp.v43i1.52171>
- KB, K. (2022). "Introductory Education and Traditional Games Competition from the Lentera Children Foundation (5 hours without gadgets)." kampungkb.bkkbn.go.id. <https://kampungkb.bkkbn.go.id/kampung/13891/intervensi/427209/edukasi-pengenalan-dan-lomba-permainan-tradisoonal-dari-yayasan-lentera-anak-5-jam-tanpa-gadget>
- Kondratenko, I., Skoryk, T., Drozhzhina, N., & Tsurkanenko, I. (2022). "Art Competitions as a Means of Students' Creative Growth." *Revista Romaneasca pentru Educatie Multidimensionala*, 14(4 Sup.1), 58–67. <https://doi.org/10.18662/rrem/14.4sup1/659>
- Kondratowicz, B. (2020). "Local wisdom: Pillar development of multicultural nations and national education values." *European Pharmaceutical Contractor*, 15(06), 90–93. <https://doi.org/10.18844/cjes.v15i6.5319>
- Ministry of Education and Culture. (2024). "Pancasila Student Profile Project Development Guide." Center for Curriculum and Learning, Educational Standards, Curriculum and Assessment Agency, Ministry of Education, Culture, Research and Technology. https://kurikulum.kemdikbud.go.id/file/1720050654_manage_file.pdf
- Lengam, R., Muhammadin, A., Fath, A., & Pamungkas, S. (2023). "The Influence of Local Culture Learning on Student Learning Outcomes of Rabiadjala Inpres Elementary School Aru Islands Regency, Maluku." *Indonesian Journal of Education, Social Sciences and Research (IJESSR)*, 4(1), 45–49. <https://doi.org/10.30596/ijessr.v4i1.14556>
- Marviana. (2022). "Educational Development in the Current Era." [kompasiana.com](https://www.kompasiana.com/novamarviyana8257/63a56c4408a8b531ac605d82/perkembangan-pendidikan-di-era-sekarang). <https://www.kompasiana.com/novamarviyana8257/63a56c4408a8b531ac605d82/perkembangan-pendidikan-di-era-sekarang>
- Minister of Education, Culture, Research and Technology of the Republic of Indonesia. (2022). "Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery" (p. 112). https://jdih.kemdikbud.go.id/sjdih/siperpu/document/salinan/salinan_20220215_093900_SalinanKepmendikbudristekNo.56concerningGuidelinesforImplementingtheCurriculum.pdf
- Nafaridah, T., Ahmad, Maulidia, L., Ratumbusang, M. F. N. G., & Eva, M. K. (2023). "The Analysis of P5 Activities as the Application of Differentiated Learning in the Free Curriculum of the Digital Era at SMA Negeri 2 Banjarmasin." *National Seminar (PROSPEK II) "Education Transformation Through Digital Learning to Realize Freedom of Learning"*, 12(2), 84–95.

- Ni Luh Purnamasuari Prapnuwanti, Komang Dewi Susanti, I Wayan Wira Darma, Ketut Bali Sastrawan, & Putu Wulandari Tristananda. (2024). Independent Learning Curriculum Integrated with Local Culture. *Journal of Educational Research and Development*, 8(1), 33–40. <https://doi.org/10.23887/jppp.v8i1.68661>
- Ningsih, E. P., Fitriyati, I., & Rokhimawan, M. A. (2023). "Planning for a Project to Strengthen the Pancasila Student Profile as an Implementation of the Independent Curriculum." *Muallimuna: Journal of Madrasah Ibtidaiyah*, 9(1), 55. <https://doi.org/10.31602/muallimuna.v9i1.10122>
- Nurdilla, H., Oktaviola, A., Auliya, H., Selaras, P., & Titisari, P. W. (2024). "The Benefits of Traditional Sports Games on the Motor Development of Elementary School Children." *Community Education Engagement Journal*, 2(1), 73–82. <https://doi.org/https://doi.org/10.25299/ceej.v5i2.15503>
- Onwumere, D. D., Cruz, Y. M., Harris, L. I., Malfucci, K. A., Seidman, S., Boone, C., & Patten, K. (2021). "The Impact of an Independence Curriculum on Self-Determination and Function in Middle School Autistic Students." *Journal of Occupational Therapy, Schools, and Early Intervention*, 14(1), 103–117. <https://doi.org/10.1080/19411243.2020.1799904>
- O'Rourke, M., & Doyon, A. (2024). "Rethinking assessment strategies to improve authentic representations of learning: using blogs as a creative assessment alternative to develop professional skills." *International Journal of Educational Technology in Higher Education*, 21(1). <https://doi.org/10.1186/s41239-024-00483-0>
- Reksamunandar, R. P., & Hadirman. (2022). "Students' Character Formation Through Teacher Practice and Example." *Scholar's Journal*, 14(1), 27–38.
- Rose, N. (2023). "What is an independent curriculum?" detik.com. <https://www.detik.com/edu/sekolah/d-6818335/apa-itu-kurikulum-merdeka-ini-pengertian-prinsip-pembelajarannya>
- Rusdinal, Komariah, A., Wiyono, B. B., Meizatri, R., & Rifma. (2024). E-leadership capacity and "readiness for change in tackling learning innovation disruption in implementing Merdeka Belajar policy." *Educational Horizons*, 43(2), 398–410. <https://doi.org/10.21831/cp.v43i2.71589>
- Saeed, H. K., Razak, N. A., & Aladdin, A. (2024). "The role of cultural background in enhancing communication skills among academic leaders." *Cakrawala Pendidikan*, 43(2), 358–369. <https://doi.org/10.21831/cp.v43i2.52771>
- Sofiyah. (2022). "Cultivating Local Wisdom in Early Childhood Through Values Education." *Journal of Basic Education and Social Humanities*, 1(9), 105–123. <https://doi.org/https://doi.org/10.53625/jpdsh.v1i9.2825>
- Suleman, M. A. (2024). "Transformation of Curriculum PGMI S-1 Uin Sunan Kalijaga Yogyakarta Into a Free Learning Curriculum Model for Independent Campus (MBKM)." *Pioneer: Journal of Education*, 13(3), 151–166. <https://doi.org/http://dx.doi.org/10.22373/pjp.v13i3.25343>
- Sururin et al. (2022). "The Role of Islamic Education in Preparing a Golden Generation of Islam with Character" (Z. Sesmiarni (ed.)). PT Raja Grafindo Persada.