


Educating Independence in Civic Education at SDN Beji, Banyumas, Using the Independent Curriculum

 <https://doi.org/10.31004/jele.v10i4.1011>

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A B S T R A C T

This study aims to describe the process of independent character education in Civic Education learning in Class V of SDN 2 Beji, Banyumas using the Merdeka Curriculum. The learning process is carried out in an integrative thematic manner, where learning combines various subjects in one theme, so that students can learn holistically and textually. This study uses a descriptive qualitative approach with a phenomenological method. The main data sources come from interviews with Class V teachers, observations of Class V Civic Education learning, and interviews with Class V students, teachers, and principals, as well as documentation studies. The results of the study show that teaching independent character through Civic Education using the Merdeka Curriculum gives students the freedom to determine how to behave, process, think, and act creatively in order to develop each individual by determining their own destiny.

Keywords: *Independence Character, Independent Curriculum, Integrative Thematic Education .*

Article History:

Received 03th June 2025

Accepted 04th July 2025

Published 09th July 2025



INTRODUCTION

Law No. 20 of 2003 concerning the Education System Article 3 states that education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Education plays an important role for every individual and is also important for Indonesian society. Law No. 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state.

Education is a deliberate and deliberate effort aimed at fostering an environment that supports learning and facilitates a process in which learners can actively develop their potential. Education is a human endeavor aimed at maintaining and enhancing inherent physical and spiritual potential in accordance with social and cultural values. Basically, education aims to improve human resource capabilities, foster character, and encourage independent living (Rahman et al. 2022). What really matters in education today is a system that combines character development with approaches aimed at enhancing all aspects of student growth, including cognitive, physical, emotional-social, creative, and spiritual dimensions (Syafuruddin et al. 2022).

The characteristics of education consist of two main concepts, “education” and “personality”. Experts have different views on the meaning of education, which depends on the perspective, paradigm, methodology, and discipline used. Education is a conscious teaching or coaching effort by educators to develop the physical and spiritual development of students in order to form a complete personality (Ridwan 2020). As the population ages, many children lack the moral sense and social skills needed for social life. In this era of globalization,

character education is very important to foster a sense of responsibility and produce talented people who will lead the country in the next generation. While character education is an effort that is carried out cyclically, developing students' potential, so that they have a system of thinking, a system of values, and beliefs inherited from parents, the community environment and the school environment so that students can develop in sync with life in the present and the future (Muthma'innah 2023).

The world of basic education is able to sow the seeds of Pancasila through character education as an effort to realize the Pancasila Student Profile which is the essence of Indonesian education to prepare the character and nature of students to become qualified individuals in the 21st century (Nurul Mahruzah Yulia et al. 2023). Character education in learning is an introduction to values, providing opportunities to gain awareness of the importance of these values, and integrating these values into the daily behavior of students through the learning process, both in and outside the classroom throughout the learning period (Zaturrahmi, Rossa, and Zuleni 2022). Character education has a crucial role in human life, so the role of the world of education should not only be limited to conveying moral knowledge, but also fostering love and desire to carry out moral actions. Character education can optimize the cognitive, physical, social, emotional, creative, and spiritual development of children (Setiawan 2013).

Character development is an important part of basic education, but its true meaning is not widely understood. It is well known that humans use the world of education as a means to transmit and transform values and knowledge throughout their lives. Since personality development is important for human life, the role of education is not only to convey moral knowledge, but also love and the desire to act morally (Farid and Rugaiyah 2023: 2481). Incorporating character education into Civic Education lessons helps shape students' moral values and makes them citizens as expected by the nation. Therefore, teachers should guide their students by incorporating character education into the classroom learning process. Another task of teachers is to incorporate character education into their respective teaching materials (Pertiwi et al. 2021).

The general objective of character education is to build and develop the character of students in all paths, types, and levels of education, to internalize and practice noble values in accordance with religious teachings and the noble values of God Almighty. The goal is to realize it in every aspect of the Pancasila principles (Putra 2019: 16). Character education aims to foster students who are pious to God Almighty, obey applicable laws and regulations, carry out cultural exchanges between cultures, practice the noble values of the nation's culture, strengthen spiritual, moral and ethical foundations, and provide provisions for noble character, forming and building a proud Indonesian nation, as citizens of Indonesia (Harahap et al. 2023).

The aim of character education itself is to develop the skills and potential of students in upholding good values (Fitrianiingtyas and Jumiatmoko 2023). While CE aims to develop the character of its citizens in accordance with the values contained in Pancasila. Because in essence the purpose of CE itself is to foster students into a young generation with noble morals, humans who provide positive contributions, channel aspirations, and have personalities that are in accordance with the values of Pancasila (Parawangsa, Dewi, and Furnamasari 2021).

The main function of character education is to develop students' character so that they have good moral awareness and become responsible citizens. Furthermore, it is necessary to strengthen religious and cultural values and educate individuals who are religious, pious, and highly cultured (Abidin et al. 2021). Thus, character education is expected to help improve the moral crisis by promoting the values of honesty, cooperation, and social responsibility (Zuliani, Apriliyani, and Kurnia 2023).

One of the subjects that has a significant contribution in the formation of student character is Citizenship Education (CE). Its main objectives are: (1) to identify character values that are relevant to the material taught in CE in primary schools; and (2) to integrate these values into CE learning at the elementary school level (Efifani Krismitha Saroro 2022). Civic Education as a lesson that supports character education aims to shape students into good

citizens in accordance with the values of Pancasila. CE teachers need to have sufficient competence to shape students' character (Dwintari 2017).

The implementation of independent character education that runs effectively in CE (Citizenship Education) learning in grade V of elementary school under the Merdeka Curriculum provides opportunities for students to develop independent character through various activities that encourage them to think critically, be independent in making decisions, and be responsible for the choices they make. In the application in the real environment, the character of independence is still limited because independent character education has not been fully integrated into every activity or material taught so that teachers have not provided sufficient opportunities for independent learning, because some teaching methods are still focused on conventional approaches that prioritize the delivery of information from teachers to students (Rubei 2016).

To shape students' characters, teachers need to master competencies in personality aspects. In the process of forming students' characters, there are four main roles played by class teachers, namely as role models and role models, mentors, directors, and evaluators. Character education aims to form individuals who are intelligent and have strong characters (Alkhasanah, Darsinah, and Ernawati 2023). Developing the value of independence with the role of teachers in learning enables students to develop critical and analytical thinking skills, encouraging students to be responsible for completing their assignments independently. In the Independent Curriculum, there are P5, one of which is independence. The ability to learn independently is an important element in basic education that is the foundation for academic success and students' adaptability (Fatah and Zumrotun 2023).

Independence, in this context, refers to students' skills to manage and organize themselves in various aspects of life, especially in the learning process. Independence is the ability to direct and control oneself in thinking and acting, without being emotionally dependent on others. In this case, an independent child will not depend on the help of others in taking care of themselves physically, making emotional decisions, or interacting socially. This can be seen through the actions of children who do simple things, show initiative, try new things, obey rules, play with peers, and feel safe, comfortable, and able to control themselves (Maryono, Budiono, and Okha 2018: 35). In practice, independence refers to a child's ability to think and act independently in meeting their needs, so that they do not depend on others and can become independent individuals. Children who demonstrate independence in the learning process appear active, diligent, and have initiative in completing tasks. They also master various learning strategies, are responsible, are able to regulate their behavior and cognition, and have self-confidence (Sa'diyah 2017).

The indicator of student independence character refers to the characteristics or behaviors that show that students are able to act and make decisions independently without relying too much on others. This independence is very important in forming character from an early age so that they grow into responsible and confident individuals (Dwi Rita Nova and Widiastuti 2019: 113). Independent children have a responsible attitude. This means that children are able to complete schoolwork without having to be reminded by teachers or parents. Students are also responsible for learning equipment such as bringing their own books and stationery. Independent children are able to make their own decisions. This means that they are able to choose actions or solve problems without always waiting for direction. They dare to make choices and understand the consequences (Basariah and Sulaimi 2021).

Independent students are always self-disciplined. Discipline is characterized by their ability to manage their time for studying, playing, and resting in a balanced way. Disciplined children are able to show consistency in following the rules at school and at home (Ayni, Azizah, and Pribadi 2022). An independent child is usually confident. He dares to speak, ask, or answer questions in class without hesitation. He is not ashamed to show his abilities in front of his friends. Independent students usually have a lot of initiative. He always shows his desire to learn or help without being asked or told. He actively seeks additional information outside the lessons given (Hendriana 2014: 59).

An independent child is always persistent and never gives up. He does not give up easily when facing difficulties, both in learning and when facing various other life problems. An independent child always keeps trying until he succeeds in completing the task (Maela et al. 2023). Children who have an independent character are also emotionally independent. This means that they are able to manage emotions such as not getting angry easily or crying if they fail. They are able to calm themselves down and learn from mistakes (Ikrima and Khoirunnisa 2021).

Civics Education in Elementary Schools is expected to shape students' character and help them understand and carry out their rights and obligations as good, intelligent, skilled, and responsible citizens. The values of Pancasila are built on the culture of the Indonesian nation, so that the character that every Indonesian citizen should have is a character based on the values of Pancasila in everyday life. Therefore, Civics Education is taught and applied to students from elementary school level (Sari et al. 2022).

Civics lessons begin when children enter primary school to provide a foundation of understanding from an early age. Civics are intended to instill the values of Pancasila, foster a sense of love for the homeland and a spirit of nationalism, shape character and social ethics, teach the rights and obligations of citizens, overcome differences, strengthen tolerance, and introduce the principles of democracy and active participation. At the age of 10-11 years, 5th grade students begin to develop independence, which is a crucial stage in character formation. The independence built at this age will be an important foundation for their ability to adapt to future challenges (Galuh et al. 2021).

Meanwhile, the Independent Curriculum is an evolution of the previous curriculum, such as the 2013 Curriculum, and aims to simplify content, provide flexibility to teachers, and focus on learning outcomes (Wiguna and Tristaningrat 2022). The Independent Curriculum is an innovation in the field of education that aims to improve the quality and relevance of education by combining freedom, innovation, and students' ability to adapt (Gumilar et al. 2023). The implementation of the Independent Curriculum in educational units is one solution to improve the learning process. The Independent Curriculum is expected to be implemented by driving schools in efforts to restore learning in educational units (Hasibuan et al. 2022).

The Independent Curriculum, as an alternative to overcome learning delays due to the pandemic, provides freedom through the concept of "Independent Learning" to learning implementers, such as teachers and principals. This allows them to design and implement the learning process and develop the curriculum in schools by considering the needs and potential of students. In preparing for the implementation of the Independent Curriculum, teachers must delve deeper into the curriculum, consider projects that are in accordance with the student's developmental phase, to ensure the achievement of meaningful, deep, and enjoyable learning outcomes, and produce competent Pancasila Students (Rahmadayanti and Hartoyo 2022: 7186).

Implementing the Independent Curriculum means that teachers teach students 21st-century skills such as critical thinking, collaboration, communication, and creativity. Teachers also promote more relevant and meaningful learning. Teachers also develop students' characters according to Pancasila values, provide space for teachers to innovate in their teaching, and increase the international competitiveness of the Indonesian education system (Nisa, Yoenanto, and Nawangsari 2023).

METHOD

This study uses a descriptive qualitative approach with a phenomenological method. This method is suitable because it directly observes the experiences of students and can help students understand the value of independence. The purpose of this study is to conduct a detailed investigation of the implementation of independent character education at SD Negeri 2 Beji Banyumas, and to create organized and complete information. The qualitative-descriptive approach that is in accordance with the focus of the study allows researchers to directly investigate the experiences of teachers and students and gain a comprehensive

understanding of the implementation process, challenges, and results of using it, capturing the nuances and social context of learning.

This research was conducted at SD Negeri 2 Beji, Jln. R. Supeno No. 5 Beji Village, Kedungbanteng District, Banyumas Regency, Central Java. This school was chosen as the research location because it has implemented the Merdeka Curriculum since the 2022/2023 academic year, making it an ideal place to analyze the implementation of character education in CE learning, especially the character of independence. The school has a good character education program, meeting the research objectives to examine the application of the value of independence in learning. This research was conducted in the even semester of the 2024/2025 academic year, in collaboration with the school, including the principal and fifth grade teachers, to obtain approval and prepare all research processes. In addition, the researcher compiled and validated research tools such as interview guides, observation sheets, and document formats.

The data sources of this research contain various information needed to analyze the implementation of independent character education in the Independent Curriculum for Civics for Grade 5 at SD Negeri 2 Beji, Banyumas. The main data sources used consist of one type of data, namely primary data and secondary data. Primary data were obtained directly from informants related to the implementation of independent personality formation in Civics learning at SD Negeri 2 Beji, Banyumas. The main data sources came from interviews with grade V teachers, observations of grade V civics learning, interviews with grade V students, and documentation studies. The informants interviewed were selected from those who were very independent, very not independent, and moderate. The documentation study used in this study included teaching materials, RPP (Lesson Implementation Plan) and civics teaching materials used in grade V of SD Negeri 2 Beji.

Data validity is carried out to ensure that the data collected in this study is valid, reliable, and in accordance with existing reality. Data validity testing techniques in qualitative research include reliability tests, by expanding observations, increasing persistence, triangulation, analyzing negative cases, using references, or implementing member checks, transferability, reliability, and confirmability. While data analysis techniques are carried out by examining research instruments such as documents, notes, and recordings.

The data analysis techniques used are carried out by (1) Data reduction, (2) Data presentation, (3) And drawing conclusions. Drawing conclusions means collecting existing evidence and then describing it carefully and systematically. Drawing conclusions is carried out at the end of the data analysis process where the results obtained from research or observations are interpreted to answer research questions, test hypotheses, or provide relevant insights. Drawing conclusions involves critical analysis of previously presented data, considering its relevance and validity, and making final decisions or statements based on existing evidence.

FINDINGS AND DISCUSSION

This study discusses the character education of independence in the Independent Curriculum of Citizenship Education learning implemented in Class V of SD Negeri 2 Beji, Banyumas Regency. SD Negeri 2 Beji is a public elementary school located in Beji Village, Kedungbanteng District, Banyumas Regency, Central Java. SD Negeri 2 Beji makes various efforts to help educate the nation's life and build a quality young generation in Banyumas Regency. That is why, SD Negeri 2 Beji has set a vision to become a superior and high-achieving institution in producing a generation that is intelligent, has noble character, and is highly competitive. SD Negeri 2 Beji aims to provide quality basic education to students in Beji Village and its surroundings. The researcher began to explore how the character of independence was instilled, fostered, and internalized in Class V students through Civics based on the Independent Curriculum at SDN 2 Beji Banyumas by examining the curriculum used, strategies and methods used in Civics learning, student behavior and responses, the role of teachers in fostering the character of independence, and inhibiting and supporting factors.

First, the researcher studied the Lesson Implementation Plan (RPP) prepared by teachers in Civics learning using the Independent Curriculum.

Civics subject teacher for Class V Dwi Rahayu Sariatun, S.Pd. explained that she always tries to develop RPPs that are in accordance with the curriculum and learning objectives. She tries to prepare the classroom every time she is going to teach so that students feel comfortable and conducive in the teaching and learning process. The teacher who is called Mrs. Ayu also prepares various tools and materials needed for this teaching and learning process, including preparing displays to provide an easy-to-understand picture for students. Mrs. Ayu tries to develop learning strategies every time she teaches, adjusted to the theme to be taught, so that it is effective and in accordance with the needs of the students. She even arranges the time issue in such a way that all the problems to be discussed are given time, with the possibility that the students are able to understand them. "Getting to know the students one by one is an absolute must, so that teachers understand their needs and abilities. Thus, teachers can build good relationships with students to create a positive learning environment," said Mrs. Ayu.

She also tries to evaluate the teaching and learning process that has been carried out to determine the effectiveness of the learning. Thus, as a teacher, Mrs. Ayu can reflect on the learning process to find out what needs to be fixed and improved.

Mrs. Ayu explained that the formation of independent character in Civics learning requires strategies and methods that emphasize character formation through a value-based approach, real experience, and active participation. Because, the character of independence is formed not only through teaching materials alone, but through a learning process that allows students to think, choose, and act responsibly, without depending on others. Although the Independent Curriculum is relatively new, Mrs. Ayu tries to understand it and practice it as best she can. So when teaching CE, he tries to use a differentiated learning approach. The way he does this is by trying to adjust learning based on students' interests, learning needs, and profiles. He tries to give students choices about how to learn so that they can express their understanding while learning. Here, he tries as hard as possible to shape student independence, especially when students make their own decisions.

On another occasion, Mrs. Ayu took an approach through project-based learning (PjBL). Because with this approach, it is possible to get the experience of learning by doing. In this case, students are given real projects that are designed and worked on by students independently or in groups. With this PjBL, Mrs. Ayu tries to encourage students' skills in planning, solving problems, taking initiatives, and even students can evaluate themselves. Mrs. Ayu sometimes even uses a discovery learning or inquiry-based learning approach. The method is, students are invited to find out for themselves through exploration and observation. In this case, Mrs. Ayu, for example, asks students to find information about norms that apply in society and the surrounding environment. With discovery learning, Mrs. Ayu tries to develop students' abilities in independent learning and curiosity. Mrs. Ayu uses a variety of Civics learning methods in forming an independent character. She often opens group discussions. Students are divided into small groups to discuss the topic of citizenship. In this way, students learn to organize group work and take responsibility without the teacher dictating. Sometimes, Mrs. Ayu does simulations and uses the role play method, by having students play roles in situations such as electing class leaders, having discussions, etc. Mrs. Ayu tries to get students used to making decisions and understanding the consequences.

Doing self-reflection for students is certainly not easy, said Mrs. Ayu. But she tries to get students to write down experiences, challenges, and solutions during the learning process. With this method, Mrs. Ayu tries to build student awareness and encourage independent learning. But at other times, Mrs. Ayu creates a social case study method. The method is, she presents events or social conflicts that must be analyzed, of course from the perspective of elementary school children. In this way, Mrs. Ayu tries to encourage students' critical attitudes in solving problems independently.

The following is the strategy of Elementary School Teachers 2 Beji in forming an independent character:

Table 1. SD Negeri 2 Beji Teachers' Strategies in Forming Independent Characters

Teacher Strategy Goal Impact on Independence	Goal	Impact on Independence
Giving space for exploration	Students learn in their own way	Increase self-confidence
Provide assignment choices	Provide alternative ways of learning	Practice decision making
Reduce direct intervention	Let students solve problems	Encourage students to take responsibility
Building a reflective culture	Evaluating the learning process	Developing metacognition

To complete the results of this study, researchers interviewed several students. One of them is Marsya Nabilah Setianingrum. The student called Marsya admitted that she does her own homework every day, does not wait for her parents or other people to tell her to, only when she has difficulty with a problem, she asks her parents for help. When going to school, she does not have to be woken up by her parents, but gets up herself and prepares all her own school equipment. Her mother prepares breakfast, and occasionally helps prepare it herself.

Marsya admitted that her father and mother had advised her to be disciplined in life, including school. That advice is what she always holds. That is why she admitted that she tries to be responsible for whatever decisions she makes. In order to be consistent with the decisions she makes, Marsya tries to discipline herself. Because with that discipline she can adjust between actions and consequences.

The researcher sees Marsha as a confident person. Asked about anything, she answers wholeheartedly, without hesitation. However, she does not try to show off her abilities to her friends. Ordinary, but has adequate abilities. Marsya often seems to be curious about various things, including in the subject of Civics, related to citizenship. Although her access to knowledge is still limited, she does not give up. Even occasionally she opens her gadget to look for the necessary references, of course, to the extent of her ability as an elementary school student. Marsya seems to have a strong mentality. She is good at controlling her emotions, does not get angry easily, and does not seem to whine when she needs something. On the contrary, she seems to struggle more to calm herself down when she makes a mistake. Slightly different from Marsya, Isn'an Zafran Nasrulloh also tries to be independent, especially as a man he feels he has an obligation to be responsible in his future life. However, he has to be woken up several times by his parents to take a shower and get ready for school. In general, he is used to doing daily activities independently. However, when he plays with gadgets too late at night, he wakes up late for school.

Meanwhile, Kevin Rizqi Ramadhan admitted that he was used to being woken up by his parents for school, and having breakfast prepared for him. His parents even always reminded him to bring school supplies, starting from bags, books, and other writing equipment. He admitted that he had cheated on tests. But in general, he tried to do the questions independently. But he is trying to be independent in the future, even though he is still learning now.

The Principal of SD Negeri 2 Beji Sumari, S.Pd SD explained that he continues to build a school culture that supports this independence. That is why he has formulated a school vision that emphasizes the importance of character building, including independence. Therefore, he provides various programs that allow for self-development such as student leadership, inspirational classes, or entrepreneurship activities. Mrs. Sumari stated that she strongly supports every teacher to try various project-based learning models, problem solving, or differentiation. She also provides opportunities for teachers to increase their capacity by participating in relevant training, in order to strengthen the character of the students themselves.

The principal also tries to involve students in making school decisions. For example, when compiling rules, choosing extracurricular activities, or designing school projects. By

creating this democratic climate, it is hoped that students will feel appreciated and responsible. In order for various school programs to succeed, SD Negeri 2 Beji works together with parents of students, by conducting parenting. Occasionally parents meet with the principal and teachers, with the aim of aligning learning perceptions. Thus, what is taught in school synergizes with the conditioning carried out by parents at home.

The results of the study above explain that integrative thematic learning can be a teaching strategy that combines various subjects in one theme, so that students can learn holistically and textually. The main goal is to create more meaningful learning for students, especially in elementary schools. Character-based thematic learning shows the integration of character values in thematic learning. This learning works well when integrated with an integrated curriculum (Muhsinin, Musyaddad, and Azim 2019: 67).

Research shows that the implementation of this integrative thematic learning strategy is significant because it can increase student activeness in interacting, participating in discussions, and asking questions. In turn, all can improve learning outcomes, both test scores and daily assignments. Thus, teachers are no longer the center of information, but merely become facilitators. However, teachers are required to be more creative in designing theme-based learning tools, compiling activities that combine several subjects and evaluating the process and results as a whole. So it can be said that the Independent Learning Curriculum is the freedom to determine how to behave, process, think, act creatively in order to develop each individual by determining their own destiny. The implementation of the Independent Curriculum in increasing learning motivation is marked by the implementation of the learning process, where teachers become facilitators and mediators as well as motivators for their students (Amdani et al. 2023: 4130).

CONCLUSIONS

From the explanation above, it can be concluded that independent character education in Civic Education learning in Class V of SDN 2 Beji, Banyumas using the Independent Curriculum is an integrative thematic learning. This strategy combines various subjects in one theme, so that students can learn holistically and textually. Thus, the main objective of this learning can create more meaningful learning for students, especially in elementary schools. Teaching independent character through Civic Education using the Independent Curriculum gives students the freedom to determine how to behave, process, think, and act creatively in order to develop each individual by determining their own destiny.

ACKNOWLEDGEMENTS

The author would like to thank the Rector of Universitas Muhammadiyah Purwokerto; Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Purwokerto, Head of the Primary School Teacher Education Study Program, Universitas Muhammadiyah Purwokerto, and all lecturers in the PGS UMP environment.

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