



The Role of the Independent Curriculum in Developing Students' Creative and Innovative Skills in the Era of Society 5.0

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Keywords:

Independent Curriculum, Creative and Innovative Skills

Abstract: The aim of the research is to describe the role of the independent curriculum in developing students' creative and innovative skills in the era of society 5.0. This research is included in the descriptive method qualitative research type. The research subjects were teachers and students. Data collection by observation, interviews and documentation. Data were analyzed using the Miles and Huberman model which includes data reduction, data display, and data verification. The research results show that (1) the independent curriculum implemented gives students more freedom to explore their interests and talents. (2) In knowing students' interests and talents, teachers use diagnostic assessments to understand students' learning styles and interests because each student has a different way of learning. (3) The Merdeka Curriculum used integrates Pancasila values in every learning activity, such as teachers implementing project-based learning to strengthen the profile of Pancasila students (P5) by giving assignments or projects individually or in groups through the task of coloring pictures, drawing Indonesian batik, and make ecoprint crafts. (4) Teachers apply various models to develop creative and innovative thinking skills in grade 4 elementary school students, one of which is through project-based learning. Apart from the project based learning model, SD Islam Assalam has implemented learning models based on group discussions, demonstration-based, problem-based learning, direct learning, and other active learning models in accordance with 21st century learning. The conclusion of this research is that SD Islam Assalam Bandar Lampung has implementing an independent curriculum whose learning has developed students' creativity and innovation through a project based learning model and integrating Pancasila values in implementing P5-based learning.

Vol. 2, No. 1, (2025)

DOI: <https://doi.org/10.47352/3032-503x.87>

INTRODUCTION

The curriculum plays an important role as a guide and reference in the learning process at school, namely as a director and regulator in achieving educational goals (Fatmawati, I. (2021). The curriculum is the main component in educational success, where a good and appropriate curriculum will deliver education to the desired goals and objectives (Julaeha, S., Muslimin, E., Hadiana, E., & Zaqiah, Q. Y. (2021). As time progresses, the curriculum continues to be developed according to educational needs. Where this development is expected to be able to improve skills and give birth to a generation of people with superior, quality, creative, innovative and competitive resources (Asna, N., Alfiana, N., & Asiyah, B. N. (2023). The independent curriculum is an

innovation in the Indonesian education system which is designed as a new paradigm for developing creative and innovative skills (Fitriyah, C. Z., & Wardani, R. P. (2022).

On the other hand, the Society 5.0 era is a new era where technology and humans combine to create a better society (Danuri, M. (2019). These two things are interrelated because the curriculum needs to adapt to current developments and needs of society. In addition, the curriculum must stimulate students' creativity and innovation and contribute to building a better society. The independent curriculum teaches students to think critically, analytically and creatively in facing Society 5.0 (Anggreini, D., & Priyoadmiko, E. (2022). A teacher must be able to minimize his role as a learning material provider, a teacher must be an inspiration for the growth and development of students' creativity. A teacher must be able to be a facilitator, tutor, inspirer and true learner who motivates students to learn freely. The independent curriculum at Assalam Islamic Elementary School Bandar Lampung has been applied to all subjects in both lower and higher grades, more precisely class I and class IV. In the independent curriculum there are school activities carried out by students to strengthen and deepen learning (co-curricular activities).

Through an independent curriculum, students can develop thinking abilities such as creative and innovative thinking. Creative thinking skills are when students discover a lesson, then consciously modify it in their own thinking and something new happens (Ramadhan, E. H., & Hindun, H. (2023). Many students' levels of creative thinking are still low, which can be seen when students are making presentations (Aliyyatunnisa, A. (2019). Students rarely note down important things, in fact students are busy with their own affairs, and students are not able to see problems from different points of view. Students rarely provide new ideas or ideas that are different from their friends. This can be seen when educators give students the opportunity to create or provide new ideas, but only 5 people are able to provide new ideas. Students also rarely encounter problems, ideas, or things that other people have not thought of, so that students are not able to convey their thoughts or ideas that are different from other people's. However, there are some students who are able to develop or enrich their friends' ideas. But students rarely make something in detail, only make or convey it as is.

Based on the problems that have been described, there has been research conducted regarding the role of the independent curriculum and the development of students' skills in the era of society 5.0, namely (Amalia, M. (2022) the previous research discussed 21st century education and learning which makes a positive contribution in developing students' independence which is oriented towards activities to train skills. critical thinking, problem solving, metacognition, communication, collaboration, innovation and creativity, information literacy in students by leading to the learning process. Research by (Susanti, R., & Wulandari, T., 2020) highlights the importance of implementing the Merdeka Curriculum in enhancing students' digital literacy skills, especially in the Society 5.0 era, where technology has become an integral part of everyday life. The results of this study show that the use of technology and project-based learning in this curriculum encourages students to be more independent and critical in seeking information. Furthermore, research by (Anggraini, S dan Permana A, 2021) emphasizes the role of the Merdeka Curriculum in developing students' collaboration skills through group learning methods. This study found that the collaborative approach strengthens communication and teamwork skills, which are essential assets for students in a modern, team-based work environment. (Rahayu, D., & Sari, M, 2022) also found that the Merdeka Curriculum can increase students' creativity by providing space for idea exploration and innovative solutions through more flexible and problem-solving-focused learning. These three studies support the importance of the Merdeka Curriculum as a means of developing students' skills in various aspects to face the challenges of the Society 5.0 era.

Apart from that, it discusses the important role of teachers and school principals in implementing various creative and innovative strategies and techniques to meet the demands of students' personal, social, learning and career aspects in order to realize superior student character and national values in accordance with the 6 dimensions of Pancasila, and increasing teacher independence and professionalism. No one has discussed the role of the independent curriculum

in developing skills, especially creative and innovative skills for students in the era of society 5.0. The aim of the research is to describe the role of the independent curriculum in developing students' creative and innovative skills in the era of society 5.0.

METHODS

This research uses a qualitative descriptive design, which aims to describe the role of the independent curriculum in developing students' creative and innovative skills in the era of society 5.0. This design was chosen to understand in depth the role of the independent curriculum in developing students' creative and innovative skills in the era of society 5.0. The object of the research is the role of an independent curriculum and the development of creative and innovative skills in students in the era of society 5.0. The research location is the Assalam Islamic Elementary School in Bandar Lampung. Determining the research location was carried out through several stages and considerations, namely (1) identification of research objectives: this school has implemented an independent curriculum, (2) city selection: Assalam Islamic Elementary School has relatively good technological infrastructure compared to schools in the surrounding area, Bandar city government Lampung has carried out the development of 21st century learning, (3) determining schools: conducting an initial survey to identify schools that have implemented an independent curriculum, selecting private schools in the city center with different levels of curriculum implementation, (4) purposive sampling: schools were selected because they were able to provide insight about the role of the independent curriculum in developing students' creative and innovative skills in the era of society 5.0. The research subjects were class IV teachers and class IV students. Determining the number of respondents in research is because researchers can conduct more in-depth interviews and obtain detailed data, respondents can provide relevant and in-depth information about the topic under study, carefully selected respondents are sufficient to ensure the validity and reliability of data through triangulation, respondents who selected purposively can cover sufficient variation in terms of relevant characteristics such as teaching experience, application of an independent curriculum, and developing creative and innovative skills in students. The research instruments used were (1) observation: to record activities and implementation of the independent curriculum in schools, (2) list of interview questions: including open questions to explore the experiences and views of teachers and students, (3) documentation: to collect and record documents related to the role independent curriculum in developing students' creative and innovative skills in the era of society 5.0. Data was collected by (1) observation: directly observing learning using the independent curriculum in the classroom and school environment, (2) in-depth interviews: conducting semi-structured interviews with teachers and students. This interview aims to gain an in-depth understanding of experiences and perceptions of the role of the independent curriculum in developing students' creative and innovative skills. (3) Documentation: collect related documents such as collecting data in the form of images, audio, video or necessary files. Data validity is carried out by observation, increasing persistence and triangulation consisting of sources and techniques. Data analysis uses the Miles and Huberman model which includes (Amaliya, I., & Fathurohman, I. (2022) (1) data reduction: the process of selecting, focusing, simplifying, abstracting and transforming rough data that emerges from field notes, interviews and documents, (2) data display : arranging the reduced data in form a matrix, graph, table, or diagram to facilitate understanding and interpretation. Presentation of data helps in seeing patterns, themes, or relationships that emerge from the data, (3) verification and drawing conclusions: drawing conclusions and verifying data through triangulation, namely comparing and confirming data from various sources. The research procedures carried out were (1) preparation stage: identifying Assalam Islamic Elementary School which would be the research location, compiling research instruments including observations, list of interview questions, and documentation format; carry out instrument testing to ensure the validity of the data. (2) data collection stage: conducting direct observations at Assalam Islamic Elementary School to see the implementation of the independent curriculum and the development of creative and innovative skills for students in the learning process in the era of society 5.0; conducting in-depth interviews with teachers and students; collect

documents related to images, audio, videos of the implementation of the independent curriculum in the learning process. (3) data analysis stage: organizing and reducing the data that has been collected; present data in a form that can be analyzed; verify and triangulate data for the validity of findings. (4) reporting stage: compiling a report on research results and submitting recommendations based on research findings. The following are the steps in Miles and Huberman's data analysis:

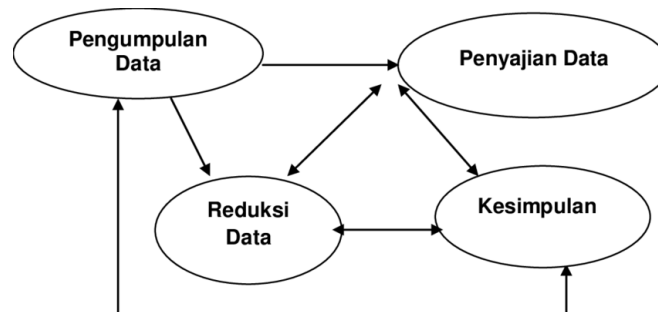


Figure 1 Miles and Huberman Analysis Steps(Sam & Qohar, 2016)

RESULTS AND DISCUSSION

The Independent Curriculum provides students with greater freedom to explore their interests and talents, which in turn encourages students to think creatively and find innovative solutions to various challenges. This freedom reflects the importance of personalization in learning, where students are encouraged to develop abilities according to their individual potential and interests, creating a more relevant and meaningful learning experience. The implementation of various projects and practical activities in the Merdeka Curriculum allows students to apply theoretical knowledge in real situations. This approach not only improves students' understanding of learning material, but also hones students' problem-solving and innovation skills. By facing real-world challenges, students learn to think critically and creatively, find effective solutions, and develop out-of-the-box thinking skills that are much needed in the Society 5.0 era. The Independent Curriculum also plays a role in creating a fun and challenging learning environment. This kind of environment can increase students' learning motivation, encouraging them to continue to innovate and explore new possibilities. In this supportive atmosphere, students feel more enthusiastic about learning and are braver in taking risks in the learning process, which is the key to developing creativity and innovation. This is the same as what was conveyed by the fourth grade teacher in his interview that:

"We implement the Independent Curriculum at SD Islam Assalam by giving students more freedom to explore their interests and talents. We strive to create a fun and challenging learning atmosphere with various projects and activities that encourage creativity and innovation. The implementation of the Merdeka Curriculum is very relevant to the Society 5.0 era, where technology and creativity are the main keys. We integrate technology in learning, such as using digital devices and online learning platforms. Additionally, the projects awarded are often based on solving real problems that require creative thinking and innovative solutions."

The implementation of the Independent Curriculum at Assalam Islamic Elementary School shows an innovative approach to education that gives students more freedom to explore their interests and talents. In a fun and challenging learning environment, students are encouraged to engage in a variety of projects and activities that stimulate creativity and innovation. This approach is very relevant to the demands of the Society 5.0 era, where technology and creativity are key elements. The integration of technology in the learning process is carried out through the use of digital devices and online platforms, which helps facilitate a more interactive and modern learning experience. Additionally, the projects assigned to students are often based on solving real problems,

which require not only creative thinking but also innovative solutions. Thus, SD Islam Assalam seeks to prepare students to face future challenges with relevant and adaptive skills.

The independent learning curriculum will change learning methods that were previously carried out in the classroom to learning outside the classroom. The concept of learning outside the classroom provides opportunities for students to have flexible discussions with their teachers. In this way students can develop their character by having the courage to express opinions, acquire social skills, and become competent students. Students will later be given the freedom to elaborate on the skills they have (Wahyuni, T., Uswatun, N., & Fauziati, E. (2023). In its implementation, the teacher during learning relates learning to the students' real life context, where the teacher utilizes the local environment, culture and issues around them. One form of learning at Assalam Islamic Elementary School that provides direct experience to students is by inviting students to go directly into the field, for example to the market, as in the buying and selling material, students are invited to go directly to the market to make transactions with sellers.

Implementation of the Independent Curriculum at Assalam Islamic Elementary School begins with a diagnostic assessment. The aim of carrying out diagnostic assessments is to determine student characteristics, starting from learning styles, student interests, to student potential. This assessment is carried out at the beginning of the school year and occasionally before teaching to determine students' readiness for learning. Similar to what the class IV teacher said in his interview, namely:

"The diagnostic assessment at Assalam Islamic Elementary School aims to understand the characteristics of each student in depth. Through this assessment, we can find out students' learning styles, their interests, and their potential. With this information, we can design more appropriate and effective learning for each student. Diagnostic assessments are carried out at the beginning of the school year to get an initial picture of each student. Apart from that, this assessment is also carried out occasionally before teaching, especially when starting a new topic or a large project, to determine students' readiness for learning. The methods used can be observations, questionnaires, interviews, and simple initial tests."

It is important to know students' learning styles and interests because every child has a different way of learning. Some prefer visual, some kinesthetic, or auditory. By understanding this, teachers can adjust teaching methods to make them more effective and engaging for students. Likewise with students' interests, if learning is related to what they are interested in, they will be more motivated and enthusiastic. After getting the results of the diagnostic assessment, the teacher analyzes the data to design appropriate learning strategies. For example, if there are students who prefer visuals, the teacher will use more pictures, diagrams or videos in learning. Teachers can also group students based on interests or learning styles for group activities, so that students can support each other and learn in the way that best suits them. Diagnostic assessment results help teachers identify the creative and innovative potential of each student. By understanding students' interests and learning styles, teachers can provide projects and activities that are truly interesting and challenging for students. For example, if a student shows interest and potential in art, the teacher may assign art projects that are more complex or involve technology. In this way, every student can develop according to their potential and become more creative and innovative.

The Merdeka Curriculum is also implemented by integrating Pancasila values in every learning activity. Teachers implement project-based learning to strengthen the profile of Pancasila students (P5) by giving assignments or projects based on strengthening the profile of Pancasila students to students either individually or in groups. This aims to ensure that students have the values of devotion to God Almighty, global diversity, being independent, able to work together, think critically and think creatively.

The teacher gives task P5, namely coloring pictures that have been provided to students, the aim is to train students' creative thinking. The teacher also gave an assignment in the form of drawing Indonesian batik in each student's P5 notebook. In P5 project-based learning, the teacher gives instructions to students to record the application of each dimension of the Pancasila student profile in each student's notebook. The teacher gives task P5 by writing the dimensions of the

Pancasila student profile on the cardboard that has been provided. Teachers carry out project-based learning to strengthen the profile of Pancasila students by making ecoprint crafts, namely crafts whose manufacturing method uses natural dyes from tannins or dyes from leaves, flowers, roots or stems which are placed on a piece of cloth, then the cloth is boiled and then dried. Teachers and students make ecoprint crafts in the form of clothes. This aims to ensure that students have an independent attitude in completing their own tasks, have a mutual cooperation attitude by helping friends who are experiencing difficulties, and have creative thinking. This is in line with what was expressed by the class IV teacher, namely:

"The P5 assignments that we give to students aim to train creative thinking and strengthen the profile of Pancasila students. For example, we give the task of coloring the pictures that have been provided. The aim is to train students' creativity and imagination in choosing colors and combining them. We also gave each student the task of drawing Indonesian batik in a P5 notebook. This aims to introduce and preserve Indonesian culture as well as train their drawing skills."

In P5 project-based learning, students are asked to record the application of each dimension of the Pancasila student profile in a notebook. This helps students understand and reflect Pancasila values in everyday life. The dimensions of the Pancasila student profile include aspects such as critical thinking, creativity, independence, mutual cooperation, global diversity and noble character. By recording the application of these dimensions, students are expected to be able to internalize and apply them in their daily lives. The implementation of the Merdeka Curriculum in this school is designed to develop students' creativity, innovation and character in accordance with Pancasila values. Through diagnostic assessments carried out at the beginning of the school year, teachers can understand the characteristics, interests and potential of each student, so that learning can be tailored to individual needs. P5's tasks, such as coloring pictures, drawing Indonesian batik, and recording the application of the Pancasila student profile dimensions, aim to train creative thinking and strengthen national values. Ecoprint craft projects involving making clothes with natural dyes not only improve students' practical skills and creativity, but also teach independence and mutual cooperation.

As in research (Dyatmika, N., Nata, W. S., & Riswanda, D. (2023) with ecoprint, students can express their creativity and imagination in an environmentally friendly work which can later be developed and used to reduce environmental pollution. Students can continue to develop creativity in using leaves and flowers to reduce environmental pollution and hone skills that will be useful at the next level of education. Students' positive and enthusiastic responses to these tasks demonstrate the success of this approach in supporting their holistic development. Thus, the Merdeka Curriculum at Assalam Islamic Elementary School has succeeded in creating a challenging learning environment and supporting the development of students' creative and innovative skills in the Society 5.0 era.

Teachers apply various models to develop creative and innovative thinking skills in grade 4 elementary school students. One way is through project-based learning. Students are involved in projects that require solving real problems, such as modeling ecosystems or designing environmental campaigns. In addition, teachers encourage exploratory activities for students to explore their interests. For example, through science, arts and crafts experiments, students get the freedom to choose topics of interest, which in turn increases student creativity. This is in accordance with what was expressed by the teacher in his interview:

"One of the main models that I apply is through project-based learning, or what is known as project-based learning. I believe that through these projects, students have the opportunity to develop hands-on creative and innovative thinking skills. one of the projects I did was a project to create an ecosystem model. Students are given the task of creating an ecosystem model that displays various elements such as plants, animals and their natural environment. Students have the freedom to choose the ecosystem they want to research, such as rainforest, desert, or river. Students are involved in every stage of the project, from researching a chosen ecosystem to designing and modeling that ecosystem. Students must think creatively about how to represent ecosystem elements accurately and attractively in the model."

In the interview above, it can be seen that the educational approach implemented uses a project-based learning model to strengthen creative and innovative thinking skills. Applying a project-based model, for example a teacher gives a project to students to create an ecosystem model that displays various elements, such as plants, animals and their natural environment. Students are given the freedom to choose the ecosystem they want to research, for example rainforest, desert, or river. Each student must then conduct research on the chosen ecosystem, including the plant and animal life that exists there, as well as how environmental factors influence the ecosystem. After that, students are asked to design and create their own ecosystem model using available materials, such as paper, cardboard, paint and other recycled materials. Students must think creatively about how to represent ecosystem elements accurately and aesthetically in the model. During the model-making process, students learn to think creatively in solving problems that arise, such as how to arrange ecosystem elements in the best way and how to use available materials effectively.

When the project is complete, students then present the model to classmates and explain the ecosystem under study and the rationale behind the model design used. Through this project, students not only gain a better understanding of ecosystems, but also develop creative and innovative thinking skills through real problem-solving processes. Through projects to create ecosystem models, teachers provide concrete examples of how students are actively involved in learning. By giving students the freedom to choose and design ecosystem models, they not only hone research and design skills, but are also encouraged to think creatively about how to depict ecosystem elements accurately and interestingly. This approach not only emphasizes the end result, but also the process, so that students can experience the development of critical and innovative thinking skills throughout the course of the project. In doing so, teachers create a learning environment that introduces creativity, independence, and overall student engagement, which are essential foundations for educational success. As in research (Anjarini, T. (2022) The project-based integrated thematic learning model which includes syntax, social systems, reaction principles, support systems and instructional impacts, along with learning support tools is very effective in improving students' creative thinking skills. The application of the project-based learning model can significantly improve students' creative thinking abilities which show an increase in the ability to formulate new ideas, solve complex problems, and collaborate effectively. In addition, students develop positive attitudes towards learning, increase motivation, and experience improvements in understanding of learning concepts.

There are 7 learning models recommended for learning in the 21st century, including: (1) Discovery Learning; (2) Inquiry Learning; (3) Problem Based Learning; (4) Project Based Learning; (5) Production Based Learning; (6) Teaching Factory; (7) Blended Learning Model (Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021) Assalam Islamic Elementary School has implemented group discussion-based, demonstration-based, problem-based learning, direct learning and other active learning models. With the learning model, it aims to streamline the achievement and effectiveness of learning goals and also by applying one of the learning models to the learning process, it is hoped that it can improve the quality of learning so that it can help students create skills in creativity. This is in line with research (Albina, M., Safiâ, A., Gunawan, M. A., Wibowo, M. T., Sitepu, N. A. S., & Ardiyanti, R. (2022) hat by implementing learning models in the 21st century the learning process is more innovative and able to increase student creativity.

Increasing student creativity and innovation in the Independent Curriculum provides students with the freedom to develop creativity and innovation. This encourages students to be more active in learning and produce creative and innovative work. In implementing the Merdeka Curriculum, creative and innovative thinking skills in grade 4 elementary school students can be applied through various approaches that emphasize active student participation and emphasis on developing individual interests and talents. For example, teachers can organize thematic learning projects in which students are asked to explore their own interests, such as designing an environmentally friendly garden. The use of technology can also be incorporated into learning, such as using graphic design applications to create presentations about innovative solutions to social or environmental

problems. Additionally, collaboration in group projects encourages students to develop social and creative skills, while creating creative solutions to existing problems. Discovery-based learning can also be used, where students are encouraged to find answers to their own questions, spurring creative and innovative thinking. Through this approach, students not only learn about subject matter, but also develop thinking skills that are important for success in an ever-changing and evolving world. This is in accordance with research (Nurnaningsih, N., Hanum, C. B., Sopandi, W., & Sujana, A. (2023). Students' creative thinking skills appear in the form of ideas, variations of ideas that arise from various points of view, development of ideas by examining and analyzing various possible information, and the emergence of new ideas that arise from sensitivity.

CONCLUSION

The Merdeka Curriculum has a significant role in developing creativity and innovation in Assalam Islamic elementary school students in the era of society 5.0. The independent curriculum implemented gives students more freedom to explore their interests and talents. In knowing students' interests and talents, teachers use diagnostic assessments to understand students' learning styles and interests because each student has a different way of learning. The Merdeka curriculum used integrates Pancasila values in every learning activity, such as teachers implementing project-based learning to strengthen the profile of Pancasila students (P5) by giving assignments or projects individually or in groups through coloring pictures, drawing Indonesian batik, and making *ecoprint crafts*. Teachers apply various models to develop creative and innovative thinking skills in grade 4 elementary school students, one of which is through project-based learning. Apart from the project based learning model, SD Islam Assalam has implemented learning models based on group discussions, demonstration based, problem based learning, direct learning, and other active learning models in accordance with 21st century learning.

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