

## **Case Study of the Implementation of the Independent Curriculum at SD Negeri 02 Palembang**

**Yuliana<sup>1</sup>, Tri Widayatsih<sup>2</sup>, Mulyadi<sup>2</sup>**

<sup>1</sup>SD Negeri 09 Palembang, South Sumatra, Indonesia, <sup>2</sup>Universitas PGRI Palembang,  
South Sumatra, Indonesia

Corresponding author email: [yuliana21031979@gmail.com](mailto:yuliana21031979@gmail.com)

Article History: Received on 18 September 2025, Revised on 22 September 2025,  
Published on 31 January 2026

**Abstract:** This study aims to comprehensively describe how the Independent Curriculum is implemented at SD Negeri 02 Palembang, particularly in the planning, implementation, and evaluation stages of learning. The Independent Curriculum itself is a new policy in Indonesian education that emphasizes student-centered learning, character building, and provides more flexibility for teachers to design learning processes according to the context and needs of students. This study used a qualitative approach with a case study method. Data were collected through in-depth interviews, direct field observations, and documentation of learning activities. Key informants consisted of the principal, several teachers, and students from the upper grades. The results showed that the planning of the Independent Curriculum at SD Negeri 02 Palembang was carried out collaboratively, with the development of teaching modules and learning tools tailored to predetermined learning outcomes. In practice, learning takes place in a participatory manner with a variety of approaches, including the use of project-based methods designed to develop the Pancasila Student Profile in students. Learning evaluation is conducted continuously through formative and summative assessments, supported by diagnostic assessments that assist teachers in designing strategies for future learning improvements. Although the implementation of the Independent Curriculum faced several obstacles, such as limited resources and uneven teacher understanding of the new curriculum, the school remains strongly committed to implementing the Independent Curriculum in a phased and sustainable manner.

**Keywords:** Basic Education, Independent Curriculum, Pancasila Student Profile

### **A. Introduction**

The Independent Curriculum is a strategic step taken by the Ministry of Education and Culture of the Republic of Indonesia to improve the quality of education in Indonesia, particularly at the elementary school level (Umiyati et al., 2024). Against the backdrop of various problems within the education system, such as the lack of relevance of teaching materials to real-world needs and low student learning motivation (Yusuf, 2024). The Independent Curriculum is expected to provide a more

flexible and contextual solution. This curriculum is designed to give teachers the flexibility to determine teaching methods that are appropriate to student characteristics and their learning environment (Susianita & Riani, 2024).

SD Negeri 02 Palembang, one of the public elementary schools in Palembang, has implemented the Independent Curriculum since the 2022/2023 academic year. This implementation is expected to improve the quality of learning, particularly in enhancing students' literacy, numeracy, and character development. However, its implementation faces a number of challenges, ranging from teachers' adaptation to new learning methods to limited supporting resources. Several previous studies have shown that the implementation of the Independent Curriculum is often hampered by various factors, such as a lack of adequate training and mentoring for teachers, difficulties in developing learning modules that meet students' needs, and low parental participation in supporting home learning. These conditions can also impact the quality of curriculum implementation at SD Negeri 02 Palembang, which ultimately determines student learning success.

Based on initial observations, the implementation of the Independent Curriculum at SD Negeri 02 Palembang showed variations in teacher mastery of material and methods. Some teachers still applied conventional methods that focused more on memorization than on developing students' critical and creative thinking skills. Furthermore, the adaptation of learning materials to the concepts of teaching at the right level and project-based learning was also not optimal. This impacted the achievement of the expected learning objectives. In the context of implementation at SD Negeri 02 Palembang, factors such as teacher readiness, infrastructure support, and stakeholder involvement were determining factors for successful implementation. For example, the implementation of the Independent Curriculum at the school often faced obstacles due to a lack of resources and coordination between related parties, which significantly impacted the achievement of optimal student learning outcomes.

At SD Negeri 02 Palembang, these organizational efforts involved adjusting the school curriculum, learning agendas, and developing innovative teaching materials. However, in practice, this process did not always run smoothly. Many teachers felt constrained by these changes due to a lack of adequate training and new learning aids. Therefore, it is crucial for curriculum implementers to periodically evaluate and revise the organizational structure to ensure effective teaching and learning. At SD Negeri 02 Palembang, monitoring and evaluation of curriculum implementation to assess the effectiveness of new teaching methods and their impact on student learning outcomes, particularly at SD Negeri 02 Palembang, revealed a gap between expectations and reality. This was caused by various obstacles, such as school policies that did not fully support curriculum transformation, limited educational resources, and resistance to change from some educators.

The implementation of the Independent Curriculum at SD Negeri 02 Palembang offers significant positive potential, provided it is implemented with appropriate implementation, organization, and evaluation strategies. To ensure success, various stakeholders, including the principal, teachers, parents, and local government, must work together to encourage the implementation of this new curriculum. Effective collaboration can open up opportunities for improving the quality of education and teaching, enabling the Independent Curriculum to achieve its ideal goal of developing an intelligent and character-driven young generation (Qhoybi, 2024).

By addressing existing challenges through effective coordination, adequate resource provision, and ongoing professional development for educators, the Independent Curriculum can be more optimally implemented at SD Negeri 02 Palembang. This will significantly contribute to improving the overall quality of basic education in Indonesia, positively impacting the development of students' competencies and character going forward. The series of components at the elementary education level consists of two main activities: intracurricular learning and a project to strengthen the Pancasila student profile. Intracurricular learning in each subject is aligned with predetermined learning outcomes. Meanwhile, the project to strengthen the Pancasila student profile aims to support the achievement of student profiles in accordance with the Graduate Competency Standards. The government sets the learning load for each subject or the characteristics of educational units flexibly.

To address students' needs, the Ministry of Education and Culture designed the Independent Curriculum as a crucial component in the recovery of long-impacted learning. As an effort to restore learning, the Independent Curriculum gives teachers the freedom to choose and adapt learning tools that suit the needs of educational institutions, allowing students to deepen their understanding of concepts and strengthen their competencies according to their interests and learning needs. The various studies above show that the focus of each author's study varies, ranging from the implementation stages of the role of principals and teachers in differentiated learning to the effectiveness of the Pancasila Student Profile project.

The implementation of the Independent Curriculum is not without its challenges, both in terms of infrastructure, human resources, and conceptual understanding among teachers and school administrators. As a first step, many schools are still struggling to adapt to the new principles promoted by this curriculum, such as project-based learning, collaborative learning, and character building. Therefore, it is important to further examine the effectiveness and sustainability of the Independent Curriculum's implementation in various school contexts. Therefore, this study is entitled "Case Study of the Implementation of the Independent Curriculum at SD Negeri 02 Palembang."

In this context, this study aims to analyze various factors influencing the implementation of the Independent Curriculum, as well as identify challenges and

best practices that can serve as models for other schools. It is hoped that the results of this study will make a significant contribution to the development of education policy in Indonesia and provide practical recommendations for educators in optimally implementing this curriculum. Through this thesis, the researcher aims to delve deeper into the experiences and perspectives of teachers, students, and other stakeholders in implementing the Independent Curriculum, and assess its impact on the quality of education and student character development. With a deeper understanding, it is hoped that the Independent Curriculum can be implemented more effectively and sustainably throughout Indonesia.

The independent curriculum promotes varied intracurricular learning, with optimized subject matter so that students have sufficient time to study concepts in more depth and improve their competencies (Daulay et al., 2024). Teachers have the flexibility to choose a variety of teaching tools, so they can adapt learning to students' needs and interests (Hanipudin et al., 2024). The Independent Curriculum is part of the learning recovery process, initially known as a prototype curriculum. This curriculum has since evolved into a more flexible framework that prioritizes essential materials and the development of student character and competencies. The key characteristics of this curriculum play a role in supporting learning recovery.

The Independent Curriculum is a crucial component in the recovery of long-impacted learning. The goal of the Independent Curriculum is to restore learning, giving teachers the freedom to choose and adapt learning tools to suit the needs of the educational institution. This allows students to deepen their understanding of concepts and strengthen their competencies, aligned with their interests and learning needs. The Independent Curriculum, previously known as the Prototype Curriculum, has been implemented in 2,500 units. Project-based learning makes learning more relevant and interactive, as it involves various project activities, providing students with broader opportunities to actively explore current issues to support character development and competency in the Pancasila Student Profile (Dwiyanti et al., 2023).

In the Independent Curriculum planning process, there are several stages that must be completed. It is compiled into a dynamic document that is continuously updated, used as a reference in daily activities, reflected upon, and continuously developed. Analyzing Learning Outcomes is the process of designing learning objectives and a sequence of learning steps. This process is crucial for obtaining a clear competency map, which will then serve as the primary guideline for implementing teaching and learning activities (Abdullah et al., 2024). The flow of mapped learning objectives must be ensured to meet the relevant criteria so that it can be an effective reference in implementing learning (Silwin, 2025). The next step in the learning planning process is to develop a flow of learning objectives. This flow plays a crucial role as a guide in designing and organizing the learning process and general assessments, which cover the entire academic year (Ananda & Albina, 2025). Through the flow of learning objectives, teachers can control the learning process, making it more structured and

aligned with the target outcomes. Developing learning modules is a crucial component in supporting the teaching and learning process. These modules serve as a guide for educators in implementing structured and directed learning. Developed learning modules must meet several key principles: they must be essential, engaging, meaningful, challenging, relevant to student needs, contextual to the surrounding environment, and continuous from one stage to the next (Nengsih et al., 2024). By fulfilling these criteria, the teaching module will be an effective tool in supporting meaningful, adaptive, and student-centered learning as expected in the Independent Curriculum.

## **B. Methods**

This research focuses on SD Negeri 02 Palembang, located in downtown Palembang, South Sumatra. The school was chosen because it has been actively implementing the Independent Curriculum since the 2022/2023 academic year. The research subjects included the Principal, Vice Principal, Class Teachers, Subject Teachers, and students directly involved in the Independent Curriculum Implementation Process. The main informants for the research were four class teachers at SD Negeri 02 Palembang, selected based on their experience in implementing the Independent Curriculum in their respective classes. In addition, ten students from various grade levels were also involved to obtain their views on the applied learning process. The principal also served as a key informant to provide an overview of the policies and forms of support provided to teachers in implementing the Independent Curriculum.

Research data were obtained through in-depth interviews, classroom observations, and the collection of relevant documents. Using a qualitative approach, this study aimed to explore the experiences and perspectives of informants regarding the successes and challenges encountered in implementing the Independent Curriculum. According to data from the Palembang City Education Office, SD Negeri 02 Palembang has approximately 620 enrolled students, making it one of the schools with a relatively large student population in the region. The research method applied in this study is a qualitative method with the aim of describing the planning, implementation, and evaluation of the Independent Curriculum at the elementary school level at SD Negeri 02 Palembang. This research uses a case study type, which allows researchers to conduct empirical investigations when the boundaries between context and phenomenon are not entirely clear, thus helping to explore the stated research objectives. The respondents in this study were the Principal of SD Negeri 02 Palembang, who plays a central role in the formulation and development of the curriculum at the elementary school level. The Vice Principal for Curriculum at SD Negeri 02 Palembang in the 2024/2025 academic year is responsible for managing the school curriculum, which plays a role in supporting the smooth learning process. Grade 1, 2, 4, and 5 teachers at SD Negeri 02 Palembang in the 2024/2025 academic year were involved with the aim of verifying the interview data obtained from the principal. Grade 1 teachers in the field of Islamic Religious Education and grade 5

teachers in the field of Physical and Health Education at SD Negeri 02 Palembang in the 2024/2025 academic year were involved to verify the interview data with the principal. Meanwhile, secondary data were obtained by researchers from various sources, including textbooks, teacher administration, and final assessment results.

Data collection in this study was conducted through unstructured interviews due to their greater flexibility. The aim was to gather data related to the implementation of the Independent Curriculum at SD Negeri 02 Palembang, including planning, implementation, and evaluation. Interviews were conducted with the Principal, Vice Principal for Curriculum, class teachers, and subject teachers, using interview guidelines developed according to the research focus. This study employed non-participatory observation, which is observation without the direct involvement of the researcher. Observations were conducted using guidelines designed from the research focus to ensure the data obtained was valid and relevant to the problem. This study used documentation to collect data on the Independent Curriculum, teachers, students, the school's vision and mission, learning tools, and the Pancasila Student Profile strengthening project. The data analysis model used in this study is the interactive model of Miles, Huberman, and Saldana, which includes data condensation, data presentation, and conclusion drawing. In this study, the data condensation stage was carried out by selecting, focusing, simplifying, abstracting, and transforming field notes, interview transcripts, documents, and various other empirical findings. This condensation process made the data more focused and robust.

### **C. Results and Discussion**

#### **Implementation of the Independent Curriculum at State Elementary School 02 Palembang**

Based on observations, interviews, and documentation, it is known that the Independent Curriculum has been implemented at SD Negeri 02 Palembang since 2022 and has been running for two years. Overall, its implementation has shown considerable progress and is being implemented systematically. During the planning stage, teachers working in a working team collaboratively develop teaching materials, such as learning modules and learning objectives, tailored to student needs. Learning implementation adheres to the principles of differentiation and is student-centered, complemented by the implementation of the Pancasila Student Profile Strengthening Project, which utilizes contextual themes appropriate to the school environment. Teachers regularly evaluate learning through reflection and assessment of the effectiveness of the learning process. The principal provides supervision and feedback, while the school supervisor monitors the overall implementation of the Independent Curriculum. The school demonstrates a strong commitment to implementing the Independent Curriculum and has seen improvements in the quality of learning. As is known, the concept of learning implementation consists of several stages: planning, implementation, and assessment (Fahril, 2024). Learning is a process of activity,

generally consisting of three phases or stages (Ilahude, 2024). The implementation of the Independent Curriculum is the application of a new approach to learning that gives schools the freedom to design and develop their own curriculum (Hattarina et al., 2022). The main objective of the Independent Curriculum is to provide schools with flexibility in adapting the curriculum to students' needs and the characteristics of the school environment (Rahayu et al., 2022). The Independent Curriculum also encourages students to actively construct their own knowledge through contextual and meaningful learning experiences (Putri, 2025). Knowledge is acquired through a cyclical process that encompasses concrete experience, reflection, abstract conceptualization, and active experimentation. In the Independent Curriculum, this is realized through the implementation of a project-based learning model, where students engage directly in activities relevant to their real lives (Satar et al., 2025). At the elementary school level, students learn by doing, observing, analyzing, and then reapplying the knowledge they have acquired in different situations (Fadilah et al., 2025). Thus, the learning process becomes more contextual, enjoyable, and has a long-term impact on the formation of students' character and skills

### **Problems faced in the implementation of the Independent Curriculum at SD Negeri 02 Palembang**

Although the Independent Curriculum provides educational units and teachers with flexibility in designing and implementing learning, its implementation in the field is not without challenges. Based on interviews and observations conducted by researchers at SD Negeri 02 Palembang, several issues were encountered in the implementation of the Independent Curriculum, including: 1) When designing the Education Unit Curriculum at SD Negeri 02 Palembang, the Principal faced challenges in accommodating and integrating diverse input from various parties; 2) Teachers at SD Negeri 02 Palembang explained that most of the materials in the Module were ineffective, making 5th grade students feel uncomfortable during class. SD Negeri 02 Palembang explained that the materials presented were too long and convoluted, making 5th grade students uncomfortable while learning in class. Many class teachers in teaching English lacked confidence because their previous education did not focus on this subject. More specifically, the number of lesson topics offered was quite limited, and the material taught was consistently dominated by illustrated material in lower grade subjects; and 3) Lack of training for teachers regarding, for example, the Differentiation approach. So, it is difficult and often wrong in its implementation or application in the classroom, so some students may feel uncomfortable with the change in learning approach. They are still accustomed to more homogeneous learning and find it difficult to adapt to greater choices and responsibilities. In addition, some teachers may not have a deep understanding of the objectives, principles, and implementation flow of P5, making it difficult to design and facilitate effective projects.

As found in various research results regarding the challenges of implementing the Independent Curriculum, one of the difficulties often experienced by teachers is the lack of preparedness in designing the learning process from the start, for example in filling out the platforms that have been provided without any assistance or guidance (Sucipto, 2024). The lack of offline training is one of the factors that causes teachers to not fully understand the implementation of the Independent Curriculum (El Eisy et al., 2025). Difficulty in understanding new concepts, resistance to change, and limited training are obstacles in implementing unfreezing, changing, and refreezing (Anshori, 2025). In the context of the Independent Curriculum, schools often face challenges at the unfreezing stage, namely when teachers and education staff are not ready to leave old habits and feel they do not yet understand the direction of curriculum changes (Maigahoaku et al., 2024). Limited learning support facilities can have an impact on the low attractiveness of teaching and learning activities (Firdaus, 2024). Schools with limited capital budget will experience gaps in the provision of supporting facilities for independent learning, such as technological devices, supporting books, or exploration tools for the P5 project, so that implementation is uneven between schools (Yuliati, 2024).

### **Efforts implemented by SD Negeri 02 Palembang to overcome these problems**

First, Build Effective and Open Communication: Organize a variety of meetings or discussion forums with a clear agenda. Ensure that every individual (teachers, school committees, committees, and perhaps even local community members) has a shared responsibility to clearly explain the process of developing the KTSP. Second, Identify Priorities and Common Goals. Focus on the School Vision and Mission that have been jointly established to serve as a basis for filtering the most relevant input and supporting the school's goals. Identify areas where there is a common view or goal among various parties. Together with the KTSP development team, evaluate each input based on its potential impact on the quality of student learning and its feasibility for implementation with existing resources. Form a KTSP development team consisting of teacher representatives from various grade levels or subjects, so that the school's internal perspective is well represented. Clearly divide the tasks of developing the KSP among team members according to their respective expertise and responsibilities. After developing the initial draft of the KSP, share it with all parties for further feedback before finalizing it.

Teachers form working groups to develop teaching modules and design learning activities together to complement and support each other. Therefore, a teacher community is needed, in line with the theory that the implementation of a learning community among teachers can be a forum for sharing good practices, learning from each other, and providing support to one another. In the P5 project, schools address themes relevant to the surrounding environment and involve parents and the community to support student activities. Commitment, collaboration, and innovation are essential for all school stakeholders, including the principal, teachers, students,

parents, and the community. Continuous training, adequate resources, and the development of effective project management strategies are key to the successful implementation of P5. Principals and supervisors conduct regular monitoring and evaluation to ensure curriculum implementation and provide constructive feedback to teachers.

As has been widely stated in various research theories, in overcoming teacher resistance to the Independent Curriculum, it is important to carry out training and familiarization through workshops, intensive training, and support from the principal so that teachers are ready to change and establish new practices in learning (RAS, 2025). To overcome the challenges in a differentiated learning approach, teachers can use active, contextual, and project-based learning strategies, and guide students according to their zone of closest development (Elsa Pramudya, 2025). Challenges in implementing the Independent Curriculum can also be overcome by building a culture of collaborative learning in schools, such as regular discussion forums, teaching module working groups, and reflection on learning practices (Kartikawati & Darmuki, 2025). In facing infrastructure challenges, schools must plan and manage resources effectively, including establishing partnerships, prioritizing the procurement of teaching materials, and conducting regular evaluations of the implementation of the Independent Curriculum (Syarifuddin et al., 2024).

Thus, the author can explain that the results of this study strengthen, expand, and complement the findings of previous studies. The consistency between the results of this study and relevant literature shows that the Independent Curriculum, although presenting many challenges, has great potential in improving the quality of learning, as long as it is implemented with careful planning, collaborative support, and comprehensive evaluation. Although there are unique contributions in this study that add a little insight, namely the Focus on the implementation of the Independent Curriculum at the Elementary School level as a whole, from planning, implementation, to evaluation, in the real context of SD Negeri 02 Palembang and the Emphasis on teacher flexibility, integration of local wisdom, and synergy between stakeholders (teachers, parents, principals, and the Education Office) as important strategies in addressing the challenges of curriculum implementation.

#### **D. Conclusions**

The implementation of the Independent Curriculum at SD Negeri 02 Palembang has demonstrably enhanced the quality of the teaching and learning process and enriched student learning experiences. The key findings of this study reveal a structured and adaptive approach across three core components. In the planning phase, the development of an adaptive Education Unit Curriculum and innovative teaching modules was crucial. These modules were thoughtfully designed to align with student needs and local potential, including the integration of local wisdom, granting teachers significant flexibility in crafting relevant learning outcomes and strategies. The

implementation phase successfully focused on two pillars: substantive intracurricular learning and the transformative Pancasila Student Profile Strengthening Project. Both were dynamically adapted to the school's context and student characteristics, ensuring relevance. For evaluation, a comprehensive dual system of formative and summative assessments was employed, facilitating continuous feedback and a holistic measurement of competency achievement.

Despite these successes, the study identified significant practical challenges. A primary impediment is the limited understanding and capacity of teachers, particularly in developing differentiated teaching modules and managing project-based learning. This is compounded by insufficient training, a tendency to revert to conventional methods, and a lack of practical experience. Furthermore, low parental involvement and limitations in supporting facilities and digital learning resources pose substantial obstacles to optimal implementation. The practical implications are clear. To sustain and deepen the curriculum's positive impact, school management must prioritize continuous, hands-on teacher training and foster a collaborative culture among educators. Improving communication with parents is essential to build a supportive learning ecosystem. Schools must also proactively optimize existing resources and leverage government assistance programs for professional development and infrastructure. For future research, it is recommended to conduct longitudinal studies to assess the long-term impact of the Independent Curriculum on student competency and character development. Further investigation is needed to explore effective models for differentiated instruction and project-based learning management within diverse Indonesian primary school contexts. Research should also focus on designing and evaluating specific intervention strategies to enhance teacher readiness and parental engagement, which are critical for the curriculum's widespread success. Ultimately, addressing these areas will be pivotal for replicating the promising outcomes of SD Negeri 02 Palembang on a broader scale.

## **E. Acknowledgement**

We thank all stakeholders who help us in this paper.

## **References**

- Abdullah, G., Apriyanto, A., Patahuddin, A., Janah, R., Dia, E. E., Retnoningsih, R., Wiradika, I. N. I., & Setyaningrum, V. (2024). *Learning Evaluation Textbook*. PT. Sonpedia Publishing Indonesia. <https://eprints.upjb.ac.id/id/eprint/1267/>
- Ananda, N., & Albina, M. (2025). Effective steps in preparing lesson plans and teaching modules for quality learning. *Jurnal Media Akademik (JMA)*, 3(1). <https://jurnal.mediaakademik.com/index.php/jma/article/view/1472>
- Anshori, M. Y. (2025). *Strategic Human Capital and Manajemen of Change: Creating Future Leader*. Deepublish.
- Daulay, A. F., Azzahra, L., Hasibuan, A., Andina, F., Habibah, A., & Karniawan, F. Z.

- (2024). The Impact of Independent Curriculum Learning at Jam'iyatul Washliyah Elementary School. *Jurnal Ilmiah Wahana Pendidikan*, 10(18), 47–51.
- Dwiyanti, D., Muchtarom, M., & Winarno, W. (2023). Strategy for Strengthening Democratic Character Through Project-Based Civics Learning. *Academy of Education Journal*, 14(2), 545–555. <https://doi.org/10.47200/aoej.v14i2.1752>
- El Eisy, M. R., Putri, N., Noraisyah, N., Faznur, R., & Pratiwi, D. A. (2025). Barriers to Teacher Innovation and Creativity in Implementing the Independent Curriculum at SDN Telawang 4. *MARAS: Jurnal Penelitian Multidisiplin*, 3(2), 600–607.
- Elsa Pramudya, W. (2025). *Development of E-Lkpd Based on Yellow Well Water Purification Project to Improve Critical Thinking Skills of Junior High School Students*. Universitas Lampung. <https://digilib.unila.ac.id/81762/3/TEESIS%20TANPA%20BAB%20PEMBAHASAN.pdf>
- Fadilah, L. N., AR, M. M., & Armadi, A. (2025). The Effectiveness of Project-Based Learning Model Containing Cambodian Culinary Ethnoscience Student Worksheet on Critical Reasoning Skills in Phase B of Elementary School. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 8(1), 435–445. <https://doi.org/10.54371/jiip.v8i1.6466>
- Hanipudin, S., Khasanah, L., & Habib, M. (2024). Strengthening Prospective Islamic Education Teachers' Understanding of Independent Curriculum Learning. *Dimasejati: Jurnal Pengabdian Kepada Masyarakat*, 6(1), 103–112. <https://www.syekhnurjati.ac.id/jurnal/index.php/dimasejati/article/view/15836>
- Hattarina, S., Saila, N., Faradilla, A., Putri, D. R., & Putri, R. R. G. A. (2022). Implementation of the Independent Learning Curriculum in Educational Institutions. *Seminar Nasional Sosial, Sains, Pendidikan, Humaniora (SENASSDRA)*, 1(1), 181–192. <https://prosiding.unipma.ac.id/index.php/SENASSDRA/article/view/2332/0>
- Ilahude, M. F. (2024). Improving Student Learning Outcomes on the Material of Morals Towards Non-Muslims in the Subject of Islamic Religion and Character Education in Phase c of Class V of SDN 3 Tahuna Through the Application of the Inquiry Based Learning Model. *Al-minhaj: Jurnal Pendidikan Islam*, 7(1), 175–190.
- Kartikawati, E., & Darmuki, A. (2025). The Principal's Strategic Role in Supporting Teachers in Implementing Differentiated Learning in Elementary Schools. *Inopendas: Jurnal Ilmiah Kependidikan*, 8(1), 8–21.
- Maigahoaku, F. D., Fil, S., & Hanafi, I. I. (2024). *Organizational Management Strategy in Education*. Nas Media Pustaka.
- Nengsih, D., Febrina, W., Maifalinda, M., Junaidi, J., Darmansyah, D., & Demina, D. (2024). Development of Independent Curriculum Teaching Modules. *Diklat Review: Jurnal Manajemen Pendidikan Dan Pelatihan*, 8(1), 150–158.
- Putri, F. A. (2025). Improving Student Learning Motivation Through the Application of the Contextual Teaching and Learning Approach to Natural and Social Sciences Subjects in Grade IV of State Islamic Elementary School 2 Bungo. *Edu*

- Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, 5(1), 1321-1328.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementation of the Independent Learning Curriculum in School Leader. *Jurnal Basicedu*, 6(4), 6313-6319. <https://doi.org/10.31004/basicedu.v6i4.3237>
- Qhoybi, M. D. (2024). *Character-Based Teachers and Their Implementation in the Digital Era at Isyhar Prambon Plus Middle School, Nganjuk*. IAIN Kediri.
- RAS, D. Z. P. (2025). *The Principal's Strategy in Teacher Development at State Senior High School 2 Tembilahan*. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Satar, S., Judijanto, L., Haryono, P., Septikasari, D., Zamsir, Z., Pirmani, P., Wijaya, S. A., Djollong, A. F., & Gaspersz, V. (2025). *Innovative Learning Methods and Models: Theory and Practice*. PT. Green Pustaka Indonesia.
- Silwin, J. M. (2025). *Implementation of the Disaster-Safe Education Unit (SPAB) Program at SD Negeri 71 Banda Aceh*. UIN ar-raniry.
- Syarifuddin, S., Rahmattullah, R., & Akmaluddin, A. (2024). Effectiveness of Using BOSP Funds in State Elementary Schools in Improving the Quality of Education Based on the CIPP Model in Aceh Besar District. *Visipena*, 53-74. <https://doi.org/10.46244/visipena.vi.2556>
- Yuliati, N. D. (2024). *Independent Curriculum Management at Darul Falah Islamic Elementary School, Tambak, Banyumas*. Universitas Islam Negeri Saifuddin Zuhri (Indonesia).