

THE INFLUENCE OF TECHNOLOGY BASED MERDEKA CURRICULUM ON STUDENT CHARACTER AND LEARNING MOTIVATION GRADE IV SD

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ARTICLE INFO

Article History:

Received : 2024-10-22

Accepted : 2024-10-26

Keywords :

Keywords 1; merdeka

Curriculum

Keywords 2; technology

Keywords 3; character

Keywords 4; motivation

ABSTRACT

This study aims to determine how the implementation and influence of the technology-based Merdeka curriculum on the character and learning motivation of fourth-grade students at SDN 24 Batangase Maros. This type of research is ex post facto research using quantitative research methods. The population of this study was all fourth-grade students of SDN 24 Batangase Maros, totaling 49 students. The sample of this study was 24 class IV B students, 14 of whom were male students and 10 female students. The instruments used were questionnaires and documentation. The data analysis techniques used were descriptive and inferential analysis. The results of the study showed that: 1) The implementation of the technology-based Merdeka curriculum affects the character and learning motivation of students. This is realized by the use of projectors in the learning process so that students feel comfortable, more active and teachers do not dominate learning activities. And also able to shape students' character because in the process of implementing the Merdeka curriculum, the main focus is on instilling character values to produce a generation with good morals. 2) The technology-based merdeka curriculum has an effect on the character and learning motivation of students at SDN 24 Batangase Maros after obtaining the results of the hypothesis test with a significance value of $0.000 < 0.05$, meaning that there is an effect of using the technology-based merdeka curriculum on the character and learning motivation of student.

1. INTRODUCTION

Education is the effort, influence, protection and assistance given to children towards maturity, or more precisely helping children to be capable enough to carry out their own life tasks. In addition, education also helps the development of each body and spirit with something that allows the achievement of perfection. The foundation of Indonesian education is Pancasila, which serves as a model for the activities of teaching carried out by teachers. The values found in Pancasila are extremely important to convey to students and be implemented in daily activities (Aminullah, 2015). Education has been recognized and has strong legality, as stated in the 1945 Constitution article 31 paragraph 1, which seeks “every Indonesian citizen has the right to education” and paragraph 3 explains that “The government seeks and organizes a national education system, which enhances faith and devotion and noble character in order to educate the nation's life which is regulated by law.” (Aminullah, 2015). Indonesia is a mature country with a very good human capital, which is further supported by highly qualified and experienced educators.

Creating curricula is one way to raise educational standards. The application of the applied curriculum will demonstrate the proper educational policy. The curriculum is a set of guidelines that directs all learning activities in classrooms and educational units. The curriculum is often referred to as a learning plan, which consists of content, materials and learning objectives (Rahmawati et al., 2024). The Indonesian government must make a number of improvements in the field of education to improve the quality of education in Indonesia, this is a very important matter, and having a curriculum is one of the strategies to improve teaching standards in Indonesia. (Cappa et al., 2024).

The Merdeka Curriculum fundamentally differs from the prior curriculum in that it promotes the idea of Merdeka Learning. The goal is now to produce high-quality students who possess the traits of the Pancasila Student profile and the competences necessary to meet global problems, rather than meeting minimum completeness scores. (Hidayati et al., 2022) stated that the Merdeka Curriculum has an influence on student learning motivation. However, because this curriculum is newly established, student learning motivation is not consistent. Some of the students experienced an increase in learning motivation because they had talent or found interest in something so that they were able to hone their creativity.

Currently, the role of digital technology is indispensable for progress in various fields, including education. In this era of globalization, all groups ranging from children, teenagers, to parents are familiar with super-sophisticated tools or technology and can be made to access information from anywhere in the world easily, commonly referred to as gadgets (Setiawan et al., 2020). New inventions to aid in the learning process have also been brought forth by the advancement of educational technology. Digital technology learning is one of the learning independence curriculum's freedoms of choice. Science develops in the field of education, and this leads to the creation of technology. As a result, it makes sense for education itself to use technology to help with learning implementation.

According to Ahmad Sudrajat, character is the moral principles that guide a person's behavior toward God Almighty, other people, their surroundings, and their nationality. These principles are expressed in thoughts, attitudes, feelings, words, and deeds that are founded on religious rules, laws, etiquette, culture, and customs. Character building itself aims to improve the quality of educational processes and outcomes that lead to the formation of character and noble character of students in a whole, integrated and balanced manner, in accordance with the competency standards of graduates in each education unit (Karakter et al., 2024). Building character is not a short job but requires a process that is not short and is carried out in stages. (Rahmadhani et al., 2023).

The way technology has advanced in this day and age has an impact on children's personalities. Character can be defined as the fundamental principles that construct an individual's personality, shaped by both genetic and environmental factors. These qualities set an individual apart from others and are reflected in their attitudes and actions in daily life. All children possess good potential from birth; nevertheless, for their character to be established and developed to the fullest extent possible, this potential needs to be nurtured and socialized appropriately (Wahid A, 2023). Available technology is a threat to the nation's next generation, because the development of technology makes children have bad

character. Technology is a human creation. Therefore, it is natural to have shortcomings or negative impacts. In the field of education, besides having a positive side, technology also has a negative side. (Lestari, 2018).

Learning motivation is a complicated topic. One significant issue that has garnered attention in the world of education for many years is the effect of motivation on academic accomplishment. (Mulyadi et al., 2023) defines motivation as a strong desire or intention to accomplish specific goals. In the field of education, it has a significant impact on how successful students are in their learning and how they achieve the intended learning outcomes in line with preset goals.

Two terms with comparable meanings that are used to describe motivation in learning are "learning process" and "enthusiasm." Principles that impact an individual's ideas and wants in order to achieve desired goals are related to motivation (Hidayati et al., 2022). A student's lack of willingness to put in the necessary effort to complete the task is what prevents them from being able to achieve it. When there is a lack of motivation, one's drive and willpower weaken and the work does not match one's ability level. Students with high motivation are more likely to approach their academic work with a positive attitude, which fosters higher enthusiasm, the ability to overcome challenges, and the possibility of personal improvement. But motivation is a complex idea that depends on a range of factors, including the learning environment, social support, individual goals, and interests. Students are more motivated when they sense that their families and professors are rooting for them.

Students typically have low learning motivation for a variety of reasons, such as teachers who don't inspire or encourage students to learn, a lack of engaging teaching strategies that make lessons boring and uninteresting, pressure from parents and teachers to complete an excessive amount of work, and other factors that cause students to become depressed and lose interest in learning. Lack of interest in and attention to lessons because they are perceived as difficult and uninteresting by the students; lack of parental attention because they are preoccupied with raising unruly children; and lack of motivation from the students themselves as a result of excessive activity addiction to something like using too many gadgets all have an impact on students' motivation to learn.

The purpose of this study is to determine the application of the technology-based Merdeka curriculum to the character and learning motivation of grade IV students of SDN 24 Batangase Maros and to determine whether there is an effect of the technology-based Merdeka curriculum on the character and learning motivation of grade IV students of SDN 24 Batangase Maros.

2. METHODS

This type of research is ex post facto research using quantitative research methods. The population of this study were all grade IV students of SDN 24 Batangase Maros, totaling 49 students. While the sample of this study is class IV B students totaling 24 people, of which 14 are male students and 10 are female students. The dependent variable is the Merdeka curriculum (X). independent variables are character (Y1) and learning motivation (Y2). The following are the operational definitions used in this study: 1) The Merdeka curriculum, which is centered on technology and serves as an educational development strategy, allows teachers to design high-quality lessons that are tailored to the needs and learning environments of their students through the use of technology. 2) Character education is a method of imparting values to children that includes information, awareness or willingness, and action to do something that can positively impact an individual's life. 3) Learning motivation refers to an individual's internal drive or reaction demonstrated by an interest in paying attention and adhering to the teaching and learning process in order to participate directly in the learning process.

Questionnaires and paperwork were the methods utilized to collect data. A questionnaire was the research tool employed in this study. Both inferential and descriptive statistics are used in this study data analysis method. The variables of using the Merdeka curriculum, character, and learning motivation are described using descriptive analysis. Prerequisite analysis and hypothesis testing are used in inferential analysis. The linearity and normalcy tests are the prerequisites that are used. Using multiple regression and multiple coefficient tests, final or hypothesis testing is conducted.

3. RESULT AND DISCUSSION RESULTS

The focus of this research identifies how the technology-based merdeka curriculum affects the character and learning motivation of students at UPT SDN 24 Batangase Maros. The variables that receive the main attention in this study are the merdeka curriculum (X) and character (Y1), learning motivation (Y2). The research methods applied include questionnaires and documentation to assess the extent of the influence of the technology-based merdeka curriculum on character and student learning motivation at UPT SDN 24 Batangase Maros. The respondents in this study were class IV B students with a total of 24 students and the teaching teacher. The instruments applied to measure the technology-based merdeka curriculum are a character and motivation questionnaire consisting of 15 questions and an merdeka curriculum questionnaire consisting of 10 questions, a questionnaire used as a tool to evaluate the level of student learning motivation consists of 15 questions, a questionnaire used to evaluate the level of student character consists of 15 questions, and a questionnaire used to measure the implementation of an merdeka curriculum consists of 10 questions. Each question has four answer options with a score range of 1-4, where 4 (exellent), 3 (good), 2 (less good), and 1 (not good). Before being given to research respondents, the questionnaire was tested for validity and reliability.

Implementation of the Technology-Based Merdeka Curriculum on Student Character and Learning Motivation



(Picture 1)



(Picture 2)

a. Merdeka Curriculum

This study identifies how the technology-based merdeka curriculum affects the character and learning motivation of students at UPT SDN 24 Batangase Maros. Respondents in this study were teachers at UPT SDN 24 Batangase Maros, totaling 24 teaching teachers. The instrument used was an merdeka curriculum questionnaire consisting of 10 questions. The data from the descriptive analysis of the merdeka curriculum can be found as follows.

Table 4.1 Descriptive Analysis Results of the Merdeka Curriculum Questionnaire

Statistik	Skor
N	24
Mean	34.29
Median	34.00
Modus	32
Standar Deviasi	2.010
Variasi	4.042
Skor minimum	31
Skor maksimum	38
Range	7
Sum	823

Sumber: IBM SPSS Statistics version 25

Table 4.1 shows that there were 24 respondents in total, with an average score of 34.49; the median score on the Merdeka Curriculum Questionnaire was 34.00; the most frequently occurring value in this data was 32; the standard deviation was 2.010; the variation was 4.032; the lowest score was 31, the highest score was 38; the range was 7, and the total was 823.

Table 4.2 Results of the Merdeka Curriculum Questionnaire

Questionnaire Interval	Scoring Interval	Frequency	Precent(%)	Category
37-40	91-100	5	20,84	Excellent
28-36	69-90	19	79,16	Good
19-27	46-68	0	0	Less Good
10-18	25-45	0	0	Not Good
Total		24	100	

According to table 4.2, the subjects of this study on the technology-based merdeka curriculum were classified as follows: 79.16% (19 teachers) were in the good category, and 20.84% (5 teachers) were in the excellent category. This means that 19 teachers consistently used technology in their teaching activities and project implementation to improve the Pancasila student profile.

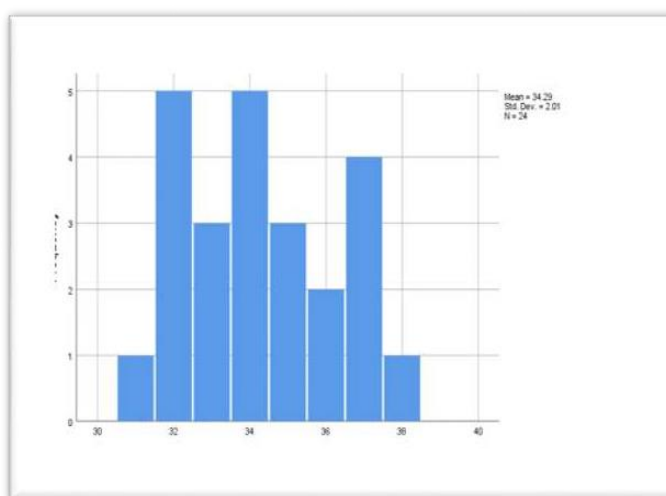


Figure 4.1 Diagram of the Merdeka Curriculum Questionnaire

Based on Figure 4.1, the diagram displays the results of the Merdeka curriculum questionnaire, indicating that five teachers have results in the excellent category (scoring 37–40) and 19 teachers have answers in the good category (scoring 28–36) regarding the implementation of the technology-based Merdeka curriculum.

b. Student character

This study identifies how student character is influenced by the technology-based Merdeka curriculum at UPT SDN 24 Batangase Maros. Respondents in this study were students at UPT SDN 24 Batangase Maros class IV B, totaling 24 students. The instrument used is the merdeka curriculum questionnaire which consists of 15 questions. The data from the descriptive analysis of the merdeka curriculum can be found as follows:

Table 4.3 Descriptive Analysis Results of Student Character Questionnaires

Statistik	Skor
N	24
Mean	53.92
Median	55.00
Modus	55
Standar Deviasi	3.035
Variasi	9.210
Skor minumum	46
Skor maksimum	58
Range	12
Sum	1294

Sumber: IBM SPSS Statistics version 25

The computation results, as shown in table 4.3, indicate that there were 24 respondents in total, with an average of 53.92; the median character questionnaire score was 55.00; the value that frequently appears in this data is 55; the standard deviation was 3.035, the variation was 9.210; the minimum and maximum scores were 46 and 58, respectively; the range was 12 and the sum was 1294.

Table 4.4 Student Character Questionnaire Results

Questionnaire Interval	Scoring Interval	Frequency	Precent (%)	Category
51-60	85-100	22	91,67	Excellent
39-50	65-84	2	8,33	Good
27-38	45-64	0	0	Less Good
15-26	25-43	0	0	Not Good
Total		24	100	

Table 4.4 indicates that the study's subjects, who were taught a technology-based Merdeka curriculum on character, were divided into two categories: exceptional (91.67%) and good (8.33%). Based on the information in the aforementioned table, it can be said that the technology-based merdeka curriculum has the power to mold students' moral character through religious instruction, academic duty, respect for cultural diversity, and knowledge of oneself as a student.

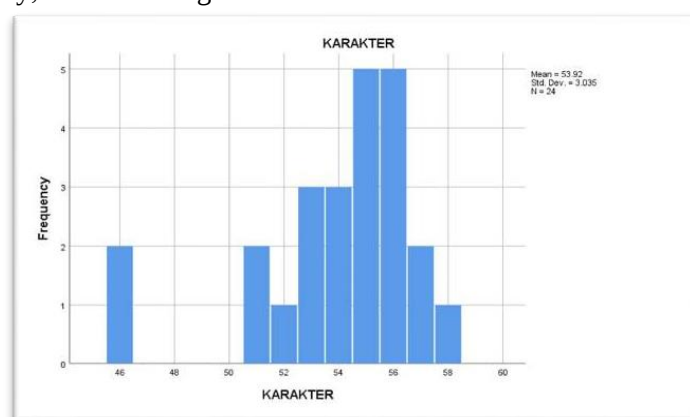


Figure 4.2 Character Questionnaire Diagram

Based on Figure 4.2, the diagram shows the results of the character questionnaire which states that the answers from students related to character as many as 22 students are in the very good category with the results of questionnaire scores 51-60 and as many as 2 students are in the good category with

questionnaire results 39-50.

c. Learning Motivation

This study identifies how learning motivation is influenced by the technology-based Merdeka curriculum at UPT SDN 24 Batangase Maros. Respondents in this study were students at UPT SDN 24 Batangase Maros class IV B, totaling 24 students. The instrument used is the merdeka curriculum questionnaire which consists of 15 questions. The data from the descriptive analysis of the merdeka curriculum can be found as follows:

Table 4.5 Descriptive Analysis Results of Learning Motivation Questionnaire

Statistik	Skor
N	24
Mean	50.08
Median	51.00
Modus	51
Standar Deviasi	2.653
Variasi	7.036
Skor minimum	43
Skor maksimum	53
Range	10
Sum	1202

Sumber: IBM SPSS Statistics version 25

According to table 4.5, there were 24 respondents in total, with an average score of 50.08. The motivation questionnaire's median was 51.00, and the value that frequently appeared in the data was 51. The standard deviation was 2.653, the variation was 7.036, the minimum and maximum scores were 43 and 53, the range was 10, and the total was 1202.

Table 4.6 Learning Motivation Questionnaire Results

Questionnaire Interval	Scoring Interval	Frequency	Precent (%)	Category
51-60	85-100	14	58,33	Excellent
39-50	65-84	10	41,6	Good
27-38	45-64	0	0	Less Good
15-26	25-44	0	0	Not Good
Total		24	100	

Table 4.6 provides information on the subjects in this study of the technology-based Merdeka curriculum on character. Of them, 58.33% (14 students) were in the excellent group and 41.67% (10 students) were in the good category. It is clear from the data in the above table that the technology-based merdeka curriculum may inspire children to learn, feel good about learning, have hopes for the future, and be interested in learning.

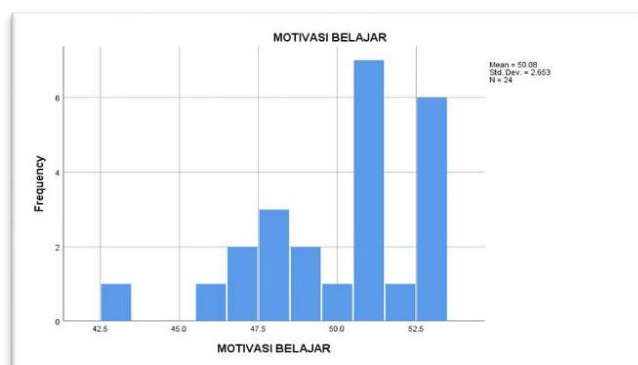


Figure 4.3 Motivation Questionnaire Diagram

Based on Figure 3, the diagram shows the results of the learning motivation questionnaire which states that the answers from students related to learning motivation as many as 14 students are in the very good category with the results of questionnaire scores 51-60 and as many as 10 students are in the good category with questionnaire results 39-50.

The Effect of Technology-Based Merdeka Curriculum on Student Character and Learning Motivation

Based on the results of the t test calculation, it can be seen that the value of the hypothesis testing results presented that overall t-count = 17,347. a summary of the results of the t test calculation can be seen in table 4.15 as follows:

Table 4.15 Multiple Regression Coefficients

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	36.361	2.096		17.347	0,000
Motivasi	0,137	0,046	0,543	2.985	0,007
Karakter	0,166	0,037	0,823	4.526	0,000

Based on the Coefficient table, there are beta numbers, t-counts and their significance values. If t-count > t-table or (-) t-count < (-) t-table, then H₀ is rejected and H_a is accepted and vice versa if tcount < t-table or (-) t-count > (-) ttable, then H₀ is accepted and H_a is rejected. The magnitude of the ttable number with a significance level of 0.05 and degrees of freedom (dk) = (n-k) = (24-3) = 21. From these provisions, the table number is 1.720. the effect of the technology-based merdeka curriculum on student character and learning motivation is as follows:

- Hypothesis testing of learning motivation variables obtained tcount 2.985 with a significance level of 0.007. Because the value of 0.007 < 0.05, the hypothesis that the technology-based merdeka curriculum has an effect on learning motivation is accepted.
- Hypothesis testing of character variables obtained tcount 4,526 with a significance level of 0.000. Because the value of 0.000 < 0.05, the hypothesis that the technology-based merdeka curriculum has an effect on character is accepted.

Based on the above conclusions, the results show that tcount > ttable = 17.347 > 1.720, and the significance value < 0.05 = 0.000 < 0.05. Therefore, it can be concluded that the Alternative Hypothesis (H_a) can be accepted, which identifies a positive influence between the technology-based merdeka curriculum on character and learning motivation. The results of hypothesis testing prove that “There is a positive influence of the technology-based merdeka curriculum on the character and learning motivation of class IV UPT SPF SD Negeri 24 Batangase Maros students”

DISCUSSION

based on the findings of a descriptive study done on the motivation, character, and curriculum of Merdeka. The results of the study demonstrate that students' moral character and motivation to learn are impacted by the implementation of the technology-based Merdeka curriculum. Students' enjoyment of participating in the learning process is the cause of this influence. This is accomplished by incorporating technology into the classroom through the use of projectors, which encourage student participation and make them feel more at ease. This also helps to prevent teachers from controlling class activities. According to Selvi's theory, students who learn without the use of methods tend to be more passive since they attend more lectures. The learning activities in this lesson are dominated by the teacher. Students

still tend to lack interest in participating in learning. In addition, students focus more on the student handbook which results in less in-depth understanding of the substance of the material (Alannasir & Selvi, 2018).

Since character values are ingrained during the curriculum's implementation which aims to create a generation of morally upright people student character can be shaped by the technology-based Merdeka curriculum. With the use of technology, educators may model good behavior and incorporate religious lessons into their daily lessons. This is consistent with Isa's assertion that educators, or instructors, are real leaders, intelligent mentors and directors, printers of figures, and leaders of the people in the book *Character Education*. In accordance with the aforementioned viewpoint, Ginnis stated that there are a number of approaches that may be offered to students in order to spark their interest in learning, including: offering diversity and freshness to sustain focus, understanding student enjoyment, and providing an outline of the subject matter to be studied (Alannasir, 2018). Character education, then, is learning that is applied in all student activities at school, in the community, and at home through a process of habituation, exemplary, and continuous. It is not, therefore, material that can only be recorded, memorized, and evaluated in a short amount of time. Consequently, communities, parents, and schools all have a stake in the success of character education (Irfansyah et al., 2024).

Based on the results of the tests that have been carried out, the validity test results show that motivation there are 15 question items with 9 question items declared valid, character there are 15 question items with 10 question items declared valid and the merdeka curriculum there are 10 question items with 7 question items declared valid due to the results of the $r\text{-count} > r\text{-tabel}$ value (0.404). So it can be concluded that from several questions dominating the statement is valid.

The results of the reliability test can be seen in the Cronbach Alpha value, where the test results show that the Cronbach Alpha value of each variable, namely variable X (0.643), Y1 (0.636) and Y2 (0.621) > 0.60 , which means that the questionnaire which is an indicator of the variable is reliable. The results of testing the effect of the dependent variable on the merdeka variable show that the variable Y1 $t\text{-count}$ value (4.526) $> t\text{-table}$ (1.720) means that it is influential and the variable Y2 $t\text{-count}$ value (2.985) $> t\text{-table}$ (1.720) means that it is influential.

This indicates that the main research hypothesis is that the technology-based Merdeka curriculum has an impact on students' enthusiasm to learn. The application of a merdeka curriculum that uses technology to make it simpler for students to record their learning and encourages them to participate actively in the process is what has an influence on motivation. According to (Alannasir, 2016), motivation is the desire, either internal or external, to successfully complete a task, including studying in school.

The technology-based Merdeka curriculum has a significant impact on the findings of research on student character. It emphasizes character development by using a projector to display instructional videos and apply or exhibit examples of good character in daily life. according to the belief that character development is the process of integrating a person's ideals from their upbringing into their personality and behavior. It was discovered during the research that in order for teachers to have good character, they must establish character values such as justice, fairness, accountability, and respect for both themselves and others. They also need to build a strong work ethic and persistence. Teachers therefore help pupils develop strong character traits so that they can imitate the attitudes, behaviors, and morals of teachers that they can witness and experience in their everyday life (Irfansyah et al., 2024). This is also connected to Robert's belief in the book *Educational Psychology* that teachers should use a hands-on approach to teaching and employ strategies to help students acquire new abilities. Robert believes that this will help teachers become more knowledgeable about the learning process (N. Khodijah, 2014).

Based on the test results, for regression testing, namely the r test and f test, the two variables both have a significant influence. This shows that character and learning motivation are influenced by the technology-based merdeka curriculum, so the hypothesis proposed by the researcher is accepted.

4. CONCLUSIONS AND SUGGESTIONS

Based on the research findings, the investigator can deduce that the technology-driven merdeka curriculum positively impacts the character traits and academic drive of UPT SPF SDN 24 Batangase

Maros pupils. This is so that the teaching and learning process can be adjusted to the requirements and skills of the students as a result of the adoption of this technology-based Merdeka curriculum. With opportunities for student participation, like the project of strengthening the Pancasila Learner Profile (P5), which has been optimally implemented at UPT SPF SDN 24 Batangase Maros, the technology-based merdeka curriculum encourages teachers to present engaging and memorable learning in this context. This, in turn, increases students' enthusiasm for learning because learning becomes less dull and more interesting. This action has a positive effect on teachers' and students' creativity and innovation, their ability to use information technology (IT), and their ability to create a pleasant learning environment, all of which help to increase students' motivation to learn and their overall character. In light of this result, the following recommendations are possible: 1) Make good use of the Merdeka Curriculum. A well-executed Merdeka curriculum has the power to mold students' personalities and boost their drive to learn. As such, it is imperative to guarantee that the Merdeka Curriculum is applied correctly and in line with its designation. 2) To optimize students' learning potential, train and support educators in adopting the technology-based Merdeka Curriculum. Teachers must learn how the Merdeka Curriculum affects students' motivation to learn and development of character during their training. 3) It is advised that relevant parties, including principals and instructors, keep assessing and refining the technology-based Merdeka Curriculum in light of student input and the most recent findings of research. This aids in the Merdeka Curriculum's efforts to improve primary school students' moral character and motivation to learn. 4) The findings of this study can serve as a guide for future investigations into character, student learning motivation in elementary schools, and the technology-based Merdeka Curriculum. As a result, it is advised that future researchers build on the aspects that have not been explored in the existing research to undertake additional research.

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